

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - V
SUBJECT – ENGLISH

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1	Unit 1: Let's Have Fun	1.Papa's Spectacles (Poem)	Recitation & Explanation by the teacher with word meanings of difficult words	July DAY 1	July	Stone paper scissor game	Teacher reads with voice modulation to bring out humor. Students enact scenes like "spectacles on the dog" or "in the fruit bowl" to feel the playful tone.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.1 Applies varied comprehension strategies (infernce, prediction, visualistion) to understand different texts	Students will recite the poem and identify rhyming words.	
			Recitation by each student	DAY 2		Hands up and down	students move from choral echo reading to purposeful individual recitation to build fluency, comprehension, and confidence.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.1 Applies varied comprehension strategies (infernce, prediction, visualistion) to understand different texts	Students explain the central idea and mood of the poem in their own words after recitation.	
			Answer the following (notebook)	DAY 3		Chidiya ud game	Students interpret and perform poetry with comprehension, using appropriate expression, voice modulation, and vocabulary understanding.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students answer questions on the poem's central theme, difficult words, and poetic devices like rhyme or imagery.	
			Phrases and word pairs	DAY 4		Number clapping	Start with poem recitation to locate phrases and word pairs naturally in text. Then explicit teaching with examples from Papa's Spectacles, followed by pair work and games.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.1 Applies varied comprehension strategies (infernce, prediction, visualistion) to understand different texts	Tell whether a given group of words is a phrase, word pair, or complete sentence.	
			Prepositions	DAY 5		Hide glasses and give clues using prepositions.	Put a book on the table, under the chair, beside the bag. Students follow commands: "Stand behind your friend." Kids learn by doing, not memorizing. Works best for place prepositions.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.1 Applies varied comprehension strategies (infernce, prediction, visualistion) to understand different texts	Students will describe locations of objects using prepositions.	

		2. Gone with the Scooter	Reading & Explanation by the teacher with word meanings of difficult words	July DAY 1	July	Chidiya ud game	Model reading with expression. Explain the context of the story focusing on the humor and the 'runaway' scooter theme.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.	C-1.2 Summarises core ideas from material read out in class	To help students physically understand the action verbs (skidded, zoomed, raced) before they see them on paper.	
			Reading 1 stanza each by student	DAY 2		Parrot Mimicry	Choral reading of a stanza to practice rhythm and collective pronunciation.	CG-5 Develops interest and preferences in reading	C-5.2 Demonstrates interest in reading books	Students will be able to recognize and produce the correct sounds of words, paying attention to rhythm and rhyme within the stanzas.	
			Answer the following (notebook)	DAY 3		Truth or Dare (Text Version): Ask a student a fact about the story. If they get it wrong, they 'dare' to find the answer in 30 seconds.	Encouraging students to use English to solve problems (e.g., "How would you stop the scooter?") rather than just repeating memorized facts. This makes the language "functional" for their real lives.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to construct complete sentences using proper Subject-Verb Agreement	
			Think and answer (notebook)	DAY 4		Stand up and down	The "Why & What If" Strategy: Move from "What happened?" to "Why did it happen?" and "What would you do?".	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	To develop empathy, imagination, and the ability to justify an opinion in English.	
			Textual exercises	DAY 5		Birds chirping sound	Keyword Hunting: Instead of giving the answer, give students "keywords" and ask them to find the sentence in the book where those words appear.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will develop the skill of Scanning and Skimming the text to find specific facts to answer direct questions.	
			Adverbs	DAY 6		Birds flying action	The "Verb-Adverb" Marriage: Explain that if a Verb is an action, an Adverb is the "style" of that action.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will demonstrate the ability to modify verbs in their own writing to make their sentences more vivid and expressive.	
			Adding sentence to continue the story	DAY 7		Make your own imaginary bird on a blank page	The Activity: Start with a sentence from the lesson: "The scooter finally hit a bump and stopped." Each student adds just one sentence to continue the story.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	To teach students that their addition must make sense based on the sentence before it. If the previous student said the scooter stopped, the next student cannot say it is still racing down the hill.	

			Compound words	DAY 8		Ask students to try and imitate the 'deepest' and 'highest' croaks.	Method: Explain that when we add Rain (water from the sky) and Coat (something we wear), they "react" to become a Raincoat (a specific piece of gear).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to explain the new meaning formed when two words combine, recognizing that the new word is often more specific than its parts.	
2	Unit 2: My Colourful World	3. The Rainbow	Recitation & Explanation by the teacher with word meanings of difficult words	July DAY 1	August	Play sounds of rain and thunder.	Direct Instruction & Visual Literacy: Teacher models reading with 'Nature Imagery'. Use of high-quality illustrations to explain metaphors like 'bridge to heaven'.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will visualize poetic imagery and understand the central theme of the poem.	ASSESSMENT AS LEARNING
			Recitation by each student	DAY 2		Rhythm Clap: The class claps in a 4/4 beat	Differentiated Instruction: Provide extra support for difficult words while encouraging confident students to use dramatic pauses.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will achieve oral fluency and proper intonation in poetry recitation.	
			Answer the following (notebook)	DAY 3		Speed Hunt: Give a page number and a word; the first student to find the line where it appears win	Text-Based Evidence: Encourage students to highlight the exact phrase in the book before writing the answer in the notebook.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will accurately retrieve factual information and write grammatically correct sentences.	
			Think and answer (notebook)	DAY 4		Make sound of raindrops	Constructivist Approach: Moving from 'What' questions to 'How/Why' questions to build creative reasoning skills.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will develop analytical thinking and the ability to express original perspectives.	
			Textual exercises	DAY 5		Stand up and sit down	Collaborative Learning: Peer-to-peer correction where students explain to each other why a certain answer is correct.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will reinforce their understanding of chapter-specific vocabulary and themes.	
			Colours and Achoo recitation in happy, angry and surprised voice	DAY 6		Stone paper scissor game	Drama-Based Pedagogy: Teaching the concept of 'Tone'. Discuss how the same word can change meaning based on the speaker's feeling.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will learn vocal modulation and how to express diverse emotions through speech.	

			Paragraph Writing	DAY 7		Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.	Process Writing: Use the Hamburger Model (Topic Sentence, Supporting Details, Closing Sentence) to structure the paragraph.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will produce logically connected, structured paragraphs with a clear beginning, middle, and end.	
			Antonyms and Compound words	DAY 8		Tell one word related to the sky	Morphological Instruction: Breaking words into roots (for Compound) and finding semantic contrasts (for Antonyms).	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will expand their mental lexicon and understand the structure of complex words.	
			Sentences with verb and noun	DAY 9		: One student mimics an action (Verb) with an object (Noun), and others have to shout the sentence (e.g., 'He picks the flower').	Contextual Grammar: Integrating grammar with the poem's context rather than teaching rules in isolation.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will master verbs and nouns.	
			VIBGYOR colours	DAY 10		Color Scavenger Hunt: Each student is assigned one letter (V, I, B, etc.) and must find one item in the room matching that color.	Multidisciplinary Integration: Linking English vocabulary with the Science of the spectrum. Use mnemonics for memorization.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will recall the sequence of the spectrum and categorize colors accurately.	
		4. The Wise parrot	Reading & Explanation by the teacher with word meanings of difficult words	August DAY 1	August	Chidiya ud game	Direct Instruction & Storytelling: Use of modulation to distinguish between the parrot and other characters. Explaining the concept of 'Wisdom'.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.2 Summarises core ideas from material read out in class	Students will grasp the central theme and moral of the story.	ASSESSMENT FOR LEARNING
			Reading 1 stanza each by student	DAY 2		Parrot Mimicry	Guided Reading: Focus on correct pronunciation and reading fluency. Teacher corrects errors in real-time.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.2 Summarises core ideas from material read out in class	Students will achieve oral fluency and confidence in reading narrative prose.	
			Answer the following (notebook)	DAY 3		Stone paper scissor game	Retrieval Practice: Guiding students to scan the text for evidence to support their written answers.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will accurately retrieve information and write clear, factual sentences.	

			Think and answer (notebook)	DAY 4		Chidiya ud game	Inquiry-Based Learning: Open-ended questions that require students to apply the parrot's wisdom to different scenarios.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will develop critical thinking and value-based decision-making skills.	
			Textual exercises	DAY 5		Birds chirping sound	Collaborative Learning: Working in pairs to solve textbook exercises, encouraging peer discussion.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will demonstrate mastery of the chapter's vocabulary and details.	
			Present Perfect Tense	DAY 6		Birds flying action	Inductive Grammar: Showing many examples from the text (e.g., 'The parrot has escaped') to help students find the pattern (Has/Have + V3).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly identify and use the Present Perfect Tense in sentences.	
			Complete the story	DAY 7		Make your own imaginary bird on a blank page	Creative Writing (Process Approach): Brainstorming a logical ending for a plot and drafting it with attention to narrative flow.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will write a logically consistent and creative conclusion to a story.	
3	Unit 3: Water	5. The Frog	Recitation & Explanation by the teacher with word meanings of difficult words	August DAY 1	September	Ask students to try and imitate the 'deepest' and 'highest' croaks.	Model Reading & Imagery: Teacher recites with rhythmic 'hopping' pauses. Use of visual aids to show the frog's habitat and behavior.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will visualize the poem's setting and understand the lifestyle of a frog.	
			Recitation by each student	DAY 2		Each student says one word of the poem while doing a small 'hop'.	Total Physical Response (TPR): Linking physical movement to the poem's rhythm to improve memorization and fluency.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will achieve oral fluency and develop a sense of poetic rhythm and pace.	
			Answer the following (notebook)	DAY 3		Hop like frogs	Scaffolded Retrieval: Moving from locating one-word facts to constructing full descriptive sentences in the notebook.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will accurately retrieve details and write coherent factual responses.	
			Think and answer (notebook)	DAY 4		In and out of the place	Inquiry-Based Learning: Open-ended prompts asking students to compare a frog's life on land vs. water.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will develop critical thinking and the ability to compare biological habitats creatively.	

			Textual exercises	DAY 5		Clap when aquatic animals are shown by the teacher	Collaborative Problem Solving: Working in pairs to solve vocabulary and comprehension drills	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will reinforce their understanding of the poem's vocabulary and structural themes.	
			Conjunctions	DAY 6		Stand up and sit down	Functional Grammar: Teaching conjunctions as 'connectors' that join thoughts logically (addition, contrast, or reason).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will correctly use 'and', 'but', and 'because' to form compound and complex sentences.	
			Message writing	DAY 7		Whisper a short message to one student. They must 'write' it on a paper slip and pass it secretly to the next.	: Functional Writing Pedagogy: Teaching the formal structure of a message (Date, Time, Salutation, Body, Name) for clear communication.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will be able to write short, clear, and structured messages for everyday scenarios.	
			Drawing of aquatic animal	DAY 8		Number clapping	Art-Integrated Learning: Encouraging students to observe the physical features of aquatic animals (fins, gills, scales) before drawing.	CG-4 Acquires a more comprehensive range of words in various contexts	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will demonstrate observational skills and an understanding of aquatic biology through art.	ASSESSMENT OF LEARNING
		6. What a Tank!	Reading & Explanation by the teacher with word meanings of difficult words	November DAY 1	November	Make The Sound of tap Water	Direct Instruction with Narrative Inquiry: Explain the story/text while pausing to ask 'What happens next?' to keep engagement high.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will understand the importance of water storage and the central narrative of the lesson.	
			Reading 1 stanza each by student	DAY 2		Make The Sound of river Water	Guided Reading: Focused on pronunciation of environmental vocabulary and maintaining a steady reading pace.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will demonstrate oral fluency and accurate decoding of text.	
			Answer the following (notebook)	DAY 3		Snap your fingers	Text-Based Retrieval: Encouraging students to write complete sentences that mirror the grammatical structure of the questions.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will extract specific details and document them clearly in their notebooks.	
			Think and answer (notebook)	DAY 4		Rotate your head	Critical Thinking & Ethical Reflection: Discussing the value of resources and the 'why' behind conservation efforts.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will develop analytical reasoning and express personal values regarding resource management.	

			contractions	DAY 5		Hands up and down	Morphological Awareness: Showing how the apostrophe takes the place of missing letters (e.g., I am -> I'm).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will correctly identify, write, and use common contractions in their sentences.	
			Animal families	DAY 6		Make different animal soud	Categorization & Vocabulary Building: Learning collective nouns and names for male, female, and young animals.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will expand their vocabulary related to the natural world and animal classifications.	
			Discussion on save water	DAY 7		Make water droplets on a page	Environmental Education (EE) Integration: A student-led discussion on practical ways to conserve water at home and school.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.2 Discusses meanings of words, and develops vocabulary by listening to and reading a variety of texts or other content areas	Students will formulate and share actionable points for water conservation.	
			Reading comprehension	DAY 8		Shaking hands with bench partner	Scaffolded Comprehension: Using short unseen passages to test the ability to infer meaning and summarize information.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.2 Discusses meanings of words, and develops vocabulary by listening to and reading a variety of texts or other content area	Students will demonstrate the ability to process new information and answer related questions accurately.	
			Enacting the story	DAY 9		Make crow's sound	Creative Writing (Process Approach): Brainstorming a logical ending for a plot and drafting it with attention to narrative flow.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.2 Discusses meanings of words, and develops vocabulary by listening to and reading a variety of texts or other content area	Students will write a logically consistent and creative conclusion to a story.	
4	Unit 4: Ups and Downs	7. Gilli Danda	Recitation & Explanation by the teacher with word meanings of difficult words	November DAY 1	December	Do bowling action	Storytelling & Narrative Inquiry: Reading the text like a personal memoir. Explaining the rules of Gilli Danda using a physical prop (a stick and a small piece of wood).	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (infernce, prediction, visualistion) to understand different texts	Students will understand the cultural significance of Gilli Danda and its historical context.	
			Recitation by each student	DAY 2		Catching : Throw and catch your eraser	Choral and Individual Reading: Focus on vocal variety and the excitement of a match described in the text.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (infernce, prediction, visualistion) to understand different texts	Students will demonstrate improved oral fluency and expressive reading skills.	
			Answer the following (notebook)	DAY 3		Fast bowling action	Retrieval Practice: Structuring factual answers by identifying key 'action' sentences in the narrative.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (infernce, prediction, visualistion) to understand different texts	Students will extract factual information and present it in clear, grammatically correct sentences.	

			Think and answer (notebook)	DAY 4		Mimicking umpire's action on a wicket	Critical Thinking: Encouraging students to analyze the 'Ups and Downs' of competitive play and teamwork.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will formulate personal opinions and understand sportsmanship values.	
			prefixes	DAY 5		Tossing action	Morphological Awareness: Identifying how prefixes modify the meaning of roots found in the text.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will build new vocabulary by adding prefixes and understanding their impact on meaning.	
			Abstract nouns	DAY 6		Discussion on favourite cricketer	Inductive Concept Building: Sorting concrete vs. abstract nouns using classroom examples (e.g., 'Chalk' vs. 'Friendship').	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify and use abstract nouns to express feelings and ideas.	
			Possessive pronouns	DAY 7		Stand up and down	Contextual Grammar: Replacing possessive adjectives with pronouns (e.g., 'This is my bat' becomes 'This bat is mine').	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will use possessive pronouns accurately in spoken and written English.	
			Discussion on any game	DAY 8		Hands up and down	Collaborative Oral Language: Students discuss rules, players, and equipment needed for different games to build descriptive speech.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will articulate game rules and personal preferences clearly in a group setting.	
			Forming questions	DAY 9		Sing a song like nursery rhymes	Syntactic Scaffolding: Teaching the 'Question Word + Helping Verb + Subject' structure.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to transform statements into grammatically correct questions.	
			antonyms	DAY 10		When teacher says opposite words students will clap	Semantic Contrast: Identifying antonyms for sports-related words (Win/Loss, Up/Down, Fast/Slow).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will expand their vocabulary by identifying and using pairs of opposites.	
			Making Gilli danda using waste materials	DAY 11		Action of batting	Art-Integrated Learning (Upcycling): Using old newspapers, tape, or twigs to create a model Gilli and Danda set.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will demonstrate creative problem-solving and environmental awareness through craft.	

		8. The Decision of the Panchayat	Reading & Explanation by the teacher with word meanings of difficult words	December DAY 1	December	Write a spelling word in the air using finger	Value-Integrated Storytelling: Teacher recites with serious, thoughtful tones to represent the gravity of the Panchayat. Explain terms like 'Fairness' and 'Impartiality'.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will comprehend the moral dilemma in the story and the importance of fair judgment.	ASSESSMENT AS LEARNING
			Reading 1 stanza each by student	DAY 2		Students lock fingers and pin the other person's thumb down	Guided Reading: Focus on voice modulation for different characters (the old aunt, Algu, Jumman). Check for pauses at commas and full stops.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will improve oral fluency and demonstrate character-based expressive reading.	
			Answer the following (notebook)	DAY 3		Students must clap and stomp until teacher says stop	Evidence-Based Writing: Encouraging students to use quotes or specific actions from the text to justify their answers.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will accurately retrieve details and write structured, factual responses.	
			Think and answer (notebook)	DAY 4		Move your body like a particular animal	Critical Thinking & Ethical Reflection: Moving beyond the text to apply the concept of 'Right vs. Wrong' to students' lives.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will develop moral reasoning and the ability to formulate independent opinions.	
			prepositions	DAY 5		Students touch their right ear with the left hand	Inductive Grammar: Using the text to find words that show 'position' or 'direction' (e.g., 'at the meeting', 'near the tree').	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	students will identify and use prepositions of place and time correctly.	
			suffixes	DAY 6		Flying movement like a bird	Morphological Analysis: Explaining how adding a suffix changes the part of speech (e.g., Verb to Noun).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to form new words by adding appropriate suffixes to root words.	
			Reading comprehension	DAY 7		Students lock fingers and pin the other person's thumb down	Synthesizing Information: Practicing 'Skimming' for main ideas and 'Scanning' for specific details in unseen or related passages.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate the ability to process new information and answer inferential questions.	

5	Unit 5: Work is Worship	9. Vocation	Recitation & Explanation by the teacher with word meanings of difficult words	January DAY 1	January	Shout "Statue!" and everyone must freeze. If anyone moves a finger, they have to do five jumping jacks to get back in.	Model Reading & Imagery: Teacher recites with rhythmic pauses to reflect the child's perspective in the poem. Explain the concept of 'Vocation' as a calling or job.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will visualize the street scenes described and understand the child's longing for freedom.	ASSESSMENT AS LEARNING
			Recitation by each student	DAY 2		Have everyone rub their palms together (wind), then snap fingers (patter of rain), then clap hands (heavy rain), and finally stomp feet (thunder).	Expressive Recitation: Focus on voice modulation to represent different characters and the changing moods of the speaker.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will achieve oral fluency and demonstrate the ability to read poetry with character-driven expression.	
			Answer the following (notebook)	DAY 3		Everyone, be a penguin!" and they must move like that animal at their desks.	Fact-Based Retrieval: Guiding students to construct complete sentences in the notebook that directly answer 'Who', 'What', and 'Where' questions.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will accurately extract details from the poem and document them with correct syntax.	
			Think and answer (notebook)	DAY 4		Sing a song like nursery rhymes	Inquiry-Based Learning: Encouraging students to analyze the difference between the speaker's reality and his wishes.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will develop critical thinking skills and the ability to express empathy for others' work.	
			Word meanings	DAY 5		Rhythm Clap: The class claps in a 4/4 beat	Vocabulary Enrichment: Using contextual clues from the poem to define unfamiliar terms.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will build a functional vocabulary related to occupations and everyday activities.	
			Sub – verb agreement	DAY 6		In and out of the place	Structural Grammar: Explaining the 'S-V rule' (Singular subject takes singular verb). Identifying examples within the poem (e.g., 'The hawker cries').	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will correctly identify and use singular and plural verbs with matching subjects.	
			Group discussion – Wh words	DAY 7		Students lock fingers and pin the other person's thumb down	Collaborative Oral Practice: Teaching the structure of interrogative sentences using WH-words (What, Who, Where, When, Why, How).	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will demonstrate the ability to formulate and answer complex questions during a group discussion.	

			Speaking skills – things you want to do	DAY 8		Speed Hunt: Give a page number and a word; the first student to find the line where it appears win	Guided Presentation: Students speak for 1 minute on 'If I were a [vocation], I would...' focusing on the use of modal verbs like 'would' and 'could'.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will gain confidence in public speaking and express their future aspirations clearly.	
			Vocations of family members	DAY 9		Stand up and down	Real-World Connection: Linking the classroom lesson to their immediate environment to understand the dignity of all types of work.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will identify various vocations in their families and show respect for all professions.	
			Draw yourself in any vocation of your choice	DAY 10		Hands up and down	Art-Integrated Learning: Using drawing to visualize personal goals and aspirations, reinforcing the theme of 'Vocation'.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will express their creativity and self-identity through visual art.	
		10. Glass Bangles	Reading & Explanation by the teacher with word meanings of difficult words	January DAY 1	January	The Sound of Glass: Gently clink two glass bangles or bottles. Ask students: 'What does this sound remind you of?' (Festivals, markets, etc.)	Direct Instruction with Social Context: Reading the text while highlighting the hard work behind the beauty of bangles. Discuss the artisan's life.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will understand the cultural and labor-intensive background of the bangle industry.	ASSESSMENT FOR LEARNING
			Reading 1 stanza each by student	DAY 2		Students lock fingers and pin the other person's thumb down	Guided Reading: Focus on voice modulation for different characters (the old aunt, Algu, Jumman). Check for pauses at commas and full stops.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will improve oral fluency and demonstrate character-based expressive reading.	
			Answer the following (notebook)	DAY 3		The Level Switcher: Call out "High," "Middle," or "Low." Students must immediately put their hands above their heads, on their waists, or touch their toes.	Scaffolded Retrieval: Students scan the text for evidence to answer direct comprehension questions in their notebooks.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will demonstrate accuracy in information retrieval and sentence construction.	
			Think and answer (notebook)	DAY 4		Balance Act: Have everyone stand on one leg. Then, ask them to close their eyes while still on one leg	Critical Thinking & Empathy: Encouraging students to relate the characters' struggles to their own understanding of fairness and effort.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will formulate independent opinions on labor and social responsibility.	

			punctuations	DAY 5		The Stop-Sign Game: Teacher reads a sentence. When there is a comma, students clap once. When a full stop, they stomp.	Interactive Grammar: Revisiting commas, full stops, and question marks. Using the text to identify where punctuation changes the tone.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will correctly use punctuation marks to improve readability and expression.	
			Present perfect tense	DAY 6		The Pattern Echo: You clap a short rhythm (e.g., clap-clap-pause-clap), and the class must repeat it back in perfect unison.	Inductive Grammar: Focusing on the 'Has/Have + V3' structure within the story (e.g., 'The artisan has worked hard').	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will identify and construct sentences in the Present Perfect tense.	
			Tongue twister	DAY 7		Speed Speak: Teacher gives a simple twister like 'Blue bangles, bright bangles.' Students try to say it 5 times fast.	Phonetics & Elocution: Improving clarity, speed, and pronunciation through repetitive consonant and vowel practice.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will improve their articulation and speech clarity.	
			Reading comprehension	DAY 8		Color Detective: Call out a color (e.g., "Find something green!"). Students must point to an object of that color within the classroom without leaving their seats.	Analytical Reading: Using unseen passages about crafts to test the ability to infer meaning and summarize key ideas.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will process information efficiently and answer higher-order thinking questions.	
			Indian places associated with crafts	DAY 9		Speed Hunt: Give a page number and a word; the first student to find the line where it appears win	Interdisciplinary Learning (SST): Integrating English with Geography. Learning about regional specialties across India.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will identify major craft hubs in India and appreciate regional diversity.	
			Savings Bank Account	DAY 10		In and out of the place	Financial Literacy (Life Skills): Introduction to the concept of saving, interest, and the purpose of a bank account.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will understand the basics of a bank account and the importance of financial planning.	
			Name the picture	DAY 11		Students lock fingers and pin the other person's thumb down	Visual Vocabulary: Matching specialized terms from the text with visual representations to solidify understanding.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will associate correct terminology with relevant visual cues.	ASSESSMENT OF LEARNING