

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 a brief discussion on grandparents to build emotional connection. The author’s background and cultural setting are explained. The teacher reads Part I aloud with expression while students follow, and key vocabulary and ideas are clarified to develop understanding of the setting and characters.	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 with the theme, identify characters and setting, and improve listening and comprehension skills while recognising family values and traditions.	
				(Day 2)		Word Snap – Students clap if they recognise the meaning of a spoken word.	The teacher explains the lesson and continues with Part II, focusing on the grandmother’s determination to learn. Students read aloud in turns to improve fluency, while key themes are discussed. Difficult words are explained with meanings, and students use them in speaking and writing skills. Students analyse the character and express their views with reasons.	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 by evaluating characters and themes. They will express opinions logically and understand the importance of determination and education. They will also improve reading fluency and comprehension.	
				(Day 3)		Sentence Builder Game Each student adds one word to form a funny sentence	The teacher will engage students in solving textual exercises such as vocabulary matching, cause-and-effect, and comprehension questions. Students will work individually and in groups to complete tasks. The teacher will guide them to locate answers from the text and explain their responses. Class discussion will be encouraged to ensure clarity and deeper 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-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	Students will improve comprehension and analytical skills by answering textual questions. They will learn to interpret meanings from context and develop confidence in expressing answers clearly.	

				(Day 4)		Fast Finish Phrase – Students complete sentences quickly.	The teacher will conduct exercises on grammar and language structures, including binomials, prefixes, idioms, and tenses. Students will complete fill-in-the-blanks, matching, and sentence construction activities. The teacher will provide explanations and examples, followed by 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).	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 will provide structured notes covering the summary of the lesson, important themes, character sketches, and key messages. Important vocabulary, literary devices, and values such as determination and respect for education will be highlighted.	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 will provide final notes focusing on important questions and answers, key extracts, and value-based points from the lesson. A brief recap and discussion will reinforce learning and clarify doubts.	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 a brief discussion on India’s culture and heritage, followed by an expressive reading. Difficult words, imagery, and key references are explained, and students use them in speaking and short sentences. The discussion helps students understand the poem as an ode celebrating India’s greatness and identity.	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 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 explains the poem in detail, focusing on literary devices such as imagery, symbolism, hyperbole, and allusion. Students are guided through close reading and interpretation, and are encouraged to relate the poem to real-life cultural identity and heritage while discussing its tone, mood, and refrain.	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 in solving textual questions such as fill in the blanks, odd one out, and vocabulary exercises. Students work individually and in pairs to interpret meanings and contextual usage of words.	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 guides students in answering higher-order questions such as symbolism, imagery, and critical reflection. Students analyse the poet’s attitude, rhyme scheme, and literary devices through discussion and written responses. Emphasis is placed on reasoning and interpretation.	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.	
			(Day 5)		Pass the Smile greeting circle with quick gestures.	The teacher provides structured notes including summary, theme, literary devices, and important references from the poem. Key concepts such as ode, symbolism, and allusion are reinforced. Students write notes in their notebooks for revision.	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 revision of notes and reinforces important concepts through discussion and recap. Students complete notebook work and clarify doubts. The session ensures retention and deeper 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 by connecting it to real-life vocations and traditional skills, followed by an expressive reading. The cultural setting and key references are briefly explained. Difficult words are clarified, and students use them in speaking and short sentences. Students are guided to interpret themes of passion, perseverance, and craftsmanship.	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 explains the lesson with emphasis on character development and highlights themes of perseverance, learning, and generational knowledge. Students engage in close reading of key incidents and relate them to real-life contexts, focusing on dignity of labour and pursuit of passion.	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 in solving comprehension questions, sequencing events, and vocabulary-based exercises. Students work individually and in pairs to interpret meanings, identify key ideas, and respond to questions. The teacher provides guidance and feedback to ensure clarity and 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-1.1: 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 guides students in solving higher-order questions and grammar exercises, including noun clauses, relative clauses, and determiners. Students analyse situations from the story and express their views with reasoning. The teacher promotes discussion and critical thinking while correcting responses.	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 structured notes covering summary, theme, character sketches, and key values such as perseverance, dedication, and respect for traditional skills. Important language elements and literary aspects are reinforced. Students write the notes in their notebooks for future reference.	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 a revision of the lesson through discussion and recap of important points. Students complete notebook work and clarify doubts. The session reinforces understanding of themes, characters, and	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	

						language concepts, ensuring retention and application.			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 by connecting it to everyday occupations such as farmers, electricians, and artisans. Students engage with textbook riddles to identify vocations, followed by a brief discussion on their societal importance. The teacher builds background knowledge on the dignity of labour and respect for all 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 will read the poem aloud with expression, allowing students to follow along. Each stanza will be explained, focusing on imagery, tone, and meaning. Literary devices such as imagery, metaphor, and repetition will be highlighted 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 will guide students through comprehension-based exercises such as true/false statements and short-answer questions. Pair and group discussions will be encouraged to help students justify their responses. The teacher will ensure that students use reasoning while answering and support peer learning through collaborative tasks.	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 will focus on literary appreciation questions such as tone, mood, imagery, metaphor, and symbolism. Students will analyse the poem in detail and discuss answers in groups. The teacher will encourage critical thinking and guide students to support their answers with examples from the text.	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.	
				(Day 5)		Clap & Spin Confusion Clap once = spin, clap twice = jump—teacher	The teacher will provide structured notes covering summary, theme, key ideas, and literary devices. Students	CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions,	C-1.2: Writes in different styles (narrative, descriptive, expository, and persuasive) from their own experiences and	Students will summarize the poem, organize notes, and strengthen writing	

						mixes it fast.	will organise their notebooks and highlight important points.	interviews, public speeches) and for new media (email, audio, and visual material).	experiences of others.	skills.	
			(Day 6)			Action Dice (Imaginary) Teacher calls out random actions (jump, spin, clap); students perform instantly.	Students continue writing and completing the notes in their notebooks as guided by the teacher. They organize answers, complete pending exercises, and refine presentation of responses.	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 will connect the topic to students’ daily life by discussing different types of fans. Students will share if hand fans are used in their homes and what they are called. The teacher will introduce traditional pankhas and their cultural significance using simple examples and visuals, followed by pre-reading activities like picture observation and table completion to activate prior knowledge.	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 will read the chapter aloud with proper expression while students follow in their textbooks. The content will be explained focusing on the history, evolution, and regional diversity 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 will guide students in solving comprehension-based exercises such as table completion, short answers, and inference questions. Pair and group discussions will be encouraged to promote collaborative learning.	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)		<p>Balance Challenge</p> <p>Students balance on one foot or pose like birds.</p>	<p>The teacher will focus on higher-order thinking questions from the critical reflection section and vocabulary exercises such as collocations, fixed expressions, and present perfect tense. Students will analyse extracts, infer meanings, and complete grammar-based activities. The teacher will encourage students to think critically and apply language concepts in context.</p>	<p>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.</p>	<p>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.</p>	<p>Students will analyse the text critically, enhance their vocabulary, and apply grammatical concepts like present perfect tense correctly. They will develop deeper language understanding.</p>
			(Day 5)		<p>Deep Breath Count</p> <p>Whole class takes a slow breath together and counts to 5 silently. Repeat twice to settle energy.</p>	<p>The teacher will provide structured notes. Students will be guided to organise their notes effectively. The teacher will relate the chapter to real-life issues like preservation of traditional crafts and sustainable livelihoods.</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 summarise the chapter, organise their notes, and understand key ideas clearly. They will improve their writing and note-making skills.</p>
			(Day 6)		<p>Alphabet Chain</p> <p>Start with a word: Book → Kite → Elephant → Tiger (Next word starts with last letter).</p>	<p>The teacher will engage students in speaking and writing activities such as describing different types of fans or speaking from the perspective of a pankha. Students will use prompts to express their ideas creatively. The teacher will provide feedback to improve clarity and expression.</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. 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.</p>	<p>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.</p>
			(Day 7)		<p>Quick Share – Students say in one line how art (painting, music, and drawing) has influenced their life or feelings.</p>	<p>The teacher links the topic to students' prior experiences with art and its emotional impact, followed by a brief discussion. The teacher introduces <i>The Last Leaf</i>, provides context, and explains the story with focus on characters, setting, and mood.</p>	<p>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.</p>	<p>C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.</p>	<p>Students will identify characters and setting, interpret the mood, and predict the theme based on the opening of the story.</p>
	Canvas of Soil		July (Day 1)	July	<p>Colour Chain – One student says a colour (green), the next names something from a garden in that colour (leaves) and it</p>	<p>The teacher will engage students in a discussion on gardens, colours, and paintings to highlight the connection between nature and art. Using visual prompts,</p>	<p>CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, and persuasive) and</p>	<p>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</p>	<p>Students will analyse the poem, explain its central idea, and identify literary devices such as imagery and metaphor. They will</p>

					continues quickly.	key terms like palette, hue, and canvas will be introduced. The poem will be read aloud and explained with focus on the central idea. Difficult words will be clarified, and students will use them in short sentences.	employs these elements in their writing.	devices.	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 garden (flower, soil, tree, etc.).	The teacher will guide students in solving comprehension-based exercises such as completing summaries and selecting appropriate titles for stanzas. Pair discussions will be encouraged to help students interpret meanings and share ideas. The teacher will support students in identifying key ideas and answering questions with clarity.	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 be able to comprehend the poem in detail, summarise 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 guides students to analyse extracts, match literary devices, and respond through group discussion. The teacher also engages students in speaking and writing activities to express preferences with reasons, using prompts to organise ideas and providing feedback to improve clarity.	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 will provide structured notes covering the summary, theme, poetic devices, and key explanations. Students will organise their notes and highlight important points. The teacher will connect the poem to real-life ideas such as 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.	Students continue writing and completing the notes in their notebooks as guided by the teacher. They organize answers, complete pending exercises, and refine presentation of responses.	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 AS LEARNING

4	Vitamin-M			August (Day 1)	August	Simon says game	The teacher begins by discussing students' experiences with elderly people and the importance of caring for them. The concept of memory and ageing is introduced through the title Vitamin-M. The teacher reads the story aloud with expression, guiding students to understand characters, emotions, and humour. Key vocabulary is explained, and students relate situations from the story to real life.	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.	
				(Day 2)		Stand–Sit Game Teacher says statements like “Stand if you like ice cream,” “Sit if you woke up early.” Keeps students active and engaged.	Students will engage in solving the “Check Your Understanding” questions and flowchart activities, while the teacher facilitates a detailed explanation of the lesson. Key events, character actions, and the sequence of the narrative will be clarified through guided instruction.	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 discussion and written responses.	
				(Day 3)		Story Chain – Build a silly story one sentence at a time.	The teacher focuses on vocabulary exercises such as movement and sound words. Students work in pairs and groups to classify, discuss, and use these words in sentences, while the teacher facilitates and guides their understanding.	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 focuses on grammar concepts including prepositions and reported speech. Students practise through activities and exercises in pairs and groups, while the teacher supports, clarifies doubts, and reinforces correct usage.	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 provides notes on important questions, themes, and character traits, including humour, irony, and the message of the lesson. Students carefully write these	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	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.	

						notes in their notebooks for better understanding and retention.	visual material).			
				(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 continues to provide structured notes, focusing on detailed answers and summaries. Students write these notes in their notebooks and use them to frame well-organised responses.	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 connects the theme to students’ experiences of fairs and family outings, followed by a brief discussion on emotions. The teacher introduces <i>The Lost Child</i> by Mulk Raj Anand, reads the text aloud with expression, and explains key events, emotions, and difficult words as students follow and identify important moments.	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 explains key events, themes, and the child’s changing emotions. Students discuss the shift in his priorities, answer questions, and write structured responses, while the teacher highlights the message of love and security and clarifies doubts.	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 connects the theme to students’ childhood memories and emotional bonds, introduces the poem with brief context, and reads it aloud with expression. The teacher explains it line by line, focusing on tone, imagery, and emotions, while clarifying difficult words and guiding students to identify sensory images.	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 begins by guiding students to attempt the “Check Your Understanding” questions, including stanza-based analysis, themes, and sensory	CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, persuasive) and	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.

						references. Students engage in pair discussions to interpret the refrain, tone, and imagery, while the teacher facilitates and clarifies their responses.	employs these elements in their writing.				
				(Day 3)		Rapid Fire Senses – Teacher says words, students identify sense (smell/sound/sight).	The teacher guides students to work on critical reflection questions, helping them identify literary devices like imagery, symbolism, refrain, and tone. Group discussions encourage 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 provides detailed notes on themes, tone, imagery, symbolism, and message. Students continue to write structured answers and summaries in their notebooks.	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 continues explaining important questions and reinforces concepts like sensory imagery and emotional tone, while students write and complete notes.	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 enhance vocabulary, apply sensory language effectively, and confidently express personal experiences through speaking and writing.	
5	The World of Limitless Possibilities			September (Day 1)	September	Clap Rhythm Circle – Students pass a rhythm using claps in a circle.	The teacher introduces resilience and determination through real-life examples and a brief discussion on the Paralympic Games. An image of Sheetal Devi is used for observation. The teacher reads the text aloud with expression, explains key vocabulary in context, and highlights how the Paralympics challenge stereotypes and promote inclusivity, while students engage in guided reading and share impressions.	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 explains the interview with Dr. Deepa Malik, focusing on her journey, challenges, and achievements. Important ideas such as perseverance and societal perceptions are discussed. Students read aloud, identify key points, and participate in discussion. Vocabulary and themes are reinforced through examples.	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 guides students through factual and analytical exercises. Students complete fact tables and identify fact-opinion and cause-effect relationships. Peer discussion and teacher support help clarify responses. Focus is on 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 movements	The teacher conducts critical reflection activities and grammar exercises. Students analyze extracts, identify tone, and complete analogy-based questions. Modal auxiliaries and reported speech are taught through examples 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-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 interpret extracts, analyze tone, and evaluate language 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 provides structured notes on themes, vocabulary, and key answers. Important ideas are explained clearly, and students write organized notes. Recap discussions reinforce 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-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 continues note-making and focuses on application. Students perform speaking activities like interviews and complete writing tasks. The lesson is connected to real-life values such as inclusivity and determination.	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)	September	Action Relay Students pass a quick action (clap, snap, tap) around the class to build energy.	The teacher introduces the poem through a brief context of Olympics and Special Olympics. The poem is read aloud with expression and proper pauses. Each stanza is explained line by line focusing on meaning, emotions, and sequence of events. Key vocabulary is clarified in context.	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 guides students through textual exercises including word meanings, stanza gist, and vocabulary-based tasks. Group discussion is encouraged for matching meanings and identifying context-based answers. The teacher supports students in analysing expressions, emotions, and poetic devices while reinforcing collaborative learning and reasoning 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-2.2: 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.	
			(Day 3)		Emotion Freeze Students freeze into expressions like determination, joy, or sadness.	The teacher focuses on poetic devices like imagery, tone, alliteration, and symbolism. Students analyse extracts in groups. The teacher facilitates discussion on how language creates meaning and guides a short speaking activity to share interpretations.	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 provides structured notes covering themes, central message, vocabulary, and important questions. The teacher explains answers clearly and guides students in writing	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. C-2.1: Describes characteristics of works of literature from	Students will summarize key ideas, describe themes and message, and organize content into structured notes. They illustrate answers with examples	

						organized notes. Recap discussions strengthen 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.	different time periods (such as early, medieval, contemporary).	and support responses with reasons.	
			(Day 5)		Silent Team Pose Groups form a pose showing unity or teamwork.	The teacher continues note-making and focuses on application. Students practise writing short responses and reflections. The teacher connects the poem's message to real-life situations and encourages value-based 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).	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 introduces the theme of music, tradition, and fusion. The play's background, characters, and setting are presented, followed by expressive reading of Act I. Key vocabulary is explained, and Shruti's dilemma is highlighted as students identify main ideas 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.	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.	
			(Day 2)		Word Chain (Music Theme) Students say music-related words quickly in sequence.	The teacher explains Act II, focusing on the conflict between Shruti and her father and the theme of tradition versus modernity. Students read dialogues, identify tone and emotions, and discuss character traits of Nabin and Shruti. Key vocabulary is clarified, followed by a guided discussion on 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 explains Act III with focus on resolution and transformation. The role of Shruti's mother in changing Nabin's perspective is discussed. The teacher highlights themes of	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-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	Students will summarize the resolution of the play, analyze character development, and evaluate the theme of tradition versus	

						acceptance, balance, and artistic freedom. Students read the final scene and identify the turning point. Discussion connects the play's message to real-life situations.	writing. CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	culture.	modernity. They infer the message and justify the ending.	
				(Day 4)	Jump Count – Students jump together counting rhythmically as a group.	The teacher conducts exercises based on Acts I and II. Students complete tables, summaries, and comprehension questions. Vocabulary and contextual meanings are practiced. Pair work and discussion are encouraged to promote participation and clarity.	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 remaining exercises including critical reflection and grammar. Listening activity is conducted, followed by note completion tasks. Speaking activities based on stress and intonation is practiced. Students perform dialogues to improve expression 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 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 provides structured notes on themes, characters, vocabulary, and important questions. Key ideas are reinforced through explanation and examples. Students write organized notes and participate in recap discussions.	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 characters, and organize notes effectively. They illustrate answers and support responses with examples.	
				(Day 7)	Arm Circles – Slow to fast circular arm movement, then freeze.	The teacher focuses on application-based learning. Students engage in writing tasks such as reflections and short answers. The teacher connects the play's message to real-life situations 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 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 introduces the theme of music as an emotional companion through a brief discussion, followed by students sharing their music preferences. The poem is read aloud and explained line-by-line, focusing on imagery, tone, mood, and poetic devices like metaphor and rhyme. Difficult words and expressions are clarified.	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 “Check Your Understanding” and “Critical Reflection” exercises through pair and group work. Vocabulary tasks such as classifying emotions and using phrasal verbs are completed. Students answer extract-based and short-answer questions with teacher guidance. Discussion is used to connect 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 the listening activity where students predict answers, listen to the audio, and verify responses. This is followed by comprehension discussion. Speaking activity includes role-play in groups where students express views about music and its importance. The teacher guides structured speaking using prompts.	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 stance.	The teacher provides structured notes on theme, poetic devices, vocabulary, and important questions. Concepts are revised through discussion, and students organize notes while clarifying doubts.	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, 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 concepts, describe 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 continues note-making and focuses on application. Students practice writing short responses and reflections.	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 introduces the theme of communication and professions through visual prompts and short interaction. Students connect ideas with real-life communication methods. The lesson is introduced, followed by expressive reading of the initial paragraphs. Difficult vocabulary is explained contextually.	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.	ASSESSMENT AS LEARNING
				(Day 2)		Energy Burst Freeze – Quick full-body movement → sudden stillness.	The teacher explains the lesson in detail, focusing on Khetaram’s challenges, working conditions, and dedication. Students engage in guided reading and discussion. The teacher highlights themes like service, hardship, and social connection. Students analyze key incidents and infer meanings.	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 guides students to attempt “Check Your Understanding” and factual questions. Students extract information from the text and complete tables. Pair discussion is encouraged for answering inferential questions. Teacher provides feedback and clarifies answers.	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 focuses on critical reflection and higher-order questions. Students discuss answers, justify opinions, and support responses with textual references. Grammar (present perfect tense, voice) and vocabulary exercises are practiced. Students work individually and in groups.	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 provides structured notes on theme, character sketch, and important points. Concepts like dedication, communication, and social service are reinforced. Students organize notes and engage in guided revision.	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 revises all concepts through discussion and quick practice questions. Important questions and answer-writing techniques are reinforced. Students clarify doubts and complete written 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-1.4: 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 introduces the theme of words and communication through a brief activity. The poem is read aloud with proper expression, followed by a line-by-line explanation. The teacher focuses on imagery, metaphors, and comparisons such as “summer birds” and “weeds.” Difficult vocabulary is explained contextually	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.	
			(Day 2)		Memory Draw Students observe an object for a few seconds, and then draw it from memory.	The teacher guides students through “Check Your Understanding” and comprehension tasks. Students complete fill-in-the-blanks, identify rhyming words, and determine rhyme scheme. Pair work is encouraged to identify poetic devices and explain their significance. Teacher facilitates discussion and provides 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-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 focuses on critical reflection questions and higher-order thinking tasks. Students analyze extracts, justify answers, and support responses with textual evidence. Vocabulary	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. C-3.2: Argues with proper rationale by carefully evaluating	Students will analyze poetic ideas, justify interpretations with reasons, and evaluate the effectiveness of expressions. They construct answers, use	

						exercises, hyperbole practice, and rhythm identification are conducted. Grammar and contextual meanings are reinforced through guided practice.	CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	premises.	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 provides structured notes on theme, poetic devices and important explanations. Key concepts like sincerity of words, emotional connection, and superficial language are reinforced. Students organize notes and engage in guided revision through 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-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 revises all concepts through discussion and quick practice questions. Important questions and answer-writing techniques are reinforced. Students clarify doubts and complete written 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-1.4: 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 of dreams and ambition through a short activity. The letter's context and tone are explained, followed by an expressive reading. Students identify ideas of passion, effort, and commitment, with vocabulary clarified in context and links made to 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 explains the remaining part of the letter, focusing on challenges, sacrifices, and changing dreams. Students analyse examples and anecdotes from the author. The discussion highlights tone, motivation, and realism, linking ideas to present-day situations and influences on dreams.	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 analyze perseverance and changing aspirations, compare dreams and reality using textual examples, and infer the author's tone and purpose with supporting reasons.	

			(Day 3)		<p>Pattern Fill</p> <p>Students draw a simple shape and fill it with creative patterns.</p>	<p>The teacher guides students through comprehension and critical thinking questions. Students work individually and in pairs to complete true/false, extract-based and short answer questions. Emphasis is placed on interpreting meaning, identifying key phrases, and supporting answers with textual references.</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). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written 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. C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.</p>	<p>Students will identify factual details, interpret extracts accurately, and justify responses with textual evidence while analyzing ideas presented in the lesson.</p>
			(Day 4)		<p>Quick True or False</p> <p>Teacher says a funny statement (e.g., “I can fly like a bird”), students respond instantly with thumbs up or down.</p>	<p>The teacher focuses on vocabulary, phrases, and grammar structures such as conditionals and modal verbs. Students complete exercises related to meanings, usage, and sentence formation. Practice includes contextual application of expressions and collaborative correction. The teacher ensures clarity through examples and guided feedback.</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). 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.</p>	<p>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.</p>	<p>Students will define and use new vocabulary in context, construct meaningful sentences using given structures, and differentiate between various expressions and their functions.</p>
			(Day 5)		<p>Alphabet Chain</p> <p>Start with a word: Book → Kite → Elephant → Tiger (Next word starts with last letter).</p>	<p>The teacher provides structured notes covering theme, message, important expressions, and key questions. Concepts are revised through quick oral practice and short written tasks. Students organize their notes, clarify doubts, and practice answering strategies.</p>	<p>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.</p>	<p>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.</p>	<p>Students summarize key concepts from the lesson, formulate structured answers, and evaluate the importance of effort and persistence in achieving goals through written responses.</p>
			(Day 6)		<p>Simon Says Game</p>	<p>Students continue writing and completing the notes in their notebooks as guided by the teacher. They organize answers, complete pending exercises, and refine presentation of responses.</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). CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.</p>	<p>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.</p>	<p>Students will summarize key points in written form, construct complete answers, and demonstrate clarity and organization in notebook work.</p>
Believe in Yourself			January (Day 1)	January	<p>One Word Energy Pass – Students pass a clap around the class, each adding one positive word (strong, brave,</p>	<p>The teacher introduces the theme of self-belief through a brief visualisation activity. The poem is read aloud with appropriate rhythm and</p>	<p>CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and</p>	<p>C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through</p>	<p>Students will explain the meaning of each stanza, identify poetic devices like metaphor and antithesis, and</p>

					fearless).	pauses, followed by a line-by-line explanation focusing on meaning, imagery, and poetic devices such as metaphor and antithesis. Connections are made to real-life situations, and key phrases are highlighted while students note important points under guidance.	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.	discussion and debate. C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.	interpret how the poem conveys ideas about fear, growth, and self-belief.	
			(Day 2)		Precision Response-Teacher gives combined commands (e.g., “clap twice + jump once”). Students must follow exactly in correct order.	The teacher guides students through “Check Your Understanding” questions (MCQs, rhyme scheme, tone, speaker). Students work individually first, then discuss answers in pairs. The teacher facilitates explanation of correct responses, focusing on justification using 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	Students solve higher-order questions from “Critical Reflection” and “Vocabulary in Context.” The teacher encourages analytical thinking by asking students to interpret metaphors, rhetorical questions, and symbolism. Pair discussion is used for deeper responses.	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 provides structured notes on theme, summary, poetic devices, and central idea. Students copy and organise notes in notebooks. The teacher ensures clarity by explaining keywords and guiding proper presentation (headings, points, examples). Short reinforcement is done through quick oral recap.	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 the poem, list key poetic devices with examples, and describe the central theme in an organised written format.	ASSESSMENT FOR LEARNING
			(Day 5)		Finger Countdown-Teacher says random numbers with fingers; students quickly form groups of that number silently.	Students continue writing and completing the notes in their notebooks as guided by the teacher. They organize answers, complete pending exercises, and refine presentation of responses.	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-1.4: 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	ASSESSMENT OF LEARNING

								CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.		notebook work.	
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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.	
				(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			August (Day 1)	August	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.	ASSESSMENT AS LEARNING

				(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			September (Day 1)	September	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.	ASSESSMENT FOR LEARNING

				(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.	
10	Subject – Verb Concord			September (Day 1)	September	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			October (Day 1)	October	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.	ASSESSMENT OF LEARNING

13	Informal Invitation			November (Day 1)	November	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			November (Day 1)	November	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			December (Day 1)	December	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.	ASSESSMENT AS LEARNING
				(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			December (Day 1)	December	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			January (Day 1)	January	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.	ASSESSMENT AS LEARNING
				(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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