

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - IX
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	How I Taught My Grandmother to Read			April (Day 1)	April	Quick Draw Emotion – Students quickly draw a happy or sad face and show it silently.	The teacher introduces the lesson through discussion-based and experiential learning to build emotional connection with the theme. Guided reading, vocabulary clarification, and reflective interaction are used to develop comprehension and cultural understanding.	CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-4.2: Appreciates the richness of culture and heritage in the different works of regional language literature and their connections. C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students will connect emotionally with the theme, identify characters and setting, develop listening and comprehension skills, and appreciate family values, culture, and the importance of language in shaping identity.	
				(Day 2)		Word Snap – Students clap if they recognise the meaning of a spoken word.	The teacher continues the lesson through guided reading, inquiry-based discussion, and collaborative learning focusing on character analysis and thematic understanding. Vocabulary is reinforced through contextual speaking and writing activities.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will develop analytical and reasoning skills, evaluate characters and themes critically, express opinions logically, and understand the value of determination and education while improving reading fluency and comprehension.	
				(Day 3)		Sentence Builder Game Each student adds one word to form a funny sentence	The teacher engages students through activity-based and collaborative learning using comprehension exercises, textual analysis, and guided discussion to encourage close reading and interpretation.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will improve comprehension and interpretative skills, analyse literary meaning through close reading, and gain confidence in expressing ideas clearly through discussion and written responses.	
				(Day 4)		Fast Finish Phrase – Students complete sentences quickly.	The teacher conducts activity-based and experiential grammar learning through guided practice, sentence construction, and contextual language exercises to strengthen communication skills.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate.	Students will enhance their vocabulary and grammar skills. They will apply language rules correctly in sentences and improve their ability to communicate ideas effectively.	

				(Day 5)		Memory Toss – Students recall one key word from the lesson.	The teacher provides reflective and independent learning through structured notes, thematic discussion, and literary analysis to reinforce understanding and retention.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary). C-2.3: Composes literary texts by using appropriate literary devices.	Students will consolidate their understanding of the lesson through organised notes. They will identify themes, character traits, and key ideas, helping them prepare for assessments and improve retention.	
				(Day 6)		Stand & Speak – Students say one positive idea about learning.	The teacher conducts discussion-based recap activities focusing on key questions, extracts, and value-based responses to strengthen communication and presentation skills.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-1.4: Scripts to inform and communicate ideas effectively with the use of technology.	Students summarize key points from the lesson, identify important questions and extracts, and explain value-based ideas clearly in written form.	
	Bharat Our Land			April (Day 1)	April	Word Builder Challenge Word: KNOWLEDGE Form as many smaller meaningful words as possible using only the given letters within two minutes.	The teacher introduces the poem through discussion-based and experiential learning focusing on India’s culture and heritage. Expressive reading, vocabulary clarification, and guided interaction are used to develop comprehension and appreciation of the poem.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary).	Students will analyse the poem’s content, recognise it as an ode, and describe its central idea of national pride while identifying key images and references related to India’s cultural and natural heritage.	
				(Day 2)		Word Chain – Students say words related to India one after another (no repetition), building connection to the theme.	The teacher conducts inquiry-based and discussion-oriented learning through close reading and detailed explanation of the poem, focusing on literary devices such as imagery, symbolism, hyperbole, and allusion, while guiding students to relate the poem to cultural identity through discussion.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will analyse the poem’s literary devices, interpret its tone and mood, and explain how symbolism and imagery contribute to the portrayal of India’s greatness and cultural richness.	
				(Day 3)		Quick Draw – Students quickly draw something representing India (flag, river, and mountain).	The teacher engages students through activity-based and collaborative learning using vocabulary exercises, textual questions, and contextual interpretation activities to strengthen comprehension and communication skills.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate.	Students will interpret the poem, use vocabulary appropriately, and respond with clarity based on context.	
				June (Day 4)	June	Word Chain – Students say connected words related to “India” in sequence.	The teacher uses discussion-based and inquiry-driven pedagogy to guide students in analysing symbolism, imagery, rhyme scheme, and the poet’s attitude through critical thinking and written	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material.	Students will analyse and evaluate the poem critically, interpret literary elements, and express their ideas with logical reasoning and clarity.	

						responses.				
				(Day 5)		Pass the Smile greeting circle with quick gestures.	The teacher provides reflective and independent learning through structured notes, thematic discussion, and reinforcement of literary devices and cultural references for effective revision and retention.	CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-4.2: Appreciates the richness of culture and heritage in the different works of regional language literature and their connections.	Students will organise and record key points from the poem, demonstrating understanding of its themes, literary features, and cultural significance.
				(Day 6)		Frozen Statue with music and still pose.	The teacher conducts discussion-based recap and reflective learning activities to reinforce key concepts, clarify doubts, and strengthen understanding of the poem's message and literary aspects.	CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students will revise and retain key ideas, themes, and literary elements of the poem, and demonstrate an understanding of how literature reflects cultural identity and national pride.
2	The Pot Maker			June (Day 1)	June	Action Imitation – Students quickly imitate actions like digging, shaping, carrying, or weaving to build engagement and connect with vocations.	The teacher introduces the lesson through experiential and discussion-based learning focusing on traditional vocations and cultural heritage. Expressive reading, vocabulary clarification, and guided interaction are used to develop comprehension and thematic understanding.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary).	Students will analyze the context and storyline of the lesson, identify the main characters, and describe the importance of traditional skills and cultural heritage presented in the text.
				(Day 2)		Clap Rhythm Circle – Students pass a rhythm using claps around the class to build focus and coordination.	The teacher conducts inquiry-based and discussion-oriented learning through close reading and character analysis, while explaining the lesson with emphasis on perseverance, dignity of labour, learning, and generational knowledge.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material.	Students will analyse the characters and themes of the lesson, explain the importance of perseverance and skill development, and interpret the message conveyed through the story.
				(Day 3)		Quick Sketch – Students draw a simple object (pot, basket, and loom) quickly to activate prior knowledge.	The teacher engages students through activity-based and collaborative learning using comprehension exercises, sequencing activities, and vocabulary tasks to strengthen interpretation and communication skills.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate.	Students will comprehend the lesson accurately, answer textual questions effectively, and use appropriate vocabulary while expressing their understanding clearly.
				(Day 4)		Word Chain – Students say connected words related to “skill” or “craft”.	The teacher uses discussion-based and inquiry-driven pedagogy to guide students in grammar exercises and higher-order thinking activities focusing on reasoning, interpretation, and language usage.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will analyse the text critically, apply grammatical concepts correctly, and present logical arguments and interpretations based on the lesson.

				(Day 5)	Stand–Freeze – Students move and freeze instantly on signal, maintaining fun and attention.	The teacher provides reflective and independent learning through structured notes, thematic discussion, and reinforcement of literary and language elements for revision and retention.	CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-4.2: Appreciates the richness of culture and heritage in the different works of regional language literature and their connections.	Students will organise and record key information from the lesson, demonstrating understanding of its themes, characters, and cultural significance.		
				(Day 6)	Clap Pattern Challenge Teacher creates a rhythm (clap–tap–snap). Students copy it. Increase speed or change pattern for fun.	The teacher conducts discussion-based recap and reflective learning activities to reinforce important concepts, clarify doubts, and strengthen understanding of themes, values, and language skills.	CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students will revise and retain key concepts, themes, and values from the lesson and demonstrate an understanding of the importance of cultural traditions and skills in shaping identity.		
	Gifts of Grace: Honouring Our Vocations			June (Day 1)	June	Guess the Job – The teacher quickly mimics actions of different vocations (farmer, cook, carpenter, and mason) and students guess the job.	The teacher introduces the topic through experiential and discussion-based learning focusing on vocations and dignity of labour. Students engage in guided interaction and contextual understanding of different professions.	CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-4.2: Appreciates the richness of culture and heritage in the different works of regional language literature and their connections. C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students will identify different vocations and understand their importance in society. They will develop respect for all kinds of work and connect the theme of the poem with real-life experiences.	
				(Day 2)	'WORD TENNIS'	Teacher says a word, students rapidly volley a related word back (synonyms/opposites). Fast-paced and wakes up sleepy minds. No repetition allowed!	The teacher conducts discussion-based and inquiry-driven learning through expressive and close reading of the poem, explaining each stanza with focus on imagery, tone, meaning, and literary devices such as metaphor and repetition through guided questioning.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-2.3: Composes literary texts by using appropriate literary devices.	Students will read and understand the poem, explain its meaning in their own words, and identify literary devices used by the poet. They will appreciate how language creates vivid images and emotions.	
				(Day 3)		Quick Pair Talk – Students turn to a partner and name one vocation they admire and why.	The teacher engages students through collaborative and activity-based learning using comprehension exercises, pair discussion, and reasoning-based responses to strengthen interpretation and communication skills.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will comprehend the poem thoroughly, answer questions logically, and express their ideas clearly in discussions. They will improve their reasoning and interpretation skills.	
				(Day 4)		One Word Praise – Students say one word to appreciate any vocation (e.g., hardworking, creative).	The teacher uses inquiry-based and discussion-oriented pedagogy to guide students in analysing tone, mood, imagery, symbolism, and other poetic devices through critical thinking and textual interpretation.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary). C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will analyse poetic elements, identify literary devices, and explain their effects. They will gain confidence in interpreting and appreciating poetry.	
						Clap & Spin Confusion Clap once = spin, clap	The teacher provides reflective and independent learning through structured	CG-1: Uses language for effective communication through writing various forms (essays,	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive)	Students will summarize the poem, organize notes, and	

				(Day 5)		twice = jump—teacher mixes it fast.	notes, thematic discussion, and reinforcement of literary devices and key ideas for revision and organised learning.	letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	from their own experiences and experiences of others.	strengthen writing skills.	
				(Day 6)		Action Dice (Imaginary) Teacher calls out random actions (jump, spin, clap); students perform instantly.	The teacher conducts activity-based and discussion-oriented recap sessions to reinforce notebook work, clarify doubts, and strengthen written expression and reasoning skills.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.4: Scripts to inform and communicate ideas effectively with the use of technology. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will summarize key points in written form, construct complete answers, and demonstrate clarity and organization in notebook work.	
3	Winds of Change			July (Day 1)	July	Material Match – Teacher names a material (bamboo, silk, palm leaf), students quickly say what it can be used to make.	The teacher introduces the lesson through experiential and discussion-based learning focusing on traditional hand fans and cultural heritage. Pre-reading activities, visuals, and guided interaction are used to activate prior knowledge and develop curiosity.	CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-4.2: Appreciates the richness of culture and heritage in the different works of regional language literature and their connections. C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students will connect the topic with their personal experiences, identify traditional hand fans, and understand their cultural importance. They will develop curiosity about India’s handicrafts and heritage.	
				(Day 2)		Word Swap – Teacher says a word like “intricate,” students quickly say a synonym or meaning.	The teacher conducts discussion-based and inquiry-driven learning through expressive reading, vocabulary clarification, and guided interpretation of the history and cultural significance of pankhas. Key terms and difficult words will be clarified with meanings and examples, and students will use them in speaking and short sentences.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-2.3: Composes literary texts by using appropriate literary devices.	Students will analyse the content of the chapter, explain the evolution and cultural value of pankhas, and interpret the importance of traditional crafts. They will develop reading comprehension and analytical skills.	
				(Day 3)		Speed Sketch Students draw anything related to nature in less than 2 minutes.	The teacher engages students through collaborative and activity-based learning using comprehension exercises, inference questions, and group discussions to strengthen reasoning and interpretation skills.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will comprehend the chapter in detail, answer questions logically, and express their ideas clearly in discussions. They will improve their reasoning and interpretation abilities.	
				(Day 4)		Balance Challenge Students balance on one foot or pose like birds.	The teacher uses inquiry-based and discussion-oriented pedagogy to guide students in higher-order thinking, vocabulary development, and	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive,	C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary). C-2.2: Analyses a literary text	Students will analyse the text critically, enhance their vocabulary, and apply grammatical concepts	

						grammar activities focusing on contextual language use and critical interpretation.	expository, and persuasive) and employs these elements in their writing.	by close reading, critiquing form and style, and interpreting possible meanings.	like present perfect tense correctly. They will develop deeper language understanding.	
				(Day 5)		Deep Breath Count Whole class takes a slow breath together and counts to 5 silently. Repeat twice to settle energy.	The teacher provides reflective and independent learning through structured notes, thematic discussion, and guided note-making linked to preservation of traditional crafts and sustainable livelihoods.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate.	Students will summarise the chapter, organise their notes, and understand key ideas clearly. They will improve their writing and note-making skills.
				(Day 6)		Alphabet Chain Start with a word: Book → Kite → Elephant → Tiger (Next word starts with last letter).	The teacher conducts activity-based and discussion-oriented speaking and writing activities to encourage creative expression, contextual understanding, and effective communication skills.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-1.4: Scripts to inform and communicate ideas effectively with the use of technology.	Students will express their ideas confidently through speaking and writing, apply their understanding of the chapter to real-life contexts, and communicate effectively using appropriate language and structure.
				(Day 7)		Quick Share – Students say in one line how art (painting, music, and drawing) has influenced their life or feelings.	The teacher introduces the lesson through discussion-based and experiential learning by connecting art with students’ personal experiences and emotions. Guided reading and reflective interaction are used to develop understanding of characters, setting, and mood.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify characters and setting, interpret the mood, and predict the theme based on the opening of the story.
	Canvas of Soil			July (Day 1)	July	Colour Chain – One student says a colour (green), the next names something from a garden in that colour (leaves) and it continues quickly.	The teacher introduces the poem through experiential and discussion-based learning focusing on nature, colours, and art. Expressive reading, visual prompts, vocabulary clarification, and guided interpretation are used to develop understanding of the poem and its imagery.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-2.3: Composes literary texts by using appropriate literary devices.	Students will analyse the poem, explain its central idea, and identify literary devices such as imagery and metaphor. They will appreciate the connection between nature and art and develop vocabulary related to the theme.
				(Day 2)		Garden Recall – Students quickly name one thing found in a	The teacher conducts collaborative and inquiry-based learning through	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety	C-3.1: Analyses and evaluates the different audio and written material.	Students will be able to comprehend the poem in detail, summarise

						garden (flower, soil, tree, etc.).	comprehension exercises, pair discussion, and guided interpretation to strengthen reasoning and understanding of the poem.	of audio and written material.	C-3.2: Argues with proper rationale by carefully evaluating premises.	stanzas accurately, and express their understanding clearly. They will improve their reasoning and interpretation skills.	
				(Day 3)		Memory Chain – One student says a word; the next repeats it and adds another, continuing the chain to test memory in a fun way.	The teacher engages students through discussion-based and activity-based learning using extract analysis, literary device matching, and guided speaking and writing activities to improve interpretation and expression.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary). C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify literary devices, analyze their use in context, and construct clear spoken and written responses with appropriate reasoning.	
				(Day 4)		Emotion Freeze – The teacher calls out emotions (happy, excited, scared), and students quickly act them out.	The teacher provides reflective and independent learning through structured notes, thematic discussion, and guided explanation connecting the poem with creativity, nature, and artistic expression.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will summarise the poem, organise their notes effectively, and understand key concepts clearly. They will strengthen their writing and note-making skills.	
				(Day 5)		Frozen Statue with music and still pose.	The teacher conducts activity-based and discussion-oriented recap sessions to reinforce notebook work, clarify doubts, and strengthen written expression and reasoning skills.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.4: Scripts to inform and communicate ideas effectively with the use of technology. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will summarize key points in written form, construct complete answers, and demonstrate clarity and organization in notebook work.	
4	Vitamin-M			August (Day 1)	August	Simon says game	The teacher conducts discussion-based and experiential learning by connecting the lesson to students' experiences with elderly people, followed by expressive reading, guided explanation, vocabulary clarification, and interaction-based discussion on characters, humour, and emotions.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material)	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will understand the theme of caring for the elderly, analyse characters and relationships, and interpret humour in the story. They will connect the text with real-life situations, enhance vocabulary, and develop listening and speaking skills.	ASSESSMENT AS LEARNING
				(Day 2)		Stand–Sit Game Teacher says statements like “Stand if you like ice cream,” “Sit if you woke up early.” Keeps students	The teacher conducts inquiry-driven and discussion-oriented learning through guided explanation, comprehension exercises, flowchart activities, and analytical discussion on	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will demonstrate comprehension by sequencing events, analysing characters, and expressing their ideas clearly through	

					active and engaged.	character actions and sequence of events.			discussion and written responses.	
				(Day 3)	Story Chain – Build a silly story one sentence at a time.	The teacher conducts activity-based and collaborative learning through vocabulary classification, pair and group discussions, sentence construction, and guided language practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will identify and classify movement and sound words, and use them correctly in sentences to improve expression.	
				(Day 4)	Energy Circle Students stand in a circle and pass a “clap wave” quickly around	The teacher conducts activity-based and experiential learning through grammar exercises, pair and group activities, guided practice, and clarification of concepts related to prepositions and reported speech.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will use prepositions correctly and convert direct speech into reported speech, improving accuracy and clarity in speaking and writing.	
				(Day 5)	Stretch Flow Whole class follows a quick guided stretch routine (arms up, side stretch, shake-out).	The teacher conducts direct instruction and discussion-based learning through explanation of themes, humour, irony, and character traits, followed by guided note-making and reflective discussion.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will analyze key themes, character traits, and literary elements, and organize this information clearly in their notebooks.	
				(Day 6)	Action Switch- Teacher gives commands, but students do a different assigned action (e.g., “clap = jump”). Mix and switch actions to make it fun and challenging.	The teacher conducts guided and skill-based learning through structured note-making, summary writing, and practice in framing organised responses with teacher support and feedback.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will write clear and structured answers and summaries using the notes provided, demonstrating improved understanding of the lesson and effective written expression.	
				(Day 7)	Rhythm Bounce Students lightly bounce in place while clapping to a steady beat set by the teacher.	The teacher conducts experiential and discussion-oriented learning by connecting the theme to students’ experiences, followed by expressive reading, guided explanation, vocabulary clarification, and discussion on emotions, setting, and cultural elements.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary).	Students will analyze the setting, sequence, and emotional development of the story, relate to the child’s feelings, and interpret cultural elements while strengthening listening and reading skills.	

				(Day 8)		Tongue Twister Burst Say a quick tongue twister and let students repeat it as fast as possible	The teacher conducts inquiry-based and discussion-driven learning through analysis of themes, character behaviour, guided questioning, structured response writing, and interpretation of emotions and values.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material.	Students will analyze the theme and character behaviour, explain the child's changing feelings, and construct clear, structured responses in discussion and writing.
I Cannot Remember My Mother			August (Day 1)	August	Memory Spark – Students quickly share one childhood memory using only one word (e.g., “toy”, “song”, “rain”).	The teacher conducts experiential and discussion-based learning by connecting the poem to students' childhood memories, followed by expressive reading, close reading, guided interpretation of tone, imagery, and emotions, and clarification of difficult words through interaction and questioning.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-2.3: Composes literary texts by using appropriate literary devices.	Students will comprehend the poem's theme, identify sensory imagery, and relate personal memories with the poet's emotions, developing interpretation and appreciation skills.	
			(Day 2)		Sense Guess – Teacher says a word (e.g., “flower”), students quickly say which sense it relates to.	The teacher conducts inquiry-based and collaborative learning through stanza-wise analysis, pair discussions, guided interpretation of refrain, tone, and imagery, and discussion-based comprehension activities.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will analyse poetic elements, interpret meaning, and express responses through discussion and written answers.	
			(Day 3)		Rapid Fire Senses – Teacher says words; students identify sense (smell/sound/sight).	The teacher conducts inquiry-driven and discussion-oriented learning through critical reflection, close reading, identification of literary devices such as imagery, symbolism, refrain, and tone, and interpretation supported by textual evidence.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will evaluate deeper meanings, recognise literary devices, and justify interpretations with examples.	
			(Day 4)		This or That – Choose quickly between two options (e.g., tea or coffee).	The teacher conducts guided and skill-based learning through explanation of themes, tone, imagery, symbolism, and message, followed by structured note-making, summary writing, and reflective discussion.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will refine written expression, connect themes with emotions, and demonstrate clarity in answering literature-based questions.	
			(Day 5)		Act It Fast – Students act out a word instantly (e.g., running, sleeping).	The teacher conducts activity-based and experiential learning through reinforcement of sensory imagery and emotional tone,	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through	Students will enhance vocabulary, apply sensory language effectively, and confidently express	

						guided writing tasks, vocabulary development, discussion, and expression of personal experiences through speaking and writing.	for new media (email, audio, and visual material).	discussion and debate. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-1.4: Scripts to inform and communicate ideas effectively with the use of technology.	personal experiences through speaking and writing.		
5	The World of Limitless Possibilities			September (Day 1)	Septembe	Clap Rhythm Circle – Students pass a rhythm using claps in a circle.	The teacher conducts experiential and discussion-based learning through real-life examples, visual observation, expressive reading, guided explanation, vocabulary clarification, and interaction-based discussion on resilience, inclusivity, and stereotypes.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students identify key ideas related to Paralympics and resilience, describe the role of inclusivity in sports, and interpret visual and textual information. They summarize the introductory section and classify vocabulary based on context.	ASSESSMENT FOR LEARNING
				(Day 2)		Quick Action Freeze – Students freeze in a pose showing victory or strength.	The teacher conducts inquiry-based and discussion-oriented learning through guided reading, explanation of the interview, thematic discussion, vocabulary reinforcement, and analysis of perseverance and societal perceptions.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will explain the challenges faced by Dr. Malik, analyze how her achievements challenge stereotypes, and infer the message of the text. They identify important ideas and compare perspectives.	
				(Day 3)		Action Relay Students pass a quick action (clap, snap, tap) around the class to build energy.	The teacher conducts collaborative and inquiry-driven learning through factual and analytical exercises, peer discussion, classification activities, and guided interpretation using textual evidence.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will differentiate fact and opinion, classify cause-effect relationships, and locate answers from the text. They justify responses and analyze information.	
				(Day 4)		Speed Stretch – Quick fun stretches with exaggerated	The teacher conducts activity-based and critical-thinking-oriented learning through	CG-1: Uses language for effective communication through writing various forms (essays,	C-1.1: Uses language appropriate to social context, expresses agreement and	Students will interpret extracts, analyze tone, and evaluate language	

						movements	extract analysis, tone interpretation, grammar practice, guided questioning, and application-based exercises on modal auxiliaries and reported speech.	letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	disagreement with reasons, and arrives at conclusions through discussion and debate. C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.	use. They use modal verbs correctly and transform sentences into reported speech. Students construct responses to questions.	
				(Day 5)		Quick Dance Burst – 10-second freestyle dance, then freeze. Repeat with new styles.	The teacher conducts guided and reflective learning through structured note-making, explanation of themes and vocabulary, recap discussions, and reinforcement of key concepts through organized writing tasks.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary).	Students will summarize key points, describe themes, and organize information into notes. They illustrate answers with examples and support responses with details.	
				(Day 6)		Invisible Object – Students act like they are using an imaginary object (rope, box, etc.).	The teacher conducts experiential and communication-based learning through speaking activities, interview practice, guided writing tasks, note-making, and discussion connecting inclusivity and determination with real-life situations.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material. CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-3.1: Analyses and evaluates the different audio and written material. C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students will create responses, formulate ideas in speaking tasks, and demonstrate communication skills. They evaluate inclusivity and construct connections with real-life situations.	
	Nine Gold Medals			September (Day 1)	Septembe	Action Relay Students pass a quick action (clap, snap, tap) around the class to build energy.	The teacher conducts experiential and discussion-based learning through contextual introduction, expressive reading, close reading, guided stanza-wise explanation, vocabulary clarification, and discussion on emotions, empathy, and teamwork.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-3.1: Analyses and evaluates the different audio and written material.	Students will identify and interpret the theme of empathy and teamwork, explain the sequence of events, and describe key emotions and ideas from the poem.	
				(Day 2)		Simon says game	The teacher conducts collaborative and inquiry-driven learning through textual exercises, vocabulary activities, group discussions, guided interpretation of expressions and emotions, and analysis of poetic	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-3.1: Analyses and evaluates the different audio and written material.	Students will classify and interpret vocabulary and expressions, summarize stanza meanings, and analyze emotional responses in context.	

						meaning.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.				
				(Day 3)		Emotion Freeze Students freeze into expressions like determination, joy, or sadness.	The teacher conducts inquiry-based and discussion-oriented learning through analysis of poetic devices such as imagery, tone, alliteration, and symbolism, group interpretation activities, and guided speaking tasks.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will identify and analyze poetic devices, interpret their effect in the poem, and evaluate how language enhances meaning.	
				(Day 4)		Word Sprint Students quickly say words related to teamwork and sports.	The teacher conducts guided and reflective learning through structured note-making, explanation of themes, vocabulary and important questions, recap discussions, and organized writing practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary).	Students will summarize key ideas, describe themes and message, and organize content into structured notes. They illustrate answers with examples and support responses with reasons.	
				(Day 5)		Silent Team Pose Groups form a pose showing unity or teamwork.	The teacher conducts experiential and value-based learning through guided writing tasks, reflective discussions, note-making, and application of the poem's message to real-life situations related to inclusion and teamwork.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-1.4: Scripts to inform and communicate ideas effectively with the use of technology.	Students construct and organize short written responses, interpret the poem's message in context, and evaluate real-life connections related to inclusion and teamwork.	ASSESSMENT OF LEARNING
6	Twin Melodies			November (Day 1)	November	Sound Circle Students create different musical sounds (clap, tap, hum) one after another to form a rhythm.	The teacher conducts experiential and discussion-based learning through contextual introduction, expressive reading, guided explanation of characters and setting, vocabulary clarification, and discussion on music, emotions, and	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify characters and setting, describe Shruti's situation, and interpret the opening scene. They classify vocabulary and summarize Act I.	

						Shruti's dilemma.				
				(Day 2)	Word Chain (Music Theme) Students say music-related words quickly in sequence.	The teacher conducts inquiry-based and discussion-oriented learning through dialogue reading, character analysis, vocabulary clarification, and guided discussion on tradition, modernity, family expectations, and personal passion.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students will explain the conflict in Act II, analyze characters' perspectives, and infer reasons behind Nabin's reaction. They interpret dialogues and compare traditional and modern views.	
				(Day 3)	Spin & Pose – Spin once and strike a dramatic pose instantly.	The teacher conducts reflective and discussion-driven learning through guided reading of the final scene, analysis of character transformation, thematic interpretation, and connection of the play's message to real-life situations.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students will summarize the resolution of the play, analyze character development, and evaluate the theme of tradition versus modernity. They infer the message and justify the ending.	
				(Day 4)	Jump Count – Students jump together counting rhythmically as a group.	The teacher conducts collaborative and activity-based learning through comprehension exercises, summary writing, vocabulary practice, pair work, and discussion-based interpretation of events and ideas.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material.	Students will locate information from the text, summarize events, and identify key ideas. They classify vocabulary and interpret context-based meanings.	
				(Day 5)	High Reach Stretch – Stretch arms up, hold, release slowly.	The teacher conducts communication-based and activity-oriented learning through listening tasks, grammar exercises, dialogue performance, speaking practice with stress and intonation, and guided interpretation activities.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate.	Students will interpret audio information, demonstrate speaking skills with correct stress and intonation, and analyze textual questions. They construct responses and use language effectively.	
				(Day 6)	Heel Raises – Rise on toes, hold balance, and come down slowly.	The teacher conducts guided and reflective learning through structured note-making, explanation of themes, characters, vocabulary, and important questions, followed by recap discussions and organized writing tasks.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary).	Students will summarize key points, describe themes and characters, and organize notes effectively. They illustrate answers and support responses with	

							genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.		examples.	
			(Day 7)		Arm Circles – Slow to fast circular arm movement, then freeze.	The teacher conducts application-based and experiential learning through reflective writing, discussion activities, and real-life connection of the play’s message related to cultural values, tradition, and modernity.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material. CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-3.1: Analyses and evaluates the different audio and written material. C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students will create responses, formulate ideas in discussions, and demonstrate communication skills. They evaluate the importance of balancing tradition and modernity and construct connections with real-life experiences.	
	A Friend Found in Music		December (Day 1)	December	Cross–Open Arms – Cross arms over chest then open wide repeatedly.	The teacher conducts experiential and discussion-based learning through interaction on music preferences, expressive reading, close reading, guided interpretation of imagery, tone, mood, and poetic devices such as metaphor and rhyme, along with vocabulary clarification.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify the theme of the poem, describe the role of music in emotions, summarize key ideas, and interpret the poet’s feelings.	
			(Day 2)		March in Place – Slow marching → fast → freeze.	The teacher conducts collaborative and inquiry-driven learning through pair and group activities, vocabulary classification, extract-based questions, guided interpretation, and discussion connecting personal experiences with the poem’s message.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will classify emotions, use vocabulary in context, infer meanings from the text, justify answers with evidence, and conclude the poem’s message.	
			(Day 3)		Shoulder Shake – Gentle shoulder shake → stop in upright posture.	The teacher conducts communication-based and activity-oriented learning through listening activities, comprehension discussion, role-play, guided speaking tasks, and interpretation of ideas related to music and emotions.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will identify key details from audio, interpret spoken content, and express opinions clearly.	
			(Day 4)		Knee Lifts – Alternate knees up slowly, end in still	The teacher conducts guided and reflective learning through structured note-	CG-1: Uses language for effective communication through writing various forms (essays,	C-1.2: Writes in different styles (narrative, descriptive, expository, persuasive) from	Students will summarize key concepts, describe	

					stance.	making, explanation of poetic devices, themes and vocabulary, revision discussions, and organized writing practice.	letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	their own experiences and experiences of others. C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary).	poetic devices and theme, organize notes effectively, and explain important ideas clearly.	
			(Day 5)		Breathing Lift – Inhale with arms rising, exhale with arms lowering.	The teacher conducts application-based and experiential learning through reflective writing, practice exercises, structured response writing, and discussion connecting the poem’s ideas with personal experiences and cultural values.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material. CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-3.1: Analyses and evaluates the different audio and written material. C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students will apply concepts to answer questions, construct well-structured responses, analyse key ideas, and evaluate their understanding through practice.	
7	Carrier of Words		December (Day 1)	December	Balance Hold – Lift one foot slightly, balance, switch.	The teacher conducts experiential and discussion-based learning through visual prompts, interaction on communication methods, expressive reading, guided explanation, vocabulary clarification, and discussion on the role of communication in society.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify key details about the profession, describe the setting and character, and summarize the initial part of the text. They recognize the role of communication in society and interpret the importance of postal services in remote areas.	
			(Day 2)		Energy Burst Freeze – Quick full-body movement → sudden stillness.	The teacher conducts inquiry-based and discussion-oriented learning through guided reading, thematic discussion, analysis of challenges and social service, interpretation of key incidents, and connection with rural communication systems.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.	Students explain the challenges faced by Khetaram, analyze key events, and infer the significance of his role. They differentiate between urban and rural communication systems and interpret the emotional and social aspects of the text.	
			(Day 3)		Vocabulary Clap Code Each word has a rhythm: dream = clap-clap, courage = stomp-clap, fear = snap-stop (teacher sets quickly).	The teacher conducts collaborative and activity-based learning through comprehension exercises, information extraction, table completion, pair discussions, guided questioning, and feedback-based clarification.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will locate specific information, list key facts, and summarize responses. They interpret questions and construct accurate answers using textual evidence.	

				(Day 4)		Category Word Blast Give a category: “Animals” Students quickly say/write as many as possible in 2 minute	The teacher conducts inquiry-driven and skill-based learning through critical reflection, group discussion, and justification of opinions with textual references, grammar practice, and vocabulary-based activities.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal.	Students will analyze deeper meanings, justify responses with reasons, and evaluate the role of GDS. They use correct grammar forms and construct meaningful sentences.	
				(Day 5)		Reverse Clap Game Students clap only when the teacher does NOT clap—everyone gets confused and laughs.	The teacher conducts guided and reflective learning through structured note-making, explanation of themes and character traits, revision discussions, and reinforcement of concepts related to dedication, communication, and social service.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary). C-4.2: Appreciates the richness of culture and heritage in the different works of regional language literature and their connections.	Students will describe the theme and character traits, classify important points, and summarize key ideas. They recognize the cultural and social significance of the postal system.	
				(Day 6)		Dot Connection Art Students place random dots and quickly connect them into a picture	The teacher conducts revision-based and discussion-oriented learning through quick practice questions, reinforcement of answer-writing techniques, guided clarification of doubts, and structured written practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.4: Scripts to inform and communicate ideas effectively with the use of technology. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will formulate structured answers, construct responses using proper format, and assess their understanding through revision. They defend viewpoints and conclude key ideas effectively.	
	Words			December (Day 1)	December	Quick Fold Art Students fold a sheet of paper and create a simple symmetrical pattern using basic shapes or designs.	The teacher conducts experiential and discussion-based learning through interaction on communication, expressive reading, close reading, guided interpretation of imagery, metaphors, and comparisons, along with contextual vocabulary explanation.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-3.1: Analyses and evaluates the different audio and written material.	Students will identify poetic devices, describe imagery and comparisons, and summarize each stanza. They interpret the central theme, analyze the poet’s message, and differentiate between meaningful and superficial words.	ASSESSMENT AS LEARNING
				(Day 2)		Memory Draw Students observe an object for a few seconds, and then draw it from memory.	The teacher conducts collaborative and inquiry-driven learning through comprehension exercises, pair work, rhyme scheme identification, analysis of poetic devices, guided discussion, and feedback-based clarification.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-3.1: Analyses and evaluates the different audio and written material.	Students will locate answers from the text, list rhyming words, and identify rhyme scheme. They explain poetic devices and interpret their meanings with supporting examples.	

				(Day 3)		Speed Sketch Students draw anything related to nature in less than 2 minutes.	The teacher conducts inquiry-based and critical-thinking-oriented learning through extract analysis, higher-order questioning, vocabulary and hyperbole practice, rhythm identification, and interpretation supported by textual evidence.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will analyze poetic ideas, justify interpretations with reasons, and evaluate the effectiveness of expressions. They construct answers, use appropriate vocabulary, and assess the poet's message critically.	
				(Day 4)		One-Line Drawing Students draw a bird or object using one continuous line without lifting the pencil.	The teacher conducts guided and reflective learning through structured note-making, explanation of themes, tone, poetic devices, and reinforcement of concepts related to sincerity, emotional connection, and communication through discussion and revision.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary).	Students will describe the theme and tone, classify poetic devices, and summarize key points. They recognize cultural and emotional aspects of communication and interpret the deeper meaning of the poem.	
				(Day 5)		Deep Breath Count Whole class takes a slow breath together and counts to 5 silently. Repeat twice to settle energy.	The teacher conducts revision-based and discussion-oriented learning through quick practice questions, reinforcement of answer-writing techniques, guided clarification of doubts, and structured written practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.4: Scripts to inform and communicate ideas effectively with the use of technology. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will formulate structured answers, construct clear responses, and assess their preparation. They defend viewpoints, conclude ideas effectively, and analyze key concepts during revision.	
8	Follow That Dream			January (Day 1)	January	One Word Chain Students quickly say one word related to "dream" (success, effort, goal, etc.) in a chain without repetition.	The teacher introduces the theme through experiential and discussion-based learning. The lesson is explained through expressive reading, contextual vocabulary, guided interpretation, and inquiry-driven discussion linking dreams, effort, and perseverance with students' real-life aspirations.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify key ideas about dreams and effort, describe the author's message in the opening section, and interpret the link between passion and perseverance using textual evidence.	ASSESSMENT AS LEARNING
				(Day 2)		Speed Writing Burst Students write as many words as possible related to "success" within one minute.	The teacher conducts inquiry-driven and discussion-based learning through guided reading, analysis of anecdotes, and collaborative	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive,	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-4.3: Shows an understanding	Students will analyze perseverance and changing aspirations, compare dreams and reality using textual	

						interpretation of challenges, sacrifices, and changing aspirations. Contextual vocabulary and reflective discussion are integrated with real-life situations.	expository, and persuasive) and employs these elements in their writing. CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	of the role of language in the formation of our identities and culture.	examples, and infer the author's tone and purpose with supporting reasons.	
				(Day 3)	Pattern Fill Students draw a simple shape and fill it with creative patterns.	The teacher uses discussion-based, collaborative, and inquiry-driven pedagogy to guide comprehension, extract-based tasks, and critical thinking exercises. Students interpret meanings, justify answers, and support responses with textual references through pair and group work.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will identify factual details, interpret extracts accurately, and justify responses with textual evidence while analyzing ideas presented in the lesson.	
				(Day 4)	Quick True or False Teacher says a funny statement (e.g., "I can fly like a bird"), students respond instantly with thumbs up or down.	The teacher applies activity-based and experiential pedagogy through vocabulary, grammar, and contextual language exercises. Guided practice, collaborative correction, and discussion help students apply conditionals, modal verbs, and expressions effectively.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.3: Composes literary texts by using appropriate literary devices.	Students will define and use new vocabulary in context, construct meaningful sentences using given structures, and differentiate between various expressions and their functions.	
				(Day 5)	Alphabet Chain Start with a word: Book → Kite → Elephant → Tiger (Next word starts with last letter).	The teacher conducts discussion-based and reflective learning through revision, oral practice, structured note-making, and short written tasks. Key concepts, expressions, and answering strategies are reinforced through guided interaction and feedback.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary). C-4.2: Appreciates the richness of culture and heritage in the different works of regional language literature and their connections.	Students summarize key concepts from the lesson, formulate structured answers, and evaluate the importance of effort and persistence in achieving goals through written responses.	
				(Day 6)	Simon Says Game	The teacher uses activity-based and learner-centered pedagogy to reinforce writing and revision skills. Students complete note-making, organize responses, refine presentation, and engage in guided practice with teacher feedback.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety	C-1.4: Scripts to inform and communicate ideas effectively with the use of technology. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will summarize key points in written form, construct complete answers, and demonstrate clarity and organization in notebook work.	

								of audio and written material.			
	Believe in Yourself			January (Day 1)	January	One Word Energy Pass – Students pass a clap around the class, each adding one positive word (strong, brave, fearless).	The teacher introduces the poem through experiential and discussion-based pedagogy. Expressive reading, guided interpretation, contextual vocabulary explanation, and inquiry-driven discussion are used to analyse imagery, metaphor, antithesis, and the theme of self-belief.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will explain the meaning of each stanza, identify poetic devices like metaphor and antithesis, and interpret how the poem conveys ideas about fear, growth, and self-belief.	ASSESSMENT FOR LEARNING
				(Day 2)		Precision Response-Teacher gives combined commands (e.g., “clap twice + jump once”). Students must follow exactly in correct order.	The teacher uses inquiry-driven and collaborative pedagogy through comprehension exercises, pair discussion, and guided interpretation. Students analyse rhyme scheme, tone, and speaker while justifying answers with textual evidence.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-3.1: Analyses and evaluates the different audio and written material.	Students will identify rhyme scheme and tone, classify central ideas of each stanza, and justify their answers using references from the poem.	
				(Day 3)		Clap + say a word in a category, no repeats	The teacher conducts discussion-based and inquiry-driven learning through critical reflection and vocabulary exercises. Students interpret metaphors, symbolism, and rhetorical questions through pair discussion and guided analytical tasks.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will analyze poetic devices, interpret symbolism and rhetorical questions, and construct meaningful answers reflecting personal and textual connections	
				(Day 4)		Stretch Flow Whole class follows a quick guided stretch routine (arms up, side stretch, shake-out).	The teacher applies activity-based and learner-centered pedagogy through structured note-making, guided explanation, recap discussion, and reinforcement of theme, summary, and poetic devices.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary).	Students will summarize the poem, list key poetic devices with examples, and describe the central theme in an organised written format.	

								writing.			
				(Day 5)		Finger Countdown- Teacher says random numbers with fingers; students quickly form groups of that number silently.	The teacher uses learner-centered and activity-based pedagogy to reinforce writing and revision skills. Students complete notebook work, refine answers, and engage in guided practice with feedback and discussion.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.4: Scripts to inform and communicate ideas effectively with the use of technology. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will summarize key points in written form, construct complete answers, and demonstrate clarity and organization in notebook work.	ASSESSMENT OF LEARNING

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1	Tenses			June (Day 1)	June	Apple, Orange, Banana- Students stand in a circle. Each fruit = one action (forward, backward, spin). Teacher calls fruits quickly, and students perform the matching actions in sync.	The teacher introduces tenses and their three forms— Present, Past, and Future— Through discussion-based and experiential learning, students explore examples from daily life and identify how verbs change according to time. The rules and structure of the Simple Present Tense is explained through charts, oral practice, and sentence-building activities.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify the three main divisions of tenses and classify verbs according to Present, Past, and Future forms.	

				(Day 2)	Action Relay in Place – Students rapidly switch between jump, clap, twist, and stretch.	The teacher explains Present Continuous, Present Perfect, and Present Perfect Continuous Tenses through real-life examples and timeline illustrations. Group discussions and sentence transformation tasks help students compare ongoing and completed actions while developing communication and independent learning skills.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will describe and use Simple Present, Present Continuous, Present Perfect, and Present Perfect Continuous Tenses in sentences and short passages.	
				(Day 3)	Mini Dance Burst – 20-second funny dance followed by freeze pose.	The teacher explains the Simple Past and Past Continuous Tenses through storytelling, timelines, and real-life examples. Discussion-based activities, sentence transformation, and collaborative writing tasks help students identify and use past tense forms effectively.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will differentiate between Simple Past and Past Continuous Tenses and construct sentences using appropriate time expressions.	
				(Day 4)	Book Balance – Balance book on head while moving carefully.	The teacher explains Past Perfect and Past Perfect Continuous Tenses through timelines and situational examples. Peer discussions, grammar activities, and guided writing tasks help students identify completed and continuing past actions and use them accurately in sentences.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will analyze the sequence of actions and use Past Perfect and Past Perfect Continuous Tenses accurately in written and oral tasks.	

			(Day 5)		Invisible Rope Pull – Pretend to pull a giant heavy rope together.	The teacher introduces Simple Future, Future Continuous, and Future Perfect Tenses through future plans, predictions, and timelines. Pair discussions and creative writing activities help students use future tense forms effectively in real-life contexts. Inquiry-based and activity-oriented learning encourages students to apply tense forms in real-life communication.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will illustrate future actions, plans, and predictions using Simple Future, Future Continuous, and Future Perfect Tenses correctly.	
			(Day 6)		Ninja Balance – Freeze in ninja poses without moving.	The teacher conducts revision through discussion, grammar activities, collaborative tasks, and writing exercises to reinforce all tense forms. A worksheet will be given at the end for final reinforcement and practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will analyze, classify, and apply different tense forms accurately in speaking, writing, and grammar-based activities.	
2	Descriptive Writing		June (Day 1)	June	Guess the Person – Students describe a classmate or famous personality using only physical features and qualities while others identify the person.	The teacher introduces descriptive paragraph writing through sample texts and discussion on effective description. Activity-based tasks, visual prompts, and collaborative learning help students identify key elements such as appearance, qualities, and logical sequencing while developing vocabulary and writing skills. A sample question will be discussed in class for guided practice.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-2.3: Composes literary texts by using appropriate literary devices. C-3.1: Analyses and evaluates the different audio and written material.	Students will identify the features of a descriptive paragraph and compose short descriptions using appropriate vocabulary, sequence, and grammatical structures.	

				(Day 2)		Eagle Wings – Stretch arms wide and flap slowly.	The teacher guides students in drafting descriptive paragraphs using visual prompts and guided hints. Collaborative writing, peer review, and discussion help students improve organisation, sentence construction, vocabulary, and logical sequencing while using the simple present tense effectively. Students share their writing with the class, and constructive feedback is provided to enhance creative and independent writing skills.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing. CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-2.3: Composes literary texts by using appropriate literary devices. C-3.1: Analyses and evaluates the different audio and written material.	Students will compose well-structured descriptive paragraphs with clear details, suitable vocabulary, and logical organisation while demonstrating creativity and effective written expression.	
3	Magazine Article			July (Day 1)	July	Pass the Thought – Students pass a paper slip containing feeling words such as excited, nervous, or grateful and enact them creatively.	The teacher introduces the format, structure, and language features of magazine articles through examples and discussion. One sample article is explained to help students identify the title, introduction, body, and conclusion. Group activities and guided practice encourage creative and analytical thinking.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students identify the format and feature of a magazine article and write engaging introductions and headlines.	
				(Day 2)		Traffic Signal Game – Green = walk, yellow = slow, red = freeze.	The teacher guides students in drafting magazine articles on familiar topics. Students write, edit, and present articles through pair and group activities.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students draft well-structured magazine articles, use appropriate style and vocabulary, and present ideas creatively and confidently.	

4	Editing/Omitting			July (Day 1)	July	Students stand in pairs and quickly replace incorrect words in a sentence spoken by the teacher within 2 minutes.	The teacher introduces editing and omitting through examples. Students identify grammatical and contextual errors individually and in groups. Peer discussion, guided correction, inquiry-based learning, and activity-based practice are used. MCQs are solved collaboratively followed by explanation and feedback.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-3.1: Analyses and evaluates the different audio and written material.	Students identify grammatical and contextual errors, improve sentence accuracy, and solve editing/omitting MCQs correctly using reasoning skills.	
				(Day 2)		Students perform simple hand actions for nouns, verbs, adjectives, and adverbs called out by the teacher.	The teacher revises grammar rules through worksheets and error-analysis tasks. Practice worksheet is solved and discussed in class. Students work in groups to justify corrections and explain answers. Discussion-based and learner-centered pedagogy promotes active participation, independent thinking, and timely feedback.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-3.1: Analyses and evaluates the different audio and written material.	Students apply grammar rules accurately, justify corrections logically, and solve examination-based MCQs confidently.	
5	Modals			July (Day 1)	July	Quick Expression Circle – Students pass a ball and speak one polite expression using modal verbs.	The teacher introduces modals and their functions through real-life examples and activity-based learning. Discussion-oriented pedagogy helps students identify uses of can, could, may, and might in expressing ability, permission, and possibility. Collaborative exercises and oral practice encourage active participation and independent learning.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others.	Students will identify and use can, could, may, and might appropriately in sentences.	ASSESSMENT AS LEARNING
				(Day 2)		Voice Change Activity – Students repeat the same sentence with different tones such as request, advice, or command.	The teacher explains will, shall, should, and would through timelines, classroom examples, and guided discussion. Inquiry-based and collaborative activities help students compare future actions, suggestions, requests, and obligations using suitable modal forms.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will differentiate and use will, shall, should, and would correctly in context.	

				(Day 3)		Freeze Run – Move in place and freeze instantly when clapped.	The teacher introduces ought to, must, mustn't, and used to through situational examples and guided practice. Activity-based learning and peer interaction help students classify modals used for obligation, advice, prohibition, and past habits.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-2.3: Composes literary texts by using appropriate literary devices.	Students will classify and use modals expressing obligation, prohibition, advice, and past habits.	
				(Day4)		Fast Feet – Run feet quickly in place for 20 seconds.	The teacher explains dare, need, and past forms of modals through storytelling, guided examples, and collaborative sentence-building activities. Inquiry-based learning encourages students to analyse modal structures in affirmative, negative, and interrogative sentences.	CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-4.3: Shows an understanding of the role of language in the formation of our identities and culture. C-4.5: Demonstrates a basic knowledge of which languages are spoken in which geographical areas, a sense of the nature and structure of tribal languages, and becomes familiar with a few useful words and phrases and works of literature from a few Indian languages from across the country.	Students will analyse and use dare, need, and past modal structures correctly in sentences.	
				(Day5)		One-Leg Balance – Balance without touching desks.	The teacher conducts revision, collaborative grammar activities, and peer discussion to reinforce all types of modals. Students practise sentence transformation, error correction, and contextual usage through activity-based learning. A worksheet will be given for practice and reinforcement.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-2.3: Composes literary texts by using appropriate literary devices.		
6	Narrative Essay			July (Day 1)	July	Word Web – Students form a quick word chain related to a common topic such as school, nature, or friendship.	The teacher introduces essay writing through discussion on its purpose, format, and structure including introduction, body, and conclusion. Activity-based and discussion-oriented learning help students identify features of effective essays such as clarity, organisation, logical sequencing, and appropriate vocabulary. A sample question and essay format will be discussed in class for guided practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify the structure and features of essay writing and organise ideas logically using appropriate vocabulary and format.	

				(Day 2)		Picture Connect– Students observe picture cards and connect them creatively to form a short idea sequence.	The teacher guides students in drafting essays using visual prompts and sample topics. Collaborative writing, peer discussion, and vocabulary activities help students improve organisation, coherence, and expression. A sample question will be given in class for writing practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.3: Composes literary texts by using appropriate literary devices.	Students will draft well-structured essays with clear introduction, supporting details, and conclusion using suitable style and vocabulary.	
				(Day 3)		Story Circle – Students add one sentence each to continue a short story in sequence	The teacher conducts editing, peer review, and presentation activities to improve essay writing skills. Collaborative discussion helps students revise vocabulary, coherence, and sentence structure. A sample question will be discussed in class for reinforcement and practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.3: Composes literary texts by using appropriate literary devices.	Students will compose and revise essays effectively using proper structure, coherent ideas, and appropriate language features.	
7	Conditionals (Type 1)			August (Day 1)	August	Shape Makers - Teacher calls out a shape (circle, triangle). Students quickly form that shape using their bodies (individually or in groups).	The teacher introduces Conditional Sentences Type I through real-life situations and guided examples. Activity-based and discussion-oriented learning help students identify the structure and usage of probable conditions and results.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will identify and use Conditional Type I sentences correctly in meaningful contexts.	

				(Day 2)		Picture Prompt Burst – Show a random picture. Students quickly say what could be happening in it (one line each).	The teacher conducts guided practice, collaborative grammar activities, and peer discussion to reinforce Conditional Type I sentences. A worksheet will be given for practice and reinforcement.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will construct, analyse, and demonstrate correct usage of Conditional Type I sentences in written and spoken forms.	
8	Sentence Rearrangement			August (Day 1)	August	Simon Says Game	The teacher introduces sentence rearrangement through examples and guided practice. Students identify sequencing clues and solve practice worksheets in pairs and groups. Discussion-based and activity-based pedagogy promotes reasoning, participation, and independent learning.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students arrange sentences logically, identify sequencing clues, and solve sentence rearrangement questions confidently and accurately.	
9	Notice Writing			August (Day 1)	August	Simon Says game	The teacher introduces notice writing through sample notices and discussion on its purpose, format, and essential elements such as heading, date, title, body, and signature. Activity-based and collaborative learning help students identify formal language, clarity, and brevity in notices. A sample question and format will be discussed in class for guided practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify the format and features of notice writing and draft clear and concise notices using appropriate language and structure.	

				(Day 2)		Traffic Signal Game – Green = walk, yellow = slow, red = freeze.	The teacher guides students in drafting notices based on school events and real-life situations. Collaborative writing, peer discussion, and guided practice help students improve organisation, accuracy, and formal expression. Inquiry-based learning encourages learners to present information clearly and logically. A sample question will be given in class for writing practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-2.3: Composes literary texts by using appropriate literary devices.	Students will compose notices using proper format, relevant details, and concise formal language for different situations.	
				(Day 3)		Corner Dash – Students move quickly to different corners on signal	The teacher conducts editing, peer review, and presentation activities to strengthen notice writing skills. Students revise format, vocabulary, and organisation through collaborative learning and reflective discussion. Activity-based learning encourages clarity, creativity, and effective written communication.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will draft and revise notices effectively using correct format, formal tone, and clear presentation of information.	ASSESSMENT FOR LEARNING
10	Subject – Verb Concord			August (Day 1)	August	Word Chain Race – Students continue a chain of words related to grammar and language.	he teacher introduces Subject-Verb Concord through examples and guided discussion on singular and plural subjects and verbs. Activity-based and discussion-oriented learning help students identify basic rules of agreement through collaborative tasks and sentence analysis.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will identify singular and plural subjects and use correct subject-verb agreement in simple sentences.	
				(Day 2)		Grammar Clap Game – Students clap once for singular nouns and twice for plural nouns spoken by the teacher.	The teacher explains rules of concord with compound subjects joined by “and,” “or,” “nor,” and phrases such as “as well as” and “along with.” Collaborative learning and guided exercises help students classify and correct errors in sentences.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material.	Students will classify subjects correctly and apply appropriate verbs in compound sentence structures.	

				(Day 3)		Quick Sentence Builder – Students create short meaningful sentences using given nouns and verbs.	The teacher explains concord rules related to collective nouns, indefinite pronouns, and special noun forms through examples and peer discussion. Inquiry-based learning and guided practice encourage students to analyse sentence structure and grammatical accuracy.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will analyse and correct errors related to collective nouns and indefinite pronouns in sentences.	
				(Day 4)		Agreement Clap Game- Students clap once for a correct subject–verb agreement and twice for an incorrect one as sentences are read aloud.	The teacher conducts revision, peer review, and collaborative grammar activities to reinforce Subject-Verb Concord rules. Students practise editing sentences and constructing grammatically correct responses. A worksheet will be given for practice and reinforcement.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will construct grammatically accurate sentences using correct subject-verb agreement independently.	
11	Sentence Transformation			September (Day 1)	September	Students observe a picture and speak one creative line related to it.	The teacher introduces sentence transformation through examples and guided exercises. Students practise changing sentences without altering meaning using pair and group activities. Practice worksheets are solved and discussed. Discussion-based and activity-based pedagogy promotes reasoning and participation.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students transform sentences accurately, retain original meaning, and solve grammar-based questions confidently.	
				(Day 2)		Students create catchy headlines for simple topics within 2 minutes.	The teacher revises rules of sentence transformation through error-analysis and worksheet practice. Students justify answers through discussion and collaborative learning. Learner-centered pedagogy encourages independent thinking, logical reasoning, and active participation with timely feedback.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students apply transformation rules correctly, analyse sentence structure, and improve accuracy in examination-based exercises.	

12	Formal Letter to Editor			September (Day 1)	September	Headline Flash – Students create short newspaper-style headlines for common social issues.	The teacher introduces formal letter writing to the editor through sample letters and discussion on format and formal tone. Activity-based learning helps students identify key elements such as address, subject, salutation, body, and conclusion. A sample question and format will be discussed in class for guided practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify the format and features of a formal letter to the editor and describe social issues using clear and formal language.	
				(Day 2)		Clap Pattern Challenge Teacher creates a rhythm (clap–tap–snap). Students copy it. Increase speed or change pattern for fun.	The teacher conducts editing, peer review, and presentation activities to strengthen formal letter writing skills. Collaborative learning helps students improve format, vocabulary, and coherence, while guided practice enables them to draft a formal letter independently.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.3: Composes literary texts by using appropriate literary devices.	Students will draft formal letters using proper format, logical organisation, and persuasive language to address social concerns effectively.	
				(Day 3)		Balloon Air Keep-Up (imaginary) Students pretend to keep it in the air—no letting it drop.	The teacher conducts editing, peer review, and presentation activities to strengthen formal letter writing skills. Students revise sentence structure, vocabulary, format, and coherence through collaborative learning and reflective discussion. Activity-based learning encourages critical thinking, clarity, and effective written communication. The sample question will be discussed in class for reinforcement and practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-2.3: Composes literary texts by using appropriate literary devices.	Students will compose and revise formal letters to the editor using correct format, persuasive content, and appropriate formal language.	

13	Informal Invitation			September (Day 1)	September	Step Count Walk - Students walk and count steps silently. On signal, they stop exactly at a number shown by the teacher.	The teacher introduces invitations through sample formats and discussion on formal invitations. Activity-based learning helps students identify key elements such as occasion, date, venue, time, and host details. A sample question and invitation format will be discussed in class for guided practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will identify different types of invitations and describe the format and features of formal invitations.	
				(Day 2)		Spin & Stop - Students spin slowly. On signal, they stop and freeze in a balanced pose without falling.	The teacher guides students in drafting invitation cards using sample formats and visual prompts. Collaborative writing and peer discussion help students improve presentation and formal expression. A sample question will be given in class for writing practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will draft invitation cards using proper format, relevant details, and suitable language for different occasions.	
				(Day 3)		Hand Signal Game - Teacher assigns actions to signals (e.g., 1 clap = jump, 2 claps = spin). Students follow quickly as speed increases.	The teacher explains formal and informal replies to invitations through sample formats and guided discussion. Collaborative activities help students improve sentence structure, vocabulary, and clarity of expression. Students draft acceptance and refusal replies using appropriate tone and format. A sample question will be discussed in class for reinforcement and practice.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will compose formal and informal replies to invitations using correct format, suitable tone, and clear expression.	

14	Determiners			September (Day 1)	September	Word Relay Action – Students pass a clap around the classroom while saying one determiner aloud in sequence.	The teacher introduces determiners through examples, charts, and guided discussion. Activity-based and discussion-oriented learning help students identify different kinds of determiners and their usage in sentences. Collaborative learning encourages clarity and correct grammatical application.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will identify and classify different types of determiners in sentences.	
				(Day 2)		Determiner Pass - Play music and pass a ball around. When the music stops, the student holding the ball must say a sentence using any determiner.	The teacher explains demonstrative, distributive, and quantitative determiners through examples and guided practice. Inquiry-based and collaborative activities help students differentiate usage and improve sentence formation.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material.	Students will differentiate and use demonstrative, distributive, and quantitative determiners correctly.	
				(Day 3)		Animal Mashup- Each person picks a random animal sound and movement, and then everyone copies the leader's combo in a chaotic group roar.	Students will be able to differentiate and use demonstrative, distributive, and quantitative determiners correctly.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate.	Students will use possessive, interrogative determiners and articles appropriately in sentences.	
				(Day 4)		March and Stretch – March in place while stretching arms upward.	The teacher conducts revision, editing, and collaborative grammar activities to reinforce determiners. Students analyse sentence structures and complete guided exercises for practice. A worksheet will be given for reinforcement and practice.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material.	Students will analyse, select, and use suitable determiners accurately in written exercises and sentence construction.	

15	Formal Email			September (Day 1)	September	Word Building Relay – Students form new words in sequence, where each word begins with the last letter of the previous word.	The teacher introduces the format and language of formal emails through examples and discussion. One sample email is explained to identify subject, salutation, body, and closing. Students analyse tone and purpose through guided activities and pair discussion.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-1.4: Scripts to inform and communicate ideas effectively with the use of technology. C-3.1: Analyses and evaluates the different audio and written material.	Students identify the format and features of formal emails and use appropriate formal language effectively.	
				(Day 2)		Stretch Flow - Whole class follows a quick guided stretch routine (arms up, side stretch, shake-out).	The teacher guides students in drafting formal emails for real-life situations. Practice worksheets are solved and discussed through pair and group activities. Activity-based and learner-centered pedagogy promotes communication skills, creativity, and independent learning with timely feedback.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-1.4: Scripts to inform and communicate ideas effectively with the use of technology. C-3.2: Argues with proper rationale by carefully evaluating premises.	Students draft well-structured formal emails, maintain proper tone and format, and communicate ideas clearly and confidently.	
16	Reported Speech			October (Day 1)	October	Quick Compliment Chain - Each student gives a short, positive word to the next (smart, kind, funny).	The teacher introduces direct and indirect speech through examples and guided discussion. Activity-based and collaborative learning help students identify reporting verbs, conjunctions, and sentence structure in reported speech.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate.	Students will identify and differentiate direct and indirect speech correctly.	

				(Day 2)		Memory Flash – Students close their eyes for a few seconds and recall a recent happy or surprising moment.	The teacher explains rules of tense changes, pronoun changes, and conjunctions in reported speech through guided examples and sentence transformation activities. Collaborative learning strengthens grammar accuracy and sentence organisation.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material.	Students will apply tense and pronoun changes accurately while converting sentences into indirect speech.	
				(Day3)		Freeze & Stretch - Students stretch in any direction; on signal, they freeze in that stretched position.	The teacher explains the transformation of assertive and interrogative sentences into reported speech through examples and peer discussion. Inquiry-based learning encourages students to analyse sentence patterns and reporting verbs.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will transform assertive and interrogative sentences into reported speech correctly.	
				(Day 4)		Reach the Sky – Stretch high upward, and then slowly touch toes.	The teacher explains imperative, exclamatory, and ‘let’ sentences through guided practice and collaborative activities. Discussion-based learning helps students select suitable reporting verbs and organise sentences accurately.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.2: Argues with proper rationale by carefully evaluating premises.	Students will analyse and convert imperative, exclamatory, and ‘let’ sentences into indirect speech accurately.	
				(Day 5)		Windmill Arms – Rotate arms slowly forward and backward.	The teacher conducts revision, editing, and collaborative grammar activities to reinforce reported speech rules. Students practise sentence transformation through guided exercises and peer correction. A worksheet will be given for practice and reinforcement.	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and employs these elements in their writing.	C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-2.3: Composes literary texts by using appropriate literary devices.	Students will analyse, transform, and use reported speech accurately in written exercises.	
17	Clauses- Noun Clause & Relative Clause			October (Day 1)	October	Breathing Stretch – Deep inhale with arms up, exhale lowering slowly.	The teacher introduces clauses through examples and guided discussion. Activity-based and collaborative learning help students identify independent clauses and noun clauses in sentences.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will be able to identify and classify noun clauses correctly in sentences.	
				(Day 2)		Word Chain – Each student says a word starting with the last letter of the previous word.	The teacher explains relative clauses through examples, sentence-building activities, and peer discussion. Inquiry-based learning encourages students to analyse connectors and sentence patterns effectively.	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and experiences of others.	Students will differentiate and use relative clauses accurately in sentence construction.	

				(Day3)		<p>Three-Letter Word Race – Students rapidly say 3-letter words only.</p>	<p>The teacher conducts revision activities to strengthen understanding of noun and relative clauses. Students engage in guided sentence analysis and transformation exercises to improve accuracy and usage. A worksheet will be provided for further practice and reinforcement.</p>	<p>CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).</p>	<p>C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate.</p>	<p>Students will analyse, construct, and use noun and relative clauses accurately in written exercises.</p>	<p>ASSESSMENT OF LEARNING</p>
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