

KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS - VII

SUBJECT –ENGLISH

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
Unit1	Learning Together	The Day The River Spoke	----	JULY (Day 1)	JULY	The Action: Ask every student to shout out one word that comes to mind when they hear the title (e.g., "Water," "Magic," "Glass," "Morning," "Treasure").	The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.	CG-1 Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials) Ability to read aloud with correct pronunciation and expression.	Students will identify the main character's dream and explain why it is significant to Janhvi.	
		The Day The River Spoke	--	(Day 2)		"Raise your hand if you like..... finishing your work as fast as possible so you can play." "Raise your hand if you prefer taking a long time to make sure the work is absolutely perfect."	The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.	CG-1 Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)	Students will enhance their reading and comprehension skills.	

		The Day The River Spoke	----	(Day 3)		The teacher performs simple actions (e.g., pretending to dig soil, watering plants, counting money, sleeping lazily). Students silently observe and mimic the action together. Repeat with 3–4 different actions	Discuss the story’s characters. Reflect on the moral of the story and its real-life application. Complete comprehension questions and vocabulary exercises.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing	Students will define and identify personification in the text with at least two examples.	
		The Day The River Spoke		(Day 4)		Fast Counting Game Class counts numbers one by one—if two speak together, restart.	The teacher will facilitate vocabulary development by explaining meanings, usage, and contextual relevance of new words to improve comprehension and language skills.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will utilize new vocabulary in original sentences and demonstrate understanding of context clues.	

		The Day The River Spoke		(Day 5)		Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	The teacher will facilitate the completion of grammar, writing, listening, and speaking tasks through guided practice, student participation, and systematic correction to ensure accuracy and clarity of expression.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will correctly classify nouns as common or proper using examples from the story.	
		The Day The River Spoke		(Day 6)		Rapid Fire Questions Ask quick fun questions: “Favorite food?” “Dream place?”	The teacher will facilitate the completion of grammar, writing, listening, and speaking tasks through guided practice, student participation, and systematic correction to ensure accuracy and clarity of expression.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will express their thoughts through short writing tasks, such as writing the moral or a similar experience.	
		The Day The River Spoke		(Day 7)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	The teacher will provide systematically organised notes, including the summary, theme, and character traits, to support students in developing clear understanding and effective note-making skills.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will systematically complete their notes and exhibit a thorough understanding of the lesson by confidently articulating the central ideas, themes, and character analysis in their own words.	

Unit 1	Learning Together	Try Again	---	JULY (Day 1)	JULY	One Word About Me Students say one word that describes them (funny, honest, foodie, etc.).	Teacher will read/ recite the poem aloud, emphasizing rhythm and rhyme. Have students read in pairs or small group. Explain the central idea and moral of the poem.	CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	1.Students will recite the poem with clarity and expression. Discuss the sequence of events in the poem using picture ordering. 2. Students will identify all rhyming pairs in the poem and label the rhyme scheme as ABAB / AABB etc.	
		Try Again		(Day 2)		Student says 3 statements; others guess the lie.	The teacher will facilitate the completion of grammar, writing, listening, and speaking tasks through guided practice, student participation, and systematic correction to ensure accuracy and clarity of expression.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C – 3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will apply grammatical concepts and language skills in context.	

		Try Again		(DAY 3)		Name + Action Say your name with an action (jump, clap). Others repeat.	The teacher will provide systematically organised notes, including summary, theme, poetic devices, and values highlighted in the poem, to strengthen understanding and note-making skills.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will answer comprehension and inference questions using evidence from the poem.	
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Unit 1	Learning Together	Three Days to See		JULY (DAY 1)	JULY	Blindfold one volunteer student for 2 minutes while classmates guide them around the room. Class reflects: 'What did you feel? What would you miss most if you couldn't see?'	The teacher will introduce the lesson by activating prior knowledge and contextual understanding through discussion and guided questioning to create interest and readiness for learning. Read the story aloud, encouraging students to following along. Pause at key points to ask prediction questions and check understanding. Teacher highlights vocabulary in context and students add new words to their vocabulary.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response literary devices.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials)	Students will relate the lesson to their own life by identifying situations where effort brings results.	
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		Three Days to See		(DAY 2)		<p>Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.</p>	<p>The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.</p>	<p>CG-2: Appreciates the language and literary and cultural heritage related to it by exploring various forms of literary devices.</p>	<p>C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods . C-2.3: Expresses ideas and responses through speech and writing on the text's themes.</p>	<p>Students will summarize what Helen Keller would choose to see in three days and explain her reasons</p> <p>Students will participate in a structured speaking activity sharing their own three-days wish list.</p>	
		Three Days to See		(DAY 3)		<p>Pass the Smile One student smiles at another— keep passing it around quickly</p>	<p>The teacher will facilitate the completion of grammar, writing, listening, and speaking tasks through guided practice, student participation, and systematic correction to ensure accuracy and clarity of expression.</p>	<p>CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will participate in a structured speaking activity sharing their own three-days wish list.</p>	

		Three Days to See		(DAY 4)		Name + Action Say your name with an action (jump, clap). Others repeat.	The teacher will guide students in completing comprehension, grammar, and writing tasks through explanation, guided practice, and correction to ensure conceptual clarity and accurate expression.	CG-3: Develops the ability to recognise basic linguistic aspects and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will apply grammatical concepts and language skills in context. Students will develop writing skills by framing structured answers and expressing ideas clearly.	ASSESSMENT AS LEARNING
Unit 2	Wit and Humour	Animals , Birds, and Dr. Dolittle		AUGUST (DAY 1)	AUGUST	Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	The teacher will introduce the lesson by activating prior knowledge and contextual understanding through discussion and guided questioning to create interest and readiness for learning.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarises from reading of the narrative text (news articles, reports, and editorials).	Students will read the lesson fluently with correct pronunciation and intonation.	

**Animals
, Birds,
and Dr.
Dolittle**

(DAY 2)

Stand If...
“Stand if you
like pizza...
reading...
games...”
(quick energy
boost)

The teacher will
guide students in
completing the
comprehension-
based and initial
vocabulary
exercises through
detailed
explanation,
textual reference,
and interactive
discussion to
ensure clear
understanding.

CG-2:
Appreciates the language
and literary and cultural
heritage related to it by
exploring various forms of
literary devices.

C-2.1: Identifies
and appreciates
narrative prose
from a western
literary tradition
and its humorous
style.

Students will identify the main
idea, supporting details, and
sequence of events in the text.
Students will enhance their
vocabulary by learning new
words, meanings, synonyms,
and antonyms.

		Animals , Birds, and Dr. Dolittle		(DAY 3)		Number Counting in Hindi & English 1, do, 3,.....	The teacher will facilitate the completion of grammar, writing, listening, and speaking tasks through guided practice, student participation, and systematic correction to ensure accuracy and clarity of expression.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will apply grammatical concepts and language skills in context.	
		Animals , Birds, and Dr. Dolittle		(DAY 4)		One Word About Me Students say one word that describes them (funny, honest, foodie, etc.).	The teacher will support guided note-taking and model answer demonstration by presenting key value points and systematically structured long-answer responses to develop clarity, coherence, and effective writing skills.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the languages.	C-5.2: Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.	Students will answer comprehension questions accurately based on textual understanding.	
		Animals , Birds, and Dr. Dolittle		(DAY 5)		Emotion anchor: Students silently write the name of their most trusted friend and one word that captures why they trust that person.	The teacher will introduce the poem through expressive recitation, voice modulation, and rhythmic reading to help students appreciate the tone, mood, and musical quality of the poem.	CG-1 Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.3: Raises probing questions about social experiences using appropriate language (open-ended/closed ended, and formal/informal questions relevant to context with sensitivity).	Students will develop writing skills by framing structured answers and expressing ideas clearly.	

Unit 2	Wit and Humour	A Funny Man		AUGUST (DAY 1)	AUGUST	Fast Counting Game Class counts numbers one by one—if two speak together, restart.	The teacher will guide students in understanding the central idea, theme, and poetic expressions through textual references, questioning, and interactive discussion to ensure meaningful interpretation.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	1.Students will recite the poem with correct pronunciation, rhythm, and expression. 2.Students will understand and explain the meaning of the poem stanza-wise in their own words.	
		A Funny Man		(DAY 2)		Name + Action Say your name with an action (jump, clap). Others repeat.	The teacher will support students in analysing poetic elements such as rhyme, imagery, and figures of speech through guided examples and discussion to deepen literary appreciation.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2 Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.	
		A Funny Man		(DAY 3)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	The teacher will guide students in understanding the central idea, theme, and poetic expressions through textual references, questioning, and interactive discussion to ensure meaningful interpretation.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will infer the theme, central idea, and moral/message of the poem.	Assessment for learning

Unit 2	Wit and Humour	Say the Right Thing		SEPTEMBER (DAY 1)	SEPTEMBER	Fast Counting Game Class counts numbers one by one—if two speak together, restart.	1.The teacher will introduce the lesson by activating prior knowledge and contextual understanding through discussion and guided questioning to create interest and readiness for learning. 2. Teacher will discusse: 'Have you ever said the wrong thing at the wrong time? What happened?'	CG-1 Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials). C-1.3: Raises probing questions about social experiences using appropriate language (open- ended/closedende d, and formal/informal questions relevant to context with sensitivity).	Students will read the lesson fluently with correct pronunciation and intonation.	
		Say the Right Thing		(DAY 2)		Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Students will identify the main idea, supporting details, and sequence of events in the text.	

		Say the Right Thing		(DAY 3)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	The teacher will model structured answers for textual and value-based questions through guided discussion and answer writing practice to develop clarity, coherence, and effective written expression.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will develop writing skills by framing structured answers and expressing ideas clearly.	
		Say the Right Thing		(DAY 4)		Number Counting in Hindi & English 1, do, 3,.....	The teacher will guide the students in completing comprehension, grammar, and writing tasks through explanation, guided practice, and correction to ensure conceptual clarity and accurate expression.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Learners develop writing skills by framing structured answers and expressing ideas clearly.	
		Say the Right Thing		(DAY 5)		One Word About Me Students say one word that describes them (funny, honest, foodie, etc.).	The teacher will guide students in completing comprehension, grammar, and writing tasks through explanation, guided practice, and correction to ensure conceptual clarity and accurate expression.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will answer comprehension questions accurately based on textual understanding.	

		Say the Right Thing		(DAY 6)		Fast Counting Game Class counts numbers one by one—if two speak together, restart.	The teacher will model structured answers for textual and value-based questions through guided discussion and answer writing practice to develop clarity, coherence, and effective written expression.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction).	Students will identify the theme, message, and values conveyed through the lesson.	
Unit 3	Dreams and Discoveries	My Brother's Great Invention		SEPTEMBER (DAY 1)	SEPTEMBER	Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	.The teacher will introduce the lesson by activating prior knowledge and contextual understanding through discussion and guided questioning to create interest and readiness for learning.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials) C-1.3: Raises probing questions about social experiences using appropriate language (open-ended/closedended, and formal/informal questions relevant to context with sensitivity).	Students will read the lesson fluently with correct pronunciation and intonation.	

		My Brother's Great Invention		(DAY 2)		<p>Pass the Smile One student smiles at another—keep passing it around quickly</p>	The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing from various cultures and time periods.	Students will identify the main idea, supporting details, and sequence of events in the text.	
		My Brother's Great Invention		(DAY 3)		<p>Name + Action Say your name with an action (jump, clap). Others repeat.</p>	The teacher will facilitate vocabulary development by explaining difficult words, contextual meanings, and literary expressions, enabling students to comprehend the poem with clarity.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2 Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will enhance their vocabulary by understanding new words and using them in meaningful sentences.	
		My Brother's Great Invention		(DAY 4)		<p>Fast Counting Game Class counts numbers one by one—if two speak together, restart.</p>	The teacher will guide students in completing comprehension, grammar, and writing tasks through explanation, guided practice, and correction to ensure conceptual clarity and accurate expression.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will apply grammatical concepts and language skills in context.	

		My Brother's Great Invention		(DAY 5)		<p>One Word About Me: Students say one word that describes them (funny, honest, foodie, etc.).</p>	The teacher will provide systematically organised notes, including summary, theme, character sketch, and important points, to support effective understanding and note-making.	<p>CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	Students will develop writing skills by framing structured answers and expressing ideas clearly.	Assessment of learning
Unit 3	Dreams and Discoveries	Paper Boats		NOVEMBER (DAY 1)	NOVEMBER	<p>One Word About Me: Students say one word that describes them (funny, honest, foodie, etc.).</p>	The teacher will guide students in understanding the central idea, theme, and poetic expressions through textual references, questioning, and interactive discussion to ensure meaningful interpretation.	<p>CG 2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p>C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods</p>	<p>1.Students will recite the poem with correct pronunciation, rhythm, and expression. 2.Students will summarize and explain the meaning of the poem stanza-wise in their own words.</p>	

		Paper Boats		(DAY 2)		<p>Fast Counting Game Class counts numbers one by one—if two speak together, restart.</p>	<p>The teacher will support students in analysing poetic elements such as rhyme, imagery, and figures of speech through guided examples and discussion to deepen literary appreciation.</p>	<p>CG 2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices</p>	<p>C-2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.</p>	<p>Students identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.</p>	
		Paper Boats		(DAY 3)		<p>Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)</p>	<p>The teacher will encourage recitation, listening, and speaking activities through group reading, individual presentation, and pronunciation correction to develop fluency and confidence.</p>	<p>CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.</p>	<p>C-5.2: Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.</p>	<p>Students will identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.</p>	

		Paper Boats		(DAY 4)		<p>Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.</p>	The teacher will guide students in completing comprehension, grammar, and writing tasks through explanation, guided practice, and correction to ensure conceptual clarity and accurate expression.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will develop writing skills by framing structured answers and expressing ideas clearly.	
Unit 3	Dreams and Discoveries	North, South, East, West		NOVEMBER (DAY 1)	NOVEMBER	<p>Number Counting in Hindi & English 1, do, 3,.....</p>	The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.	CG-1: Develops the capacity for effective skills for description, analysis communication using language and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)	Students will read the lesson fluently with correct pronunciation and intonation.	
		North, South, East, West		(DAY 2)		<p>Pass the Smile One student smiles at another—keep passing it around quickly.</p>	The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.	CG-1: Develops the capacity for effective skills for description, analysis communication using language and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)	Students will summarise what Shaana observed at each location in one sentence per postcard.	

		North, South, East, West		(DAY 3)		<p>Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)</p>	<p>The teacher will facilitate vocabulary development by explaining meanings, usage, and contextual relevance of new words to improve comprehension and language skills.</p>	<p>CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p>C-2.2 Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.</p>	<p>Students will enhance their vocabulary by learning new words, meanings, synonyms, and antonyms.</p>	
		North, South, East, West		(DAY 4)		<p>Fast Counting Game Class counts numbers one by one—if two speak together, restart.</p>	<p>The teacher will guide students in completing comprehension, grammar, and writing tasks through explanation, guided practice, and correction to ensure conceptual clarity and accurate expression.</p>	<p>CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression</p>	<p>C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will grammatical apply concepts and language skills in context.</p>	
		North, South, East, West		(DAY 5)		<p>Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)</p>	<p>The teacher will model structured answers for textual and value-based questions through guided discussion and answer writing practice to develop clarity, coherence, and effective written expression.</p>	<p>CG-4: Develops the ability to write reviews and uses the library to find references.</p>	<p>C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.</p>	<p>Students will develop writing skills by framing structured answers and expressing ideas clearly.</p>	

Unit 4	Travel and Adven- ture	The Tunnel		DECEMBER (DAY 1)	DECEMBER	Fast Counting Game Class counts numbers one by one—if two speak together, restart.	The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials.	Students will explain Suraj's character and motivation for entering the tunnel.	
		The Tunnel		(DAY 2)		Pass the Smile One student smiles at another— keep passing it around quickly	The teacher will facilitate vocabulary development by explaining meanings, usage, and contextual relevance of new words to improve comprehension and language skills.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will enhance vocabulary by learning new words, meanings, synonyms, and antonyms.	
		The Tunnel		(DAY 3)		Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	The teacher will model structured answers for textual and value- based questions through guided discussion and answer writing practice to develop clarity, coherence, and effective written expression.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.2: Writes prose, poetry, and drama using appropriate style and language.	Students will infer the theme, central idea, and moral/message of the lesson.	

		The Tunnel		(DAY 4)		Number Counting in Hindi & English 1, do, 3,	The teacher will guide students in completing comprehension, grammar, and writing tasks through explanation, guided practice, and correction to ensure conceptual clarity and accurate expression.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will answer comprehension questions accurately based on textual understanding.	
		The Tunnel		(DAY 5)		One Word About Me: Students say one word that describes them (funny, honest, foodie, etc.).	The teacher will provide systematically organised notes, including summary, theme, character sketch, and important points, to support effective understanding and note-making.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will answer comprehension questions accurately based on textual understanding.	
		The Tunnel		(DAY 6)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	The teacher will provide systematically organised notes, including summary, theme, character sketch, and important points, to support effective understanding and note-making.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will answer comprehension questions accurately based on textual understanding.	

Unit 4	Travel and Advent- ure	Travel		DECEMBER (DAY 1)	DECEMBER	Name + Action Say your name with an action (jump, clap). Others repeat.	The teacher will introduce the poem through expressive reading, supported by proper voice modulation and explanation of poetic devices, to help students appreciate the rhythm, mood, and meaning of the poem.	CG -2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates poetry as a literary form — travel poem with vivid imagery.	1.Students will recite the poem with correct pronunciation, rhythm, and expression. 2.Students will summarize and explain the meaning of the poem stanza-wise in their own words. 3. Students will infer the theme, central idea, and moral/message of the poem.	
		Travel		(DAY 2)		Fast Counting Game Class counts numbers one by one—if two speak together, restart.	The teacher will support students in analysing poetic elements such as rhyme, imagery, and figures of speech through guided examples and discussion to deepen literary appreciation.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C -2.1: Identifies literary devices (personification (Alankara), hyperbole simile, metaphor, (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.	
		Travel		(DAY 3)		One Word About Me: Students say one word that describes them (funny, honest, foodie, etc.).	The teacher will provide systematically organised notes, including summary, theme, poetic devices, and values highlighted in the poem, to strengthen understanding and note-making skills.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.	Students will express their thoughts, feelings, and personal responses related to the poem through speaking and writing.	

		Travel		(DAY 4)		Fast Counting Game Class counts numbers one by one—if two speak together, restart.	The teacher will guide students in completing comprehension, grammar, and writing tasks through explanation, guided practice, and correction to ensure conceptual clarity and accurate expression.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction).	1.Students will answer comprehension questions accurately based on textual understanding. 2.Students will grammatical apply concepts and language skills in context.	Assessment as learning
Unit 4	Travel and Adventure	Conquering the Summit		JANUARY 2027 (DAY 1)	JANUARY	Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	The teacher will introduce the lesson by activating prior knowledge and contextual understanding through discussion and guided questioning to create interest and readiness for learning.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorial.	Students will read the lesson fluently with correct pronunciation and intonation.	
		Conquering the Summit		(DAY 2)		Number Counting in Hindi & English 1, do, 3,	The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.3 Raises probing questions about social experiences using appropriate language (open-ended/closed ended, and formal/informal questions relevant to context with sensitivity).	Students will identify the main idea, supporting details, and sequence of events in the text.	

		Conquering the Summit		(DAY 3)		Rapid Fire Questions Ask quick fun questions: “Favorite food?” “Dream place?”	The teacher will facilitate vocabulary development by explaining meanings, usage, and contextual relevance of new words to improve comprehension and language skills.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2: Identifies literary devices (simile, metaphor, personification, hyperbole, alliteration, idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	1. Students will analyse characters, their traits, and their roles in the lesson. 2. Students will enhance vocabulary by learning new words, meanings, synonyms, and antonyms.	
		Conquering the Summit		(DAY 4)		Number Counting in Hindi & English 1, do, 3,	The teacher will provide systematically organised notes, including summary, theme, character sketch, and important points, to support effective understanding and note-making.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction).	Students will develop writing skills by framing structured answers and expressing ideas clearly.	
		Conquering the Summit		(DAY 5)		Name + Action Say your name with an action (jump, clap). Others repeat.	The teacher will model structured answers for textual and value-based questions through guided discussion and answer writing practice to develop clarity, coherence, and effective written expression.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing. C-3.2: Writes prose, poetry, and drama using appropriate style and language.	1. Students will develop writing skills by framing structured answers and expressing ideas clearly. 2. Students will apply grammatical concepts and language skills in context.	

Unit 5	Brave- hearts	A Homage to Our Brave Soldiers		JANUARY (DAY 1)	JANUARY	Rapid Fire Questions Ask quick fun questions: “Favorite food?” “Dream place?”	The teacher will introduce the lesson by activating prior knowledge and contextual understanding through discussion and guided questioning to create interest and readiness for learning.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials).	Students will read the lesson fluently with correct pronunciation and intonation.	
		A Homage to Our Brave Soldiers		(DAY 2)		Object Around Me Students pick any object near them and describe it in one sentence.	The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.3: Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings.	Students will explain the content of the lesson paragraph-wise in their own words.	
		A Homage to Our Brave Soldiers		(DAY 3)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	The teacher will guide students in completing comprehension, grammar, and writing tasks through explanation, guided practice, and correction to ensure conceptual clarity and accurate expression.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will summarize and explain the content of the lesson paragraph-wise in their own words.	

		A Homage to Our Brave Soldiers		(DAY 4)		Pass the Smile One student smiles at another— keep passing it around quickly.	The teacher will provide systematically organised notes, including summary, theme, character sketch, and important points, to support effective understanding and note-making.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will answer comprehension questions accurately based on textual understanding.	
		A Homage to Our Brave Soldiers		(DAY 5)		Name + Action Say your name with an action (jump, clap). Others repeat.	The teacher will model structured answers for textual and value- based questions through guided discussion and answer writing practice to develop clarity, coherence, and effective written expression.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction).	1.Students will identify the theme, message, and values conveyed through the lesson. 2.Students will develop writing skills by framing structured answers and expressing ideas clearly.	Assessment As learning
Unit 5	Brave -hearts	My Dear Soldiers		FEBRUARY (DAY 1)	FEBRUARY	Pass the Smile One student smiles at another— keep passing it around quickly.	The teacher will introduce the poem through expressive reading, supported by proper voice modulation and explanation of poetic devices, to help students appreciate the rhythm, mood, and meaning of the poem.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C- 2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Students will recite the poem with correct pronunciation, rhythm, and expression.	

		My Dear Soldiers		(DAY 2)		<p>Rapid Fire Questions Ask quick fun questions: “Favorite food?” “Dream place?”</p>	<p>The teacher will guide students in understanding the central idea, theme, and poetic expressions through textual references, questioning, and interactive discussion to ensure meaningful interpretation.</p>	<p>CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p>C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.</p>	<p>Students will identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.</p>	
		My Dear Soldiers		(DAY 3)		<p>One Word About Me: Students say one word that describes them (funny, honest, foodie, etc.).</p>	<p>The teacher will support students in analysing poetic elements such as rhyme, imagery, and figures of speech through guided examples and discussion to deepen literary appreciation. The teacher will provide systematically organised notes, including summary, theme, poetic devices, and values highlighted in the poem, to strengthen understanding and note-making skills.</p>	<p>CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure them in oral and written expression), and use.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1.Students will infer the theme, central idea, and moral/message of the poem. 2.Students will express their thoughts, feelings, and personal responses related to the poem through speaking and writing.</p>	

		My Dear Soldiers		(DAY 4)		Pass the Smile One student smiles at another— keep passing it around quickly.	The teacher will provide systematically organised notes, including summary, theme, poetic devices, and values highlighted in the poem, to strengthen understanding and note-making skills.	CG-5 Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.2: Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.	Students will develop writing skills by framing structured answers and expressing ideas clearly.	Assessment for learning
Unit 5	Brave -hearts	Rani Abbak-ka		FEBRUARY (DAY 1)	FEBRUARY	Name + Action Say your name with an action (jump, clap). Others repeat.	The teacher will introduce the lesson by activating prior knowledge and contextual understanding through discussion and guided questioning to create interest and readiness for learning.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials).	Students will read the lesson fluently with correct pronunciation and intonation.	
				(DAY 2)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	The teacher will conduct detailed reading and explanation of the text, using textual references and interactive discussion, to ensure comprehension of the plot, ideas, and key concepts.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Students will identify the main idea, supporting details, and sequence of events in the text.	

				(DAY 3)	<p>Object Around Me Students pick any object near them and describe it in one sentence.</p>	<p>The teacher will guide students in completing comprehension, grammar, and writing tasks through explanation, guided practice, and correction to ensure conceptual clarity and accurate expression.</p>	<p>CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p>C-2.3: Expresses ideas and appreciation through speech and writing on historical courage and cultural heritage -</p>	<p>Students will analyse characters, their traits, and their roles in the lesson.</p>	
				(DAY 4)	<p>Rapid Fire Questions Ask quick fun questions: “Favorite food?” “Dream place?”</p>	<p>The teacher will provide systematically organised notes, including summary, theme, character sketch, and important points, to support effective understanding and note-making.</p>	<p>CG-1 Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.3 Raises probing questions about social experiences using appropriate language (open-ended/closed ended, and formal/informal questions relevant to context with sensitivity).</p>	<p>Students will develop writing skills by framing structured answers and expressing ideas clearly.</p>	
				(DAY 5)	<p>Name + Action Say your name with an action (jump, clap). Others repeat.</p>	<p>Students will be able to develop writing skills by framing structured answers and expressing ideas clearly.</p>	<p>CG-1 Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	<p>Students will participate in speaking and listening activities such as discussion, role play, and narration.</p>	<p>Assessment of learning</p>

UNIT		Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name		Starting	Closing						
01.	PHRASES, CLAUSES AND SENTENCES		JULY (DAY 01)	JULY	<p>Two Truths and a Wish</p> <p>Students say 2 true things about themselves and 1 wish they have.</p>	<p>The teacher will use simple examples and real-life sentences to explain the difference between phrases, clauses, and sentences.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will identify and differentiate between phrases, clauses, and complete sentences correctly.</p>	

			(DAY 02)		<p>This or That Students choose between two options by raising hands. Example : Pizza or burger?</p>	<p>1.The teacher will use I – Board or diagrams to show structure (subject + predicate, types of clauses, etc.).</p> <p>2.Teacher will encourage group work where students create their own sentences using given phrases or clauses.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1.Students will analyze sentences to recognize subject, predicate, and types of clauses.</p> <p>2. Students will apply their understanding in writing tasks like paragraph or short story writing.</p>	
02.	NOUN: CASE		JULY (DAY 01)	JULY	<p>One-Word Check-In Ask each student to describe how they feel in one word. Example : excited, sleepy, curious.</p>	<p>Teacher will introduce the concept of noun case using simple sentences and real-life examples to show how nouns change form or function.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will identify different cases of nouns in given sentences accurately.</p>	

			(DAY 02)		<p>Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?</p>	<p>Teacher will explain different types of cases (nominative , objective, possessive, vocative) through I - Board, examples, and short activities.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will differentiate between nominative, objective, possessive, and vocative cases with examples.</p>	
			(DAY 03)		<p>Memory Chain First student says a word, next repeats it and adds another.</p>	<p>1. Teacher will engage students in identifying noun cases through worksheets, sentence construction, and group discussions. 2. Teacher will provide practice exercises where students transform sentences to observe changes in noun case.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1. Students will use correct noun cases while speaking and writing simple sentences. 2. Students will demonstrate understanding by constructing their own sentences using different noun cases.</p>	

21.	WRITING SKILLS	SUMMARY	JULY (DAY 01)	JULY	Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	Teacher will guide students to identify the main idea and key supporting details using structured reading strategies, and model how to create clear, concise summaries.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials)	Students will practice identifying important information, participate in discussions, and apply strategies to summarize texts in their own words.	
			(DAY 02)		Quick Draw Give 30 seconds to draw something simple like a house, tree, or smiley	Teacher will ensure students understand how to distinguish essential information and support them through feedback and guided practice.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials) C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will write short, coherent summaries that capture the main idea and key points of a passage independently.	

03.	ADJECTIVES		JULY (DAY 01)	JULY	Name + Action Students say their name with one action; class repeats.	The teacher will explain adjectives by describing people, objects, and places, enabling students to understand their role in adding meaning to nouns..	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify adjectives in sentences.	
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			(DAY 02)		<p>Memory Chain First student says a word, next repeats it and adds another.</p> <p>The teacher will explain adjectives by describing people, objects, and places, enabling students to understand their role in adding meaning to nouns.</p> <p>1.The teacher will use picture-based activities and descriptive exercises to help students identify and use adjectives effectively.</p> <p>2.The teacher will guide students in sentence formation tasks where they apply suitable adjectives, followed by correction and discussion.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1.Students will describe nouns using suitable adjectives.</p> <p>2.Students will differentiate between types of adjectives, degrees and use them appropriately.</p>	
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04.	ARTICLES		AUGUST (DAY 01)	AUGUST	Spot the Difference Two students change one small thing; class guesses the difference.	The teacher will introduce articles through examples and contextual sentences, helping students understand the use of a, an, and the.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will identify and apply the correct use of the articles a, an, and the in speaking and writing.	
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			(DAY 02)		<p>Quick Draw Give 30 seconds to draw something simple like a house, tree, or smiley.</p>	<p>1.The teacher will conduct comparison exercises to demonstrate the correct choice of articles based on pronunciation and specificity. 2.The teacher will provide regular written and oral practice, ensuring students can apply articles accurately in everyday communication.</p>	<p>CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.</p>	<p>C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.</p>	<p>Students will distinguish between definite and indefinite articles.</p>	
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05.	PRONOUNS		AUGUST (DAY 01)	AUGUST	Name + Action Students say their name with one action; class repeats.	1.The teacher will elicit prior knowledge about pronouns through simple questioning. 2.The teacher will introduce pronouns using familiar sentence patterns.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify pronouns and their usage in sentences.	
			(DAY 02)		This or That Students choose between two options by raising hands. Example : Pizza or burger?	The teacher will explain the different types of pronouns, using simple definitions, examples, and visual aids for better understanding	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will use different kinds of pronouns correctly in context.	

			(DAY 03)		Guess Who? Give clues about a student/classmate; others guess who it is.	1.The teacher reinforces learning through identification exercises. 2.The teacher evaluates students' understanding through oral responses.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will replace nouns with suitable pronouns to avoid repetition.	
22.	WRITING SKILLS	PARAGRAPH WRITING	AUGUST (DAY 01)	AUGUST	Spot the Difference Two students change one small thing; class guesses the difference.	The teacher will explain the structure of a paragraph (topic sentence, supporting details, and concluding sentence) with clear examples.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials) C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will write a well-structured paragraph with a clear beginning, middle, and end.	

			(DAY 02)		<p>Word Association Say a word; students quickly respond with the first related word.</p>	<p>The teacher will guide students through brainstorming and organizing ideas using simple techniques like mind maps or outlines.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials) C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	<p>Students will organize their ideas logically and use appropriate linking words to maintain flow.</p>	
			(DAY 03)		<p>5-Second Challenge Student's name 3 things in 5 seconds. Example : 3 red fruits!</p>	<p>The teacher will provide practice opportunities and give constructive feedback to improve clarity, coherence, and grammar.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials) C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	<p>Students will demonstrate improved sentence formation, vocabulary usage, and basic grammar in their writing.</p>	

20.	COMPREHENSION		AUGUST (DAY 01)	AUGUST	Act It Out Students silently act out an animal, profession, or emotion.	1. Teacher will introduce the passage with a brief discussion to activate prior knowledge and build interest. 2. Teacher will guide students to read the passage silently and aloud for better understanding and pronunciation.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	1. Students will read and infer the given passage with clarity and confidence. 2. Students will express their understanding through oral or written responses.	
34.	WORDS		AUGUST (DAY 01)	AUGUST	Back-to-Back Drawing One student describes a shape; another draws without looking.	Teacher will engage students in interactive vocabulary activities like word games, matching, and puzzles.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.5: Creates content for audio, visual or both, for different audiences and purposes.	1. Students will explain the meaning of new words and use them appropriately in sentences. 2. Students will improve their vocabulary and communication skills.	

23.	WRITING SKILLS	ESSAY WRITING	AUGUST (DAY 01)	AUGUST	Memory Chain First student says a word, next repeats it and adds another.	1. Teacher will guide students through the writing process— brainstorming, outlining, drafting, revising, and editing. 2. Teacher will use model essays and conduct guided practice, including discussions and examples, to demonstrate effective writing.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	1. Students will write well-structured essays with a clear introduction, body, and conclusion. 2. Students will use appropriate vocabulary and grammar while expressing ideas logically and critically.	Assessment As Learning
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06.	VERBS	FINITE AND NON-FINITE VERBS	SEPTEMBER (DAY 01)	SEPTEMBER	Word Association Say a word; students quickly respond with the first related word.	1. Teacher will introduce finite and non-finite verbs and transitive and intransitive verbs through simple examples, charts, and short sentences for clear understanding. 2. Teacher will use interactive activities such as sentence sorting, group discussions, and board work to help students identify different types of verb.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1. Students will differentiate between finite and non-finite verbs with correct identification in sentences. 2. Students will distinguish transitive and intransitive verbs based on the presence or absence of an object.	
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		TRANSITIVE AND INTRANSITIVE VERBS	(DAY 02)		<p>Balloon Question (imaginary) Pretend to pass a balloon — whoever catches answers a fun question</p>	<p>Teacher will provide guided practice through worksheets, oral drills, and contextual exercises to reinforce concepts.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will apply their understanding by forming correct sentences using appropriate verb types.</p>	
		TRANSITIVE AND INTRANSITIVE VERBS	(DAY 03)		<p>Color Hunt Ask students to quickly find something of a certain color.</p>	<p>Teacher will encourage application by asking students to create their own sentences and identify verb types in real-life contexts.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Teacher will analyze sentences to identify and classify verbs accurately in written and spoken language.</p>	

07.	TENSES		SEPTEMBER (DAY 01)	SEPTEMBER	Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	1. Teacher will introduce tenses through daily-life examples and short conversations. 2. Teacher will use timelines, charts, and visual aids to explain past, present, and future actions	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify different types of tenses in sentences.	
			(DAY 02)		One-Word Check-In Ask each student to describe how they feel in one word. Example : excited, sleepy, curious.	Teacher will conduct interactive exercises such as sentence transformation and role-play activities.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1. Students will use correct tense forms in speaking and writing. 2. Students will differentiate between past, present, and future actions.	

			(DAY 03)		<p>Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?</p>	Teacher will encourage group discussions and worksheet practice for reinforcement.	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	Students will construct meaningful sentences using appropriate tenses.	
24.	WRITING SKILLS	TRAVELOGUES	SEPTEMBER (DAY 01)	SEPTEMBER	<p>Memory Chain First student says a word, next repeats it and adds another.</p>	The teacher will use samples of well-known travelogues to highlight features like descriptive language, personal voice, and sequence of events.	<p>CG-4: Develops the ability to write reviews and uses the library to find references.</p>	<p>C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.</p>	Students will be able to write a travelogue using clear sequence, descriptive details, and personal reflections.	
			(DAY 02)		<p>Spot the Difference Two students change one small thing; class guesses the difference.</p>	The teacher will engage students in guided writing activities such as describing a familiar place or journey using sensory details.	<p>CG-4: Develops the ability to write reviews and uses the library to find references.</p>	<p>C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.</p>	Students will develop the ability to express experiences creatively while using appropriate vocabulary and grammar.	

25.	WRITING SKILLS	BIOGRAPHIES	SEPTEMBER (DAY 01)	SEPTEMBER	Word Association Say a word; students quickly respond with the first related word.	Teacher will use storytelling and discussion-based learning, where the teacher narrates the life of a person and encourages students to analyze key events, achievements, and challenges.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction). C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will identify important facts about a person's life and explain their contributions and impact on society.	
		BIOGRAPHIES (AUTO - BIOGRAPHY)	(DAY 02)	SEPTEMBER	Guess Who? Give clues about a student/classmate; others guess who it is.	Teacher will use reflective and activity-based learning, encouraging students to read excerpts and relate them to personal experiences or write short self-narratives.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction). C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will identify personal perspectives and express their own life experiences in a structured, first-person narrative.	

08.	INFINITIVES AND GERUNDS		SEPTEMBER (DAY 01)	SEPTEMBER	5- Second Challeng e Student s name 3 things in 5 seconds. Example : 3 red fruits!	Teacher will introduce infinitives and gerunds through simple, real- life examples to build contextual understandi ng.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify gerunds and infinitives in given sentences.	
			(DAY 02)		Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?	Teacher will explain and compare the forms (gerund: verb + ing; infinitive: to + verb) using clear examples and contrast sentences.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will use gerunds and infinitives correctly after common verbs.	

			(DAY 03)		<p>5-Second Challenge Student's name 3 things in 5 seconds. Example : 3 red fruits!</p>	<p>Teacher will engage students in interactive activities like sentence formation, and group tasks to reinforce learning.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will frame meaningful sentences using gerunds and infinitives.</p>	
26.	WRITING SKILLS	CREATIVE WRITING (STORY WRITING)	SEPTEMBER (DAY 01)	SEPTEMBER	<p>Name + Action Student's say their name with one action; class repeats.</p>	<p>1. Teacher will use picture prompts, story maps, and brainstorming activities to help students organize ideas and develop creativity. 2. Teacher will encourage collaborative storytelling, role play, and guided writing to improve imagination, sequencing, and expression.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials). C-1.5: Creates content for audio, visual or both, for different audiences and purposes.</p>	<p>1. Students will write a coherent story with proper beginning, middle, and ending using correct grammar and vocabulary. 2. Students will develop creativity, logical thinking, and the ability to express ideas and emotions effectively through writing.</p>	Assessment for learning

		CREATIVE WRITING (DIALOGUE WRITING)	(DAY 02)		Memory Chain First student says a word, next repeats it and adds another.	1. Teacher will use situational conversations, pair activities, and role play to help students understand real-life communication. 2. Teacher will demonstrate proper sentence structure, punctuation, and conversational tone through examples and practice exercises.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	1. Students will write meaningful dialogues using appropriate language, punctuation, and sequence of conversation. 2. Students will improve communication skills, creativity, and confidence in expressing thoughts through conversations.	
09.	PARTICIPLES		SEPTEMBER (DAY 01)	SEPTEMBER	Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?	Teacher will explain participles through examples and short sentences to help students identify present, past, and perfect participles in context.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify present, past, and perfect participles in sentences correctly.	

			(DAY 02)			Teacher will conduct interactive activities such as sentence completion, picture description, and group tasks to encourage the use of participles in speaking and writing.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will use participles effectively to form descriptive and meaningful sentences.	
			(DAY 03)			Teacher will guide students to differentiate participles from verbs and adjectives through practice worksheets and grammar exercises.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will develop accuracy in grammar by distinguishing participles from other parts of speech.	

35.	LISTEN AND SPEAK		SEPTEMBER (DAY 01)	SEPTEMBER	This or That Students choose between two options by raising hands. Example : Pizza or burger?	Teacher will introduce new words using simple sentences, stories, or real-life contexts.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will improve their vocabulary and communication skills.	Assessment of Learning
10.	VOICE		NOVEMBER (DAY 01)	NOVEMBER	Name + Action Students say their name with one action; class repeats.	Teacher will explain the concept of active and passive voice through examples and guided discussions.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify active and passive voice in different types of sentences.	

			(DAY 02)		<p>5-Second Challenge Student's name 3 things in 5 seconds. Example : 3 red fruits!</p>	<p>1 Teacher will demonstrate sentence transformation techniques from active to passive voice and vice versa. 2. Teacher will engage students in practice exercises, worksheets, and interactive activities for reinforcement.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1. Students will transform sentences accurately between active and passive forms. 2. Students will apply the concept of voice correctly in speaking and writing tasks.</p>	
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27.	WRITING SKILLS	NOTICES	NOVEMBER (DAY 01)	NOVEMBER	Guess Who? Give clues about a student/classmate; others guess who it is.	1. Teacher will introduce the concept, purpose, and format of notice writing through examples from real-life situations. 2. Teacher will guide students in identifying key elements of a notice such as heading, date, subject, and relevant details.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will learn and identify the format and essential features of notice writing.	
			(DAY 02)		Memory Chain First student says a word, next repeats it and adds another.	Teacher will engage students in drafting and presenting notices based on classroom or school-related events..	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	1. Students will be able to draft clear, concise, and well-structured notices for different purposes. 2. Students will use appropriate language and presentation skills in notice writing.	

05.	WRITING SKILLS	MESSAGES	NOVEMBER (DAY 01)	NOVEMBER	Spot the Difference Two students change one small thing; class guesses the difference.	1.The teacher will introduce message writing through everyday situations, helping students understand its practical purpose in communication. 2. By presenting sample message, the teacher will explain the essential elements such as date, time, receiver's name, main content, and sender's name.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will learn the format and purpose of message writing.	
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			(DAY 02)		<p>This or That Students choose between two options by raising hands. Example : Pizza or burger?</p>	<p>Teacher-guided review sessions will help students identify common errors and improve formatting as well as language usage in message writing.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	<p>Students will demonstrate effective written communication skills in practical contexts.</p>	
11.	REPORTED SPEECH		DECEMBER (DAY 01)	DECEMBER	<p>Balloon Question (imaginary) Pretend to pass a balloon — whoever catches answers a fun question .</p>	<p>1. Teacher will explain the concept of Direct and Indirect Speech through clear examples from everyday communication. 2. Teacher will demonstrate the rules of changing tense, pronouns, time expressions, and reporting verbs in a structured manner.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Teacher will engage students in interactive activities such as dialogue reading, and sentence conversion tasks. 2. Teacher will demonstrate the rules of changing tense, pronouns, time expressions, and reporting verbs in a structured manner.</p>	<p>1. Students will identify the difference between Direct and Indirect Speech in various contexts. 2. Students will learn and apply the grammatical rules involved in speech transformation.</p>

			(DAY 02)		<p>Back-to-Back Drawing One student describes a shape; another draws without looking.</p>	<p>Teacher will use visual aids, worksheets, and collaborative exercises to reinforce understanding.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will convert sentences accurately from Direct to Indirect Speech and vice versa.</p>	
			(DAY 03)		<p>One-Word Check-In Ask each student to describe how they feel in one word. Example : excited, sleepy, curious.</p>	<p>Teacher will provide guided practice and feedback to help students apply the rules accurately.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will participate actively in discussions, pair work, and practice activities. use reported speech effectively in speaking and writing tasks</p>	

29.	WRITING SKILLS	REPORTS	DECEMBER (DAY 01)	DECEMBER	Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	Teacher will introduce the concept of report writing through real-life examples such as newspaper reports, school event reports, and accident reports.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will understand the purpose and importance of report writing in academic and real-life contexts.	
			(DAY 02)		Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?	1. Teacher will explain the purpose, format, and key features of report writing, including headline, byline, date, place, and factual details. 2. Teacher will demonstrate the structure of a report by analyzing sample reports with the class.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	1. Students will identify and apply the correct format and structure of a report. 2. Students will develop the ability to present facts in a clear, concise, and organized manner.	

			(DAY 03)		<p>This or That Students choose between two options by raising hands. Example : Pizza or burger?</p>	<p>1. Teacher will assign practice tasks where students draft reports on given topics and receive constructive feedback. 2. Teacher will assess students' understanding through written assignments, presentations, and class participation.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).</p>	<p>1. Students will demonstrate creativity and critical thinking while presenting information effectively. 2. Students will produce well-structured and coherent reports suitable for different purposes.</p>	
30.	WRITING SKILLS	PERSONAL DIARY	DECEMBER (DAY 01)	DECEMBER	<p>Balloon Question (imaginary) Pretend to pass a balloon — whoever catches answers a fun question.</p>	<p>Teacher will explain the format and purpose of a diary entry through examples, highlighting features such as date, personal feelings, and informal language.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	<p>Students will identify the structure and key elements of a diary entry</p>	

			(DAY 02)		Color Hunt Ask students to quickly find something of a certain color.	Teacher will guide students in brainstorming ideas and organizing their thoughts before writing their own diary entry.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will write a diary entry expressing personal thoughts, emotions, and experiences in a clear and creative manner.	
12.	ADVERBS		JANUARY 2027 (DAY 01)	JANUARY	Memory Chain First student says a word, next repeats it and adds another. Spot the Difference Two students change one small thing; class guesses the difference.	Teacher will explain the concept of adverbs with simple examples and guide students to understand how adverbs describe verbs, adjectives, or other adverbs.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify adverbs in given sentences and learn how adverbs describe verbs, adjectives, or other adverbs.	

			(DAY 01)		<p>One-Word Check-In Ask each student to describe how they feel in one word. Example : excited, sleepy, curious.</p>	<p>1. Teacher will conduct interactive activities such as sentence building, or worksheets to help students recognize and use adverbs in context. 2. Teacher will encourage discussion and practice so students can confidently apply types of adverbs in speaking and writing.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1. Students will recognize the function of adverbs and how they modify words. 2. Students will use types of adverbs correctly in their own sentences.</p>	
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13.	PREPOSITIONS		JANUARY (DAY 01)	JANUARY	Memory Chain First student says a word, next repeats it and adds another.	1. Teacher will use real-life objects, visual aids, and classroom examples to explain the concept of prepositions clearly. 2. Teacher will conduct interactive activities such as games, and sentence-building exercises for better understanding.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1. Students will identify common prepositions and understand their usage in sentences. 2. Students will participate actively in activities and apply prepositions in speaking and writing tasks.	
			(DAY 02)		Color Hunt Ask students to quickly find something of a certain color.	Teacher will provide guided practice and immediate feedback to help students use prepositions accurately.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will construct meaningful sentences using correct prepositions in different contexts.	

31.	WRITING SKILLS	BROCHURES	JANUARY (DAY 01)	JANUARY	Word Association Say a word; students quickly respond with the first related word.	Teachers will use activity-based learning methods such as experiments, group discussions, and hands-on activities to make learning engaging and meaningful.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will develop conceptual understanding and apply their knowledge effectively in real-life situations.	
			(DAY 02)		Act It Out Students silently act out an animal, profession, or emotion.	Teachers will adopt a student-centered approach by encouraging participation, creativity, questioning, and independent thinking among learners.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.5: Creates content for audio, visual or both, for different audiences and purposes.	Students will improve communication, collaboration, problem-solving, critical thinking, and leadership skills.	

			(DAY 03)		Balloon Question (imaginary) Pretend to pass a balloon — whoever catches answers a fun question.	Teachers will integrate technology through smart classes, digital tools, multimedia, and online resources to enhance interactive learning experiences.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.5: Creates content for audio, visual or both, for different audiences and purposes.	Students will demonstrate holistic growth by building confidence, discipline, creativity, values, and social responsibility.	
14.	CONJUNCTIONS		JANUARY (DAY 01)	JANUARY	Two Truths and a Wish Students say 2 true things about themselves and 1 wish they have.	Teacher will use interactive classroom activities such as sentence-building and group tasks to demonstrate how conjunctions join words, phrases, and clauses.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify and classify different types of conjunctions in given sentences.	

			(DAY 02)		This or That Students choose between two options by raising hands. Example : Pizza or burger?	Teacher will use examples from daily communication and guided writing practice to help students apply conjunctions correctly in their own sentences.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C- 3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will construct clear and grammatically correct sentences using appropriate conjunctions.
15.	PUNCTUATION		JANUARY (DAY 01)	JANUARY	Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?	Teacher will use examples, and different types of sentences to explain different punctuation marks such as full stop, comma, question mark, and exclamation mark, etc. in meaningful contexts.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify and name common punctuation marks correctly.

.			(DAY 02)		<p>This or That Students choose between two options by raising hands. Example : Pizza or burger?</p>	<p>1. Teacher will conduct interactive activities like sentence correction, reading aloud, and worksheet practice to help students identify and apply punctuation correctly. 2. Teacher will encourage creative writing exercises where students use punctuation marks appropriately in their own sentences and short paragraphs.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1. Students will use punctuation marks appropriately in sentences to improve clarity and meaning. 2. Students will demonstrate improved reading and writing skills through correct punctuation usage.</p>	Assessment As Learning
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32.	WRITING SKILLS	LISTS	FEBRUARY (DAY 01)	FEBRUARY	<p>Quick Draw Give 30 seconds to draw something simple like a house, tree, or smiley.</p>	Teachers will guide students to identify and organize information using different types of lists.	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	Students will be able to create simple and well-organized lists for different purposes.	
			(DAY 02)		<p>5-Second Challenge Students name 3 things in 5 seconds. Example : 3 red fruits!</p>	Teachers will engage students in activities such as making shopping lists, to-do lists, and word lists to develop writing skills.	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	Students will improve their vocabulary, sequencing, and presentation of ideas through list writing activities.	
16.	TYPES OF PHRASES AND CLAUSES		FEBRUARY (DAY 01)	FEBRUARY	<p>Two Truths and a Wish Students say 2 true things about themselves and 1 wish they have.</p>	Teacher will explain the concept of phrases and clauses using simple examples from daily life and textbook sentences.	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	Students will be able to identify and differentiate between phrases and clauses correctly.	

			(DAY 02)		<p>Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?</p>	<p>Teacher will conduct interactive activities such as sentence identification, group work, and grammar games to help students practice types of phrases and clauses.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will be able to classify different types of phrases and clauses and use them effectively in sentences.</p>	
17.	SENTENCES: SIMPLE, COMPOUND AND COMPLEX		FEBRUARY (DAY 01)	FEBRUARY	<p>Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?</p>	<p>Teacher will explain simple, compound, and complex sentences using examples, charts, visual aids, and daily-life situations.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will identify and differentiate between simple, compound, and complex sentences.</p>	

			(DAY 02)		<p>Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?</p>	<p>Teacher will conduct sentence-building and sentence-combining activities using flashcards, worksheets, and group tasks.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will construct grammatically correct sentences using appropriate conjunctions and clauses.</p>	
			(DAY 03)		<p>This or That Students choose between two options by raising hands. Example : Pizza or burger?</p>	<p>Teacher will guide students through oral and written practice to identify, differentiate, and construct different types of sentences correctly.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will apply different sentence structures effectively in speaking and writing activities.</p>	

33.	LETTERS AND EMAILS	FORMAL LETTERS	FEBRUARY (DAY 01)	FEBRUARY	One-Word Check-In Ask each student to describe how they feel in one word. Example : excited, sleepy, curious.	1. Teacher will demonstrate the format and structure of a formal letter through examples and guided classroom practice. 2. Teacher will conduct writing activities where students draft formal letters for real-life situations such as applications, complaints, or requests.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will identify and use the correct format and language of a formal letter. 2. Students will write clear, concise, and purpose-oriented formal letters independently.	Assessment as Learning
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		E MAILS	(DAY 02)		<p>Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?</p>	<p>1. Teacher will explain the format and features of formal emails using samples and digital demonstrations. 2. Teacher will engage students in email-writing activities for situations like invitations, enquiries, applications, and information sharing.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	<p>Students will compose formal emails using appropriate subject lines, greetings, and closing remarks.</p> <p>2. Students will communicate ideas clearly and professionally through email writing.</p>	
18.	SENTENCE ANALYSIS I		FEBRUARY (DAY 01)	FEBRUARY	<p>Two Truths and a Wish Students say 2 true things about themselves and 1 wish they have.</p>	<p>Teacher will use examples from daily life, stories, and classroom conversations to help students identify sentence structure and meaning.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will identify and analyze different parts of a sentence, such as subject, predicate, phrases, and clauses.</p>	Assessment for Learning

			(DAY 02)		<p>5-Second Challenge Student's name 3 things in 5 seconds. Example : 3 red fruits!</p>	<p>Teacher will encourage group activities such as sentence sorting, identifying subjects and predicates, and correcting sentence errors for better understanding.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will develop the ability to understand sentence structure and improve accuracy in speaking and writing.</p>	
19.	SENTENCE ANALYSIS II		FEBRUARY (DAY 01)	FEBRUARY	<p>Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?</p>	<p>Teacher will use guided sentence breakdown activities where students identify subject, predicate, phrases, and clauses through examples and group discussion.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will analyze complex sentences by identifying different parts and their functions correctly.</p>	

			(DAY 02)		<p>Quick Draw Give 30 seconds to draw something simple like a house, tree, or smiley.</p>	<p>Teacher will apply interactive exercises such as sentence rearrangement, error correction, and peer analysis to improve understanding of sentence structure.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will develop accuracy in grammar usage and improve sentence construction in speaking and writing.</p>	
			(DAY 03)		<p>Balloon Question (imaginary) Pretend to pass a balloon — whoever catches answers a fun question .</p>	<p>Teacher will encourage learners to practice sentence analysis through worksheets, board work, and short writing tasks for reinforcement.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will gain confidence in interpreting and constructing grammatically correct and meaningful sentences.</p>	<p>Assessment of Learning</p>