

KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS - IV

SUBJECT – LIBRARY

UNIT			Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome
No.	Topic	Sub-Topic	Starting	Closing					
UNIT 1	The Woodpecker and the Tugboat	STORY NUMBER 21 Pg No. 1	JULY DAY 1	JULY	My Word, My Action 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 Woodpecker and the Tugboat	SHEET 21A and 21B (ch as in chips and Special words) Pg No. 2 and 3	DAY 2		Clap for CH: Teacher says words. Clap only when you hear "ch" (chair, chip).	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 Woodpecker and the Tugboat	STORZ 21 (words we know, new sound, special words and silent final e) Pg No. 4 and 5	DAY 3		Yes or No Game: 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 Woodpecker and the Tugboat	READING Pg No. 6, 7, 8 and 9	DAY 4		Quick Word Sort: Teacher asks students to quickly categorize words by their endings from book. For example, "Find all the words that end in -ck!" (brick, trick, click, flick, quick).	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 Woodpecker and the Tugboat	READING Pg No. 10, 11, 12 and 13	DAY 5		One Word Talk: Teacher asks students "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 Woodpecker and the Tugboat	READING and STORY 21 (words we've used and some new words) Pg No. 14, 15, 16, and 17	DAY 6		Title Talk: Teacher says the story title and asks 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 Woodpecker and the Tugboat	SHEET 21C (Comprehension of story 21X) Pg No. 18	DAY 7		3. Nod for Yes 😊 Teacher says a word; students nod if you see it in the 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 2	THE Rabbit Wants a Carrot	STORY NUMBER 22 Pg No. 19	AUGUST DAY 1	AUGUST	Pass the Word: Teacher says a simple word from the reader (e.g., "cat"). Each student quickly says a new word (cat → bat → hat...). Continue in a chain.	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 Rabbit Wants a Carrot	SHEET 22A and 22B (- y as in happy and Special words) Pg No. 20 and 21	DAY 2		Yes or No Teacher says a word. Thumbs up if it ends with y (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 Rabbit Wants a Carrot	STORY 22 (Words we know, new sound and special words) Pg No. 22 and 23	DAY 3		Word Repeat Chain: First student says a word, next repeats and adds one more.	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 Rabbit Wants a Carrot	Reading Pg No. 24, 25, 26 and 27	DAY 4		Quick Change Game: 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
UNIT 2	THE Rabbit Wants a Carrot	Reading Pg No. 28, 29, 30 and 31	DAY 5		Animal Sound Guess: 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 2	THE Rabbit Wants a Carrot	READING AND STORY 22 (words we've used and some new words) Pg No. 32, 33, 34 and 35	DAY 6		Cross Crawl Exercise: Right hand → touch left knee Left hand → touch right knee Repeat slowly	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 Rabbit Wants a Carrot	SHEET 12XC Comprehension of story 22C Pg No. 36	DAY 7		Opposite Hand Action: One hand open, one hand close Change 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 3	The Girls and the Ball	STORY NUMBER 23 Pg No. 37	SEPTEMBER DAY 1	SEPTEMBER	Picture Talk: 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 3	The Girls and the Ball	SHEET 23A and 23B (wh- as in when and Special words) Pg No. 38 and 39	DAY 2		Yes or No: Teacher says a word. Thumbs up if it is a wh word.	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	The Girls and the Ball	STORY 23 (Words we know, new sound and special words) Pg No. 40 and 41	DAY 3		One Word Read: Each child reads one word from the book in turn.	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	The Girls and the Ball	Reading Pg No. 42, 43, 44, and 45	DAY 4		Silent Action: 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 3	The Girls and the Ball	Reading Pg No. 46, 47, 48, and 49	DAY 5		Find & Show: 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 3	The Girls and the Ball	Reading and (words we've used and some new words) Pg No. 50, 51, 52 and 53	DAY 6		Word Tap: Teacher says a word → students tap the table once.	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	The Girls and the Ball	SHEET 13XC Comprehension of story 13XC) Pg No. 54	DAY 7		Show Me: Teacher says a word → students point to it in the 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 4	The CAT, the Dog and the Vet	STORY NUMBER 24 Pg No. 55	SEPTEMBER DAY 1	SEPTEMBER	Turn & Tell: 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 4	The CAT, the Dog and the Vet	SHEET 24A and 24B (aw- as in paw and Special words) Pg No. 56 and 57	DAY 2		Quick Look: Look at page for 5 seconds → say one word you saw.	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	The CAT, the Dog and the Vet	STORY 24 (Words we know, new sound and special words) Pg No. 58 and 59	DAY 3		Yes or No: Teacher reads a word → students show thumbs up if they see it on that page.	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 4	The CAT, the Dog and the Vet	Reading Pg No. 60, 61, 62 and 63	DAY 4		Sound It: 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 4	The CAT, the Dog and the Vet	Reading Pg No. 64, 65, 66 and 67	DAY 5		Pass & Read: 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 4	The CAT, the Dog and the Vet	Reading and STORY 24 (Words we 've used, some new words) Pg No. 68, 69, 70 and 71	DAY 6		Eye Spy: "I spy a word..." → students find it 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 4	The CAT, the Dog and the Vet	SHEET 24C Comprehension of story 24 Pg No. 72	DAY 7		One Word Tell: Ask: "Tell one word about the story." Students say one word (fun, boy, dog).	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	Tom and Ben	STORY NUMBER 25 Pg No. 73	NOVEMBER DAY 1	NOVEMBER	Picture Clue: Show a picture from story. Students say what is happening.	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	Tom and Ben	SHEET 25A and 25B (- ed as in barked and junior crossword) Pg No. 74 and 75	DAY 2		Jump for ED: Hear a word. Jump if it ends with -ed.	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	Tom and Ben	STORY 25 (Words we know, new sound and special words) Pg No. 76 and 77	DAY 3		Match Sound: Teacher says sound → students find a word with that sound.	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	Tom and Ben	Reading Pg No. 78, 79, 80 and 81	DAY 4		Quick Circle: 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 5	Tom and Ben	Reading Pg No. 82, 83, 84 and 85	DAY 5		Tap & Stop: 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 5	Tom and Ben	Reading and STORY 25 (words we 've used and some new words) 86, 87, 88 and 89	DAY 6		One Line Read: Read just one short line together softly.	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	Tom and Ben	SHEET 25C Comprehension of story 25 Pg No. 90	DAY 7		Show with Fingers: Show how many words you can read on the page.	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	The Eight Frogs and the Snake	STORY NUMBER 26 Pg No. 91	DECEMBER DAY 1	DECEMBER	Picture Peek: 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 6	The Eight Frogs and the Snake	SHEET 26A and 26B (- igh as in night and special words) Pg No. 92 and 93	DAY 2		Read & Repeat: Teacher says night. Students repeat twice.	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	The Eight Frogs and the Snake	STORY 26 (Words we know, new sound and special words) Pg No. 94 and 95	DAY 3		Blink Read: Read one word when teacher blinks.	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	The Eight Frogs and the Snake	Reading Pg No. 96, 97, 98, and 99	DAY 4		Act & Guess: 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	The Eight Frogs and the Snake	Reading Pg No. 100, 101, 102 and 103	DAY 5		Nod for Yes: 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	The Eight Frogs and the Snake	Reading Pg No. 104, 105, 106 and 107	DAY 6		Nod for Yes: 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	The Eight Frogs and the Snake	Reading and STORY 16X (words we've used and some new words) Pg No. 108, 109, 110 and 111	DAY 7		Tiny Voice: 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	The Eight Frogs and the Snake	SHEET 26C Comprehension of story 26 Pg No. 112	DAY 8		Air Read: Teacher say the word; students trace it in the air with the finger.	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	Tabitha and Thug	STORY NUMBER 27 Pg No. 113	JANUARY DAY 1	JANUARY	Close Eyes Listen: Students' close eyes. Listen and tell one word they heard.	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	Tabitha and Thug	SHEET 27A and 27B (th as in thin and special words) Pg No. 114 and 115	DAY 2		Find a Friend: Show one word to your partner.	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 7	Tabitha and Thug	STORY 27 (Words we know, new sound and special words) Pg No. 116 and 117	DAY 3		Lip Read: Say a word using only lips (no sound).	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	Tabitha and Thug	Reading Pg No. 118, 119, 120 and 121	DAY 4		Turn & Look: 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 7	Tabitha and Thug	Reading Pg No. 122, 123, 124 and 125	DAY 5		Smile Word: 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 7	Tabitha and Thug	Reading Pg No. 126, 127, 128 and 129	DAY 6		Think–Pair–Share: 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 7	Tabitha and Thug	READING and STORY 27 (words we 've used and some new words) Pg No. 130, 131, 132 and 133	DAY 7		Word Hunt: 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 7	Tabitha and Thug	SHEET 27C Comprehension of story 27 Pg No. 134	DAY 8		Read & Act (Silent): Students read a word/sentence. Show its meaning with actions (no talking).	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	Love	STORY NUMBER 28 Pg No. 135	JAN DAY 1		Picture to Words: Look at a picture in the book. Students say 2–3 words about it softly.	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	Love	SHEET 28A and 28B (ow as in blow and special words) Pg No. 136 and 137	DAY 2		My Favorite Word: Students choose one word they like. Say it softly to the class or partner.	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	Love	STORY 28 (Words we know, new sounds and special words) Pg No. 138 and 139	DAY 3		Blow the Air" Activity: Ask children to pretend they are blowing balloons or candles. Say: "When we blow air, we say blow — ow says /o/!"	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	Love	Reading Pg No. 140, 141, 142 and 143	DAY 4		Echo Reading: Teacher reads one line softly. Students repeat in the same tone.	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	Love	Reading Pg No. 144, 145, 146 and 147	DAY 5		One Line Chain: 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 8	Love	Reading Pg No. 148, 149, 150 and 151	DAY 6		Silent Question: 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 8	Love	Reading and STORY 28 (words we've used, some new words) Pg No. 152, 153, 154 and 155	DAY 7		Partner Reading: Two students read one line each softly.	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	Love	SHEET 28C Comprehension of story 28 Pg No. 156	DAY 8		Quick Draw: Students draw a tiny picture of something they read.	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 Owl and the Clown	STORY NUMBER 29 Pg No. 157	FEBRUARY DAY 1	FEBRUARY	Guess the Story: Show cover/page. Students guess what the story is about (1 sentence).	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 Owl and the Clown	SHEET 29A and 29B (ow as in how and special words) Pg No. 158 and 159	DAY 2		Find & Tell: Find one new word and tell its meaning (simple).	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 Owl and the Clown	STORY 29 (Words we know, new sounds and special words) Pg No. 160 and 161	DAY 3		Read & Point Game: Teacher reads a word. Students point to each word while listening.	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 Owl and the Clown	Reading Pg No. 162, 163, 164 and 165	DAY 4		Word Ladder: 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 9	The Owl and the Clown	Reading Pg No. 166, 167, 168 and 169	DAY 5		Who Am I? 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 9	The Owl and the Clown	Reading Pg No. 170, 171, 172 and 173	DAY 6		Spot the Difference: 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 9	The Owl and the Clown	Reading and STORY 29 (words we 've used, some new words) Pg No. 174, 175, 176, and 177	DAY 7		Pass the Line: Each child reads one word from the same line.	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 Owl and the Clown	SHEET 29C Comprehension of story 29 Pg No. 178	DAY 8		One-Word Pass: Each child says one word related to the lesson topic.	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	Jessica	STORY NUMBER 30 Pg No. 179	FEBRUARY DAY 1	FEBRUARY	Picture Talk: Teacher shows a picture related to the story and Ask students "What do you see?"	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	Jessica	SHEET 30A and 30B (ee as in tree and special words) Pg No. 180 and 181	DAY 2		Long ee Smile Activity: Ask children to give a big smile and say words with the ee sound loudly like "bee, tree, see, green!"	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	Jessica	STORY 30 (Words we know, new sounds and special words) Pg No. 182 and 183	DAY 3		Listen & Find: Teacher says a word → students find it quickly.	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	Jessica	Reading Pg No. 184, 185 186 and 187	DAY 4		Build a Sentence: 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 10	Jessica	Reading Pg No. 188, 189 190 and 191	DAY 5		Read & Show Emotion: 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 10	Jessica	Reading Pg No. 192, 193 194 and 195	DAY 6		Silent Story Guess: 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 10	Jessica	Reading and STORY 30 (words we 've used, some new words) Pg No. 196, 197 198 and 199	DAY 7		Find & Tell: Find one new word and tell its meaning (simple).	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	Jessica	SHEET 30C Comprehension of story 30 Pg No. 200	DAY 8		Repeat After Me: Say important words from the story; children repeat with actions.	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
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