

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

| UNIT | | Topic | Sub Topic | Month | | Suggested Ice- Breaking Activity | Teaching Pedagogy | Curricular Goals | Competency | Expected Learning Outcome | Assessment |
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| No | Name | | | Starting | Closing | | | | | | |
| Unit 1 | Wit and Wisdom | The Wit that Won Hearts | | July (Day 1) | July | Quick Compliment Chain Each student gives a short, positive word to the next student (smart, kind, funny). | The lesson will be introduced through read-aloud sessions, storytelling, and vocabulary-based activities. The teacher will explain the setting, characters, and difficult words with the help of contextual examples. Students will identify the new words and use them in oral responses and simple sentences. | 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 identify the main characters, setting, and sequence of events after listening to and reading the lesson. | |
| | | The Wit that Won Hearts | | (Day 2) | | Word Builder Challenge Word: EDUCATION Form as many smaller meaningful words as possible using only the given letters within two minutes. | The teacher will continue the lesson using guided reading, picture-based discussion, and pair and group work to understand Tenali Rama’s wit and problem-solving skills. Vocabulary will be reinforced through contextual explanation and usage. | 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 explain how Tenali Rama’s wit resolves the conflict and restores harmony. | |
| | | The Wit that Won Hearts | | (Day 3) | | Stand–Sit Game Teacher says statements like “Stand if you like ice cream,” “Sit if you woke up early.” Keeps students active and engaged. | The teacher will reinforce the lesson through collaborative learning, discussion, and role play based on important scenes from the story. | 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 explain how Tenali Rama’s wit helps to end the quarrel and restore peace between the king and queen. | |
| | | The Wit that Won Hearts | | (Day 4) | | Pass the Smile greeting circle with quick gestures. | The teacher will guide students through vocabulary activities, reading comprehension, and constructivist learning where students interpret meanings through context and discussion. | 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 complete all Reading and Vocabulary sections of the textual exercises with accuracy, thereby enhancing their vocabulary through meaningful and contextual learning. | |

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| | | The Wit that Won Hearts | | (Day 5) | | Frozen Statue with music and still pose. | The teacher will conduct listening and speaking activities, grammar practice, and experiential learning through guided tasks and classroom interaction. | 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 complete the assigned grammar and listening tasks from the textbook in a structured manner, demonstrating accuracy in language usage and effective comprehension of spoken content. |
| | | The Wit that Won Hearts | | (Day 6) | | Simon says game | The teacher will provide structured notes covering the summary, theme, and character analysis. Through recap sessions, summary writing, note-making practice, creative writing, and group discussions, students will develop their understanding of the lesson. | 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. | Students will prepare organized notes and confidently express the theme, moral, and character analysis of the lesson in their own words. |
| Unit 1 | Wit and Wisdom | A Concrete Example | | July (Day 1) | July | Draw your dream garden: Label key features (rocks, plants, path, sundial, pond, etc.), then show it to the whole class without speaking. | The teacher will introduce the poem through reading aloud, storytelling, and picture-based discussion. Garden-related vocabulary will be discussed through textbook interaction and group discussion. Difficult words will be explained contextually. | 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 read the poem fluently, identify its humorous tone, and summarise the situation of visiting Mrs. Jones’s stone garden. Students relate prior knowledge to the theme and identify key ideas and vocabulary. |
| | | A Concrete Example | | (Day 2) | | “Garden Action Game” – Students mime gardening actions (watering, planting, digging). | The teacher will explain the poem using read aloud, vocabulary activities, and pair and group work. Focus will be on poetic imagery, setting, humour, and meanings of difficult words. Students will mark meanings and use new words in sentences and oral responses. | CG-2: Appreciates the language and literary and cultural heritage by exploring forms of literature and 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 interpret poetic imagery and identify basic literary devices used in the poem. |
| | | A Concrete Example | | (Day 3) | | “Expression Freeze” – Students show surprise/amusement through expressions. | The teacher will conduct collaborative learning, discussions, and vocabulary-based activities to help students solve comprehension exercises using textual references. Students will justify their answers through active participation and interpret meanings with the support of discussions and textbook glossaries. | CG-3: Develops the ability to recognise basic linguistic aspects and use them in oral and written expression. CG-4 Develops the ability to write reviews and uses the library to find references. | 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-4.2 Uses books and other media resources effectively to find references to use in projects and other activities. | Students will complete comprehension and vocabulary exercises accurately and use textbook and library references to enhance understanding. |

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| | | A Concrete Example | | (Day 4) | | “Word Building Relay” – Students form new words in sequence, where each word begins with the last letter of the previous word. | The teacher will facilitate constructivist learning, grammar practice, and language games focusing on poetic language, sentence construction, rhymes, and wordplay. | 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 understanding of the poem through oral and written responses. | |
| | | A Concrete Example | | (Day 5) | | Story Chain – Build a silly story one sentence at a time. | The teacher will provide structured notes, discussion, and guided writing activities focusing on summary, theme, humour, and poetic devices. | 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 prepare organized notes and write short responses explaining the poem’s humour, theme, and message clearly. | |
| | | A Concrete Example | | (Day 6) | | “Grammar Clap Game” – Students clap once for singular verbs and twice for plural verbs as sentences are read aloud. | The teacher will conduct listening and speaking activities, student presentations, and interactive discussion to reinforce theme, humour, poetic devices, and critical response. | 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 confidently present their understanding of the poem, respond critically to its humour and theme, and relate it to other literary texts. | ASSESSMENT AS LEARNING |
| Unit 1 | Wit and Wisdom | Wisdom Paves the Way | | August (Day 1) | August | Clap Pattern Challenge – Students repeat rhythmic clap patterns with increasing speed and variation. | The lesson will be introduced through reading aloud, storytelling, and picture-based discussion. The teacher will explain the setting, characters, and theme of wisdom and observation. Difficult words will be explained contextually and used in oral and written responses. | 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 identify the genre, setting, and characters, and summarise Scene I while understanding the initial situation. | |
| | | Wisdom Paves the Way | | (Day 2) | | Freeze & Pose – Students freeze in funny or dramatic poses when music stops. | The teacher will continue the lesson through guided reading, explanation, vocabulary activities, and pair and group work, focusing on the young men’s wit, observations, and the message of wisdom. Students will apply vocabulary in oral and written responses while developing observation and inference skills through discussion. | 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 explain the deductions made by the young men using textual evidence and appreciate the dramatic style and message of the play. | |

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| | | Wisdom Paves the Way | | (Day 3) | | Energy Circle Students stand in a circle and pass a “clap wave” quickly around. | The teacher will guide students through collaborative learning, discussion, and constructivist activities to solve comprehension exercises and analyse observation, inference, and conclusion. | 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 complete comprehension exercises accurately, sequence events logically, and justify answers using textual references. | |
| | | Wisdom Paves the Way | | (Day 4) | | Simon says game | The teacher will engage students in questioning techniques, role play, and listening and speaking activities to frame and answer open-ended and inferential questions based on the play. | 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 frame relevant questions, respond thoughtfully, and participate actively in discussions using appropriate language. | |
| | | Wisdom Paves the Way | | (Day 5) | | Stretch Flow - Whole class follows a quick guided stretch routine (arms up, side stretch, shake-out). | The teacher will provide guided note-making, writing practice, and discussion-based learning focusing on summary, theme, and character traits. | 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 prepare organised notes, write character sketches, and compose summaries using clear and effective language. | |
| | | Wisdom Paves the Way | | (Day 6) | | Action Switch – Students perform different actions from the command given to improve focus and coordination. | The teacher will conduct interactive recap, student presentation, and experiential learning activities to reinforce the theme, message, and dramatic elements of the play. | CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices. CG-3: Develops the ability to recognise basic linguistic aspects and use them in oral and written expression. | C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings. C-3.2 Writes prose, poetry, and drama using appropriate style and language. | Students will confidently present their understanding of the play, express opinions about wisdom and observation, and demonstrate understanding through oral and written responses. | |
| Unit 2 | Values and Dispositions | A Tale of Valour: Major Somnath Sharma and the Battle of Badgam | | August (Day 1) | August | Rhythm Bounce Students lightly bounce in place while clapping to a steady beat set by the teacher. | The lesson will be introduced through reading aloud, storytelling, and picture-based discussion. The teacher will explain the historical background of Kashmir, introduce Major Somnath Sharma, and clarify difficult vocabulary through contextual explanation and interaction. | 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 identify Major Somnath Sharma, understand the historical setting of the lesson, and summarise the introductory events in their own words. | |
| | | A Tale of Valour: Major Somnath Sharma and the Battle of Badgam | | (Day 2) | | Stand–Sit Game Teacher says statements like “Stand if you like ice cream,” “Sit if you woke up early.” Keeps students active and engaged. | The teacher will continue with guided reading, explanation, vocabulary activities, and pair and group discussion focusing on Major Sharma’s early life, leadership qualities, and events leading to the battle. | 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 sequence the major events leading to the Battle of Badgam and identify qualities such as bravery, leadership, and patriotism with textual support. | |

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| | | A Tale of Valour: Major Somnath Sharma and the Battle of Badgam | | (Day 3) | | Tongue Twister Burst Say a quick tongue twister and let students repeat it as fast as possible. | The teacher will explain the Battle of Badgam through storytelling, discussion, and experiential learning, focusing on courage, sacrifice, and patriotism. Students will participate in recap and reflective discussion. | 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 describe the events of the battle, explain the sacrifice of Major Sharma, and express their views on courage, duty, and patriotism. | |
| | | A Tale of Valour: Major Somnath Sharma and the Battle of Badgam | | (Day 4) | | Sound Guess Game One student makes a random sound (not words), others guess what it represents (animal, object, etc.). | The teacher will guide students through comprehension activities, constructivist learning, and textual discussion to solve extract-based and inferential questions. | 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 factual and inferential questions accurately and identify cause-and-effect relationships from the lesson. | |
| | | A Tale of Valour: Major Somnath Sharma and the Battle of Badgam | | (Day 5) | | Mystery Object Teacher describes an object in 2–3 clues. Students guess quickly what it is. | The teacher will provide guided note-making, writing practice, and collaborative learning activities focusing on summary, key events, and character sketch writing. | 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 prepare organised notes, use new vocabulary correctly, and write structured descriptive responses based on the lesson.. | |
| | | A Tale of Valour: Major Somnath Sharma and the Battle of Badgam | | (Day 6) | | Alphabet Race Pick a category (fruits, animals). Students go A–Z quickly naming one for each letter. | The teacher will conduct interactive recap, value-based discussion, and student presentations to reinforce the theme, values, and message of the lesson. | 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 answer long-answer questions independently, confidently express what they learned about bravery and patriotism, and respond thoughtfully to the values presented in the lesson. | |
| Unit 2 | Values and Dispositions | Somebody’s Mother | | September (Day 1) | September | Act It Fast Call out actions like “running late,” “eating spicy food,” “walking in slow motion.” Students act instantly. | The teacher will initiate the lesson through pre-reading discussion, storytelling, and group interaction based on helping others and acts of kindness. Vocabulary related to empathy and care will be introduced through contextual explanation and oral interaction. | 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 connect the theme of kindness and empathy with real-life situations and participate actively in discussion and sharing experiences. | ASSESSMENT FOR LEARNING |
| | | Somebody’s Mother | | (Day 2) | | Deep Breath Count Whole class takes a slow breath together and counts to 5 silently. Repeat twice to settle energy. | The teacher will read aloud the poem using proper expression and rhythm through reading aloud and listening activities. A stanza-wise explanation focusing on setting, imagery, and theme will be conducted.. | 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 narrate the poem in simple prose, identify characters and sequence of events, and explain the poem’s theme and tone. | |

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| | | Somebody's Mother | | (Day 3) | | Focus Object Teacher places an object. Students observe quietly for 20 seconds, and then recall 3 details. | The teacher will guide students through pair work, discussion, and constructivist learning to solve comprehension exercises and interpret meanings from the poem. Students will also share personal experiences related to helping others. | 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, apply new vocabulary in sentences, and narrate personal experiences connected to kindness and empathy. |
| | | Somebody's Mother | | (Day 4) | | This or That Teacher says quick choices (tea/coffee, summer/winter). Students respond with thumbs up/down—quick and simple. | The teacher will conduct vocabulary activities, language games, and guided explanation of poetic devices such as simile, alliteration, repetition, and imagery using examples from the poem. | 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 identify poetic devices, use vocabulary correctly, and enhance language skills through creative language activities. |
| | | Somebody's Mother | | (Day 5) | | 'FREEZE & POSE' Teacher calls out an emotion (happy, surprised, confused, proud). Students freeze and strike a dramatic pose for 5 seconds. Quick, physical & fun — energizes the class instantly! | The teacher will provide guided note-making, discussion, and reflective learning activities focusing on summary, theme, poetic devices, and the importance of empathy and kindness. | CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices. CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression. | C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings. 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 maintain organised notes, express personal reflections on kindness and empathy, and write short meaningful responses based on the poem. |
| | | Somebody's Mother | | (Day 6) | | Tongue Twister Burst Say a quick tongue twister and let students repeat it as fast as possible. | The teacher will revise the poem through interactive discussion, oral presentation, and library and media reference activities. Students will compare the poem with other texts related to kindness and humanity. | 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 summarise the poem, present oral or written reviews confidently, and compare similar texts using library or digital resources. |
| Unit 2 | Values and Dispositions | Vergheese Kurien — I Too Had A Dream | | September (Day 1) | September | “Static Balance Challenge” Students stand in one place and balance a book on their head without moving, focusing on posture, stillness, and control. | The teacher will introduce the lesson through read-aloud, discussion, storytelling, and vocabulary activities. Difficult words, themes related to communication, and the importance of life choices will be explained through relatable examples and interaction. | 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 identify the main ideas of the lesson and explain the importance of communication and letter writing. |

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| | | Vergheese Kurien — I Too Had A Dream | | (Day 2) | | <p>“Air High-Five Chain”</p> <p>Students give imaginary high-fives in a chain across the class, adding speed each round.</p> | The teacher will continue with guided reading, collaborative discussion, and vocabulary activities focusing on career choices, integrity, humility, and service presented in the lesson. Literary expressions and language usage will also be highlighted. | 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 answer textual questions accurately and differentiate between facts and opinions with proper understanding. | |
| | | Vergheese Kurien — I Too Had A Dream | | (Day 3) | | <p>“Mini Stretch Burst”</p> <p>Quick guided stretch—reach up, side, twist, and relax (fast energy reset).</p> | The teacher will conduct comprehension exercises through pair discussion, question-answer activities, and constructivist learning to help students differentiate facts and opinions and improve textual understanding. | 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 analyse the values of honesty, service, and responsibility and identify literary expressions used in the lesson. | |
| | | Vergheese Kurien — I Too Had A Dream | | (Day 4) | | <p>“Directional Turn”</p> <p>Teacher calls directions (left, right, back). Students turn quickly.</p> | The teacher will encourage oral and written expression through discussion, speaking activities, and collaborative learning focusing on values such as success, service, and personal goals. | 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 ideas confidently in oral and written form using suitable language and reasoning. | |
| | | Vergheese Kurien — I Too Had A Dream | | (Day 5) | | <p>“Fast Sit–Stand”</p> <p>Students sit and stand on signal in quick succession—build speed for fun.</p> | The teacher will provide guided note-making, writing practice, and learner-centred activities focusing on summary, themes, important values, and character sketch writing for effective revision.. | 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 prepare organised notes and demonstrate understanding of the lesson through structured writing. | |
| | | Vergheese Kurien — I Too Had A Dream | | (Day 6) | | <p>“Shoulder Tap Pass”</p> <p>Tap passes from one student to another across rows—see how fast it travels.</p> | The teacher will conduct interactive recap, oral questioning, and peer discussion activities to reinforce important themes, values, and key ideas from the lesson. | 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 recall and apply key concepts, themes, and values from the lesson confidently and effectively. | |
| Unit 3 | Mystery and Magic | The Case of the Fifth World | | October (Day 1) | October | <p>“Human Traffic Light”</p> <p>Green = fast walking in place, Yellow = slow motion, Red = freeze statue. Teacher switches rapidly.</p> | The teacher will introduce the lesson through reading aloud, storytelling, picture-based discussion, and vocabulary activities. Characters, setting, and the mystery will be explained through learner-centred interaction and discussion. | CG-1 Develops the capacity for effective communication using language skills for description, analysis and response. | <p>C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)</p> <p>C-1.3 Raises probing questions about social experiences using appropriate language (open-ended/closed</p> | Students will identify the characters, setting, and central mystery of the story and develop curiosity through questioning and discussion. | |

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| | | The Case of the Fifth World | | (Day 2) | | <p>“Name Boom Chant”</p> <p>Each student loudly says their name with a unique action (jump, clap, spin), and class repeats it in unison like a boom.</p> | The teacher will continue with guided reading, collaborative discussion, vocabulary activities, and pair work focusing on the coded message, logical thinking, and problem-solving in the story. | CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices. | <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>C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings.</p> | Students will analyse the mystery, interpret the coded message, and explain how the case is solved using observation and reasoning. | |
| | | The Case of the Fifth World | | (Day 3) | | <p>“Rapid Direction Chaos”</p> <p>Teacher calls directions quickly (left, right, up, down, spin). Students respond instantly—speed increases each round.</p> | The teacher will conduct comprehension exercises through constructivist learning, discussion, and grammar activities focusing on sentence structure, parts of speech, and inferential understanding. | 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 analyse the mystery, interpret the coded message, and explain how the case is solved using observation and reasoning. | |
| | | The Case of the Fifth World | | (Day 4) | | <p>“Command Response Drill”</p> <p>The teacher gives a clear movement command (e.g., clap twice), and all students respond immediately by performing the action together in unison.</p> | The teacher will encourage oral and written expression through discussion, speaking activities, and writing practice focusing on observation, reasoning, and structured answers. | 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 express their ideas clearly and write structured responses based on the lesson. | |
| | | The Case of the Fifth World | | (Day 5) | | <p>“One-Beat Response”</p> <p>Teacher gives a single-word command (sit, stand, clap, raise hands). Students must complete the action within one beat.</p> | The teacher will provide guided note-making, vocabulary activities, and collaborative learning focusing on summary, themes, values, and character sketch writing. | 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 prepare organised notes including summary, theme, vocabulary, and character sketch for revision. | |
| | | The Case of the Fifth World | | (Day 6) | | <p>“Precision Response”</p> <p>Teacher gives combined commands (e.g., “clap twice + jump once”). Students must follow exactly in correct order.</p> | The teacher will conduct interactive revision, oral questioning, recap discussion, and peer interaction to reinforce important themes, characters, and values from the lesson. | 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 participate in group discussion, answer inferential questions, and confidently recall key concepts and ideas from the lesson. | ASSESSMENT OF LEARNING |
| Unit 3 | Mystery and Magic | The Magic Brush of Dreams | | November (Day 1) | November | <p>“Fast Sit–Stand”</p> <p>Students sit and stand on signal in quick succession—</p> | The teacher will introduce the lesson through reading aloud, storytelling, picture-based discussion, and | CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various | C-2.1 Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing | Students will analyse the basic idea of the poem and express their initial thoughts clearly. | |

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| | | | | | | build speed for fun. | vocabulary activities. Characters, setting, and the mystery will be explained through learner-centred interaction and discussion. | forms of literary devices. | (narrative, descriptive, expository, and persuasive) from various cultures and time periods. | | |
| | | The Magic Brush of Dreams | | (Day 2) | | Tongue Twister Burst Say a quick tongue twister and let students repeat it as fast as possible. | The teacher will continue with guided reading, collaborative discussion, vocabulary activities, and pair work focusing on the coded message, logical thinking, and problem-solving in the story. | 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 analyse the poem, recognise imagery and literary devices, and summarise it effectively. | |
| | | The Magic Brush of Dreams | | (Day 3) | | “Balance Challenge” Students try to balance on one leg while doing small hand movements. | The teacher will conduct comprehension exercises through constructivist learning, discussion, and grammar activities focusing on sentence structure, parts of speech, and inferential understanding. | 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 identify themes and analyse characters with proper understanding. | |
| | | The Magic Brush of Dreams | | (Day 4) | | “Speed Writing Air” Students “write” their name in the air using elbow, foot, or head. | The teacher will encourage oral and written expression through discussion, speaking activities, and writing practice focusing on observation, reasoning, and structured answers.. | 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 solve textual exercises with accuracy and support their answers with references from the poem. | |
| | | The Magic Brush of Dreams | | (Day 5) | | “Finger Countdown” Teacher says random numbers with fingers; students quickly form groups of that number silently. | The teacher will provide guided note-making, vocabulary activities, and collaborative learning focusing on summary, themes, values, and character sketch writing. | 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 prepare organised notes, write summaries, and use vocabulary effectively in sentences and short responses. | |
| | | The Magic Brush of Dreams | | (Day 6) | | “Invisible Ball Pass” Students pass an imaginary ball around, changing its size/weight through actions (heavy, tiny, and bouncing). | The teacher will conduct interactive revision, oral questioning, recap discussion, and peer interaction to reinforce important themes, characters, and values from the lesson. | 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 communicate ideas clearly in speech and writing and appreciate narrative poetry and literary devices. | |
| Unit 3 | Mystery and Magic | Spectacular Wonders | | December (Day 1) | December | “Wonders in a Snapshot” Each student quickly draws a very small, simple sketch of any natural or man-made | The teacher will introduce the lesson through visual discussion, expressive reading, vocabulary activities, and learner- | CG-1 Develops the capacity for effective communication using language skills for description, analysis and | C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials). | Students will distinguish between natural and man-made wonders and express their ideas using simple descriptive sentences. | |

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| | | | | | wonder they like (e.g., a waterfall, a temple, a bridge, a mountain) in their notebook. No need to colour or write; just a 10–15 second doodle. | centred interaction focusing on natural and man-made wonders and their importance. | response. | | | |
| | | Spectacular Wonders | | (Day 2) | Nature vs City Thumb-Sign” Teacher says: “Nature or City—choose with your thumb.” Students silently decide: Thumb up = nature (mountain, river, forest). Thumb to the side = city (buildings, roads, monuments). | The teacher will continue guided reading, discussion, vocabulary practice, and collaborative learning focusing on descriptive features, scientific ideas, and unique characteristics of wonders. | 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 identify important features of different wonders and use new vocabulary appropriately in speech and writing. | |
| | | Spectacular Wonders | | (Day 3) | “One-Gesture Greeting” Students turn to the person next to them and smile + one fun gesture (a wave, thumbs-up, hand-clap, or any small movement). | The teacher will conduct comprehension exercises through discussion, pair work, and constructivist learning focusing on understanding, interpretation, and textual evidence. | 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 and support responses using evidence from the text. | |
| | | Spectacular Wonders | | (Day 4) | “Draw Your Mood Sun” Students quickly draw a small sun in their notebook. They add one line around it to show their mood: Wavy lines = a bit tired, Sharp lines = energetic, Neat lines = calm, etc. | The teacher will encourage oral expression, grammar practice, vocabulary activities, and creative discussion focusing on participles, gerunds, binomials, and descriptive expression. | CG-3: Develops the ability to recognise basic linguistic aspects and use them in oral and written expression. | C-3.2 Engages in the use of rhymes, alliteration, and other wordplays to make speech and writing more interesting. | Students will identify and apply participles, gerunds, and binomials correctly in sentences and creative tasks. | |
| | | Spectacular Wonders | | (Day 5) | “One-Second Statue” Teacher says, “Freeze!” at random times over 1–2 minutes. Resume normal movement only when teacher says “Unfreeze.” | The teacher will provide guided note-making, explanation of key concepts, vocabulary reinforcement, and collaborative learning focusing on summary, central idea, and important terms. | 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 prepare organised notes including summary, vocabulary, and important features of the lesson. | |
| | | Spectacular Wonders | | (Day 6) | “Quick Shape Groups” Teacher calls out a shape (circle, triangle, square). Students quickly form that shape in small groups using their bodies. | The teacher will conduct revision, oral questioning, recap discussion, and writing practice to reinforce important concepts, grammar usage, and descriptive writing skills. | 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 write a short descriptive essay with proper structure and explain important man-made wonders in India. | |
| Unit 4 | Environment | The Cherry Tree | | December (Day 1) | December “Shoulder-Shake-Shrug” Students sit and gently shake | The teacher will introduce the lesson through visual discussion, expressive | CG-1 Develops the capacity for effective communication using | C-1.1 Identifies main points and summarises from careful listening or reading of the | Students will distinguish between natural and man-made wonders and express their ideas using | |

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| | | | | | <p>their shoulders 5–6 times, then relax. Do 2 cycles; no questions, no speaking.</p> | <p>reading, vocabulary activities, and learner-centred interaction focusing on natural and man-made wonders and their importance.</p> | <p>language skills for description, analysis and response.</p> | <p>text (news articles, reports, and editorials). 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>simple descriptive sentences.</p> | |
| | | The Cherry Tree | | (Day 2) | <p>“Air-Draw-Circle”</p> <p>Students draw one big circle in the air with their index finger (both hands if you like). 2–3 times; no talking, no questions.</p> | <p>The teacher will continue guided reading, discussion, vocabulary practice, and collaborative learning focusing on descriptive features, scientific ideas, and unique characteristics of wonders.</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. C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings.</p> | <p>Students will identify important features of different wonders and use new vocabulary appropriately in speech and writing.</p> | |
| | | The Cherry Tree | | (Day 3) | <p>“One-Beat Wink-Blink”</p> <p>Students blink both eyes twice, then twice more, in a quiet, silly rhythm.</p> <p>No talking, no questions; just a light-hearted pause.</p> | <p>The teacher will conduct comprehension exercises through discussion, pair work, and constructivist learning focusing on understanding, interpretation, and textual evidence.</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. C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings.</p> | <p>Students will answer comprehension questions accurately and support responses using evidence from the text.</p> | |
| | | The Cherry Tree | | (Day 4) | <p>“Finger-Pinch-and-Open”</p> <p>Students make a small hand-circle (pinch-closed), then open fingers like a blooming flower.</p> <p>Repeat 3 times; no questions, no talking.</p> | <p>The teacher will encourage oral expression, grammar practice, vocabulary activities, and creative discussion focusing on participles, gerunds, binomials, and descriptive 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 identify and apply participles, gerunds, and binomials correctly in sentences and creative tasks.</p> | |
| | | The Cherry Tree | | (Day 5) | <p>“One-Step Silent March”</p> <p>Students step in place (softly) for 10 seconds, and then stop.</p> <p>Repeat once; no talking, no questions—just a quick movement-break.</p> | <p>The teacher will provide guided note-making, explanation of key concepts, vocabulary reinforcement, and collaborative learning focusing on summary, central idea, and important terms.</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 prepare organised notes including summary, vocabulary, and important features of the lesson.</p> | |

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| | | The Cherry Tree | | (Day 6) | | <p>“Smile & Gesture Warm-Up Circle”</p> <p>From their seats, students engage in a rapid smiling round, passing cheerful expressions and light gestures to energise the class.</p> | The teacher will provide guided note-making, explanation of key concepts, vocabulary reinforcement, and collaborative learning focusing on summary, central idea, and important terms. | 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 write a short descriptive essay with proper structure and explain important man-made wonders in India. | |
| Unit 4 | Environment | Harvest Hymn | | January (Day 1) | January | <p>“Finger Countdown”</p> <p>Teacher says random numbers with fingers; students quickly form groups of that number silently.</p> | The teacher will introduce the poem through discussion on harvest festivals, expressive reading, vocabulary explanation, and picture-based interaction focusing on Surya, Varuna, Prithvi, and Brahma along with imagery and symbolism in 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 identify the concept of hymns and harvest festivals, understand the central idea of the stanzas, and recognise symbolism and imagery used in the poem. | ASSESSMENT AS LEARNING |
| | | Harvest Hymn | | (Day 2) | | <p>Stretch Flow</p> <p>Whole class follows a quick guided stretch routine (arms up, side stretch, shake-out).</p> | The teacher will explain poetic devices through guided reading, collaborative discussion, vocabulary activities, and oral expression focusing on metaphor, repetition, personification, and chorus structure. | 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. C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings. | Students identify poetic devices and their effects and interpret the use of multiple voices in the poem. | |
| | | Harvest Hymn | | (Day 3) | | <p>Clap + say a word in a category, no repeats.</p> | The teacher will conduct comprehension exercises, discussion, vocabulary practice, and constructivist learning focusing on stanza interpretation, symbolism, extract-based questions, and sentence formation. | 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 answer literal and inferential questions and justify their responses using textual evidence. | |
| | | Harvest Hymn | | (Day 4) | | <p>“Precision Response”</p> <p>Teacher gives combined commands (e.g., “clap twice + jump once”). Students must follow exactly in correct order.</p> | The teacher will provide guided note-making, explanation of symbolism, vocabulary reinforcement, and collaborative learning focusing on summary, theme, and poetic vocabulary. | 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 explain archaic and poetic vocabulary and use the words in meaningful sentences. | |
| | | Harvest Hymn | | (Day 5) | | <p>Alphabet Chain</p> <p>Start with a word:</p> | The teacher will conduct revision, guided writing, oral discussion, and model | CG-3 Develops the ability to recognise basic linguistic aspects (word | C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, | Students express ideas clearly in speech and writing and appreciate cultural and agricultural | |

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| | | | | | | Book → Kite → Elephant → Tiger (Next word starts with last letter). | answer practice focusing on cultural values, long-answer writing, and effective expression. | and sentence structure), and use them in oral and written expression. | sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing. | traditions. |
| Unit 4 | Environment | Waiting for the Rain | | January (Day 1) | January | “Rain Mood Freeze Frame” Students stand in place and instantly freeze in poses showing how they feel when they see dark clouds forming (happy, hopeful, worried, excited). Teacher quickly selects 2–3 poses for appreciation. | The teacher will introduce the lesson through pre-reading discussion, storytelling, vocabulary activities, and learner-centred interaction focusing on drought, farmers’ dependence on rain, setting, and characters. | 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/closed ended and formal/informal questions relevant to context with sensitivity). | Students will analyse the theme of drought and express ideas about farmers’ lives and nature in meaningful sentences. |
| | | Waiting for the Rain | | (Day 2) | | “Cloud Burst Action” Students perform quick actions in place: gentle breeze → light clap → heavy rain (fast claps) → silence. | The teacher will conduct guided reading, collaborative discussion, vocabulary practice, and contextual learning focusing on Velu’s situation and drought conditions. | 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. C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings. | Students will identify main ideas, sequence of events, and use new vocabulary appropriately in context. |
| | | Waiting for the Rain | | (Day 3) | | “Quick True or False” Teacher says a funny statement (e.g., “I can fly like a bird”), students respond instantly with thumbs up or down. | The teacher will continue reading, discussion, and interpretation activities focusing on dialogue, character perspectives, moral values, and textual understanding. | 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. C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings. | Students interpret meaning and character perspectives and identify the central ideas conveyed through dialogue. |
| | | Waiting for the Rain | | (Day 4) | | “One-Word Story Chain” Starting from one student, each adds only one word or few words to build a funny class story. | The teacher will conduct comprehension exercises, grammar practice, vocabulary reinforcement, and constructivist learning focusing on tenses, determiners, and textual responses. | 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 answer questions with appropriate textual evidence and use vocabulary and grammar accurately in written responses. |

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| | | Waiting for the Rain | | (Day 5) | | <p>Pattern Fill</p> <p>Students draw a simple shape and fill it with creative patterns.</p> | The teacher will provide guided note-making, model answer discussion, vocabulary activities, and writing practice focusing on summary, theme, and message of the lesson. | 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 prepare well-organised notes and write structured answers with clarity, coherence, and proper presentation. | |
| | | Waiting for the Rain | | (Day 6) | | <p>Deep Breath Count</p> <p>Whole class takes a slow breath together and counts to 5 silently. Repeat twice to settle energy.</p> | The teacher will conduct revision, guided note-taking, oral questioning, and model answer writing focusing on key concepts, values, and effective 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 revise and retain key concepts and confidently express their understanding in oral and written form. | |
| Unit 5 | Science and Curiosity | Feathered Friend | | January (Day 1) | January | <p>Balance Challenge</p> <p>Students balance on one foot or pose like birds.</p> | The teacher will introduce the lesson through pre-reading discussion, storytelling, picture-based interaction, and vocabulary activities focusing on birds, nature, curiosity, setting, and characters. | 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/closed ended and formal/informal questions relevant to context with sensitivity). | Students will analyze the theme, express ideas clearly, and develop curiosity about birds and nature. | ASSESSMENT AS LEARNING |
| | | Feathered Friend | | (Day 2) | | <p>One-Line Drawing</p> <p>Students draw a bird or object using one continuous line without lifting the pencil.</p> | The teacher will conduct guided reading, collaborative discussion, vocabulary activities, and literary appreciation focusing on observations, experiences, and literary devices in the lesson. | 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. C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings. | Students will analyze characters, identify literary devices, and express opinions on human–animal relationships. | |
| | | Feathered Friend | | (Day 3) | | <p>Speed Sketch</p> <p>Students draw anything related to nature in less than 2 minutes.</p> | The teacher will continue guided reading, discussion, and vocabulary practice focusing on curiosity, care towards birds, interpretation, and textual understanding. | 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. C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural | Students will answer comprehension questions with textual evidence and differentiate between factual and inferential responses. | |

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| | | Magnifying Glass | | (Day 4) | | Action Dice (Imaginary) Teacher calls out random actions (jump, spin, clap); students perform instantly. | The teacher will conduct grammar, vocabulary, and poetic element activities through pair work, discussion, and guided exercises focusing on rhymes, alliteration, and wordplay. | 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 prepare organized notes, summarize the poem, and improve writing clarity and coherence. | |
| | | Magnifying Glass | | (Day 5) | | Quick Fold Art Students fold paper once and create a simple symmetrical design. | The teacher will provide guided note-making, model answer discussion, and revision activities focusing on summary, theme, message, and key vocabulary of the poem. | CG-3: Develops the ability to recognise basic linguistic aspects and use them in oral and written expression. | C-3.1 Interprets basic linguistic aspects such as sentence structure and punctuation while reading. | Students will revise key concepts, express ideas clearly, critically respond to the lesson, and demonstrate understanding through structured answers. | |
| Unit 5 | Science and Curiosity | Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science | | February (Day 1) | February | Dot Connection Art Students place random dots and quickly connect them into a picture. | The teacher will introduce the lesson through discussion, picture-based interaction, vocabulary activities, and guided reading focusing on scientists and women in science. | 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/closed ended and formal/informal questions relevant to context with sensitivity). | Students will identify main ideas, understand the context, and relate to the theme of scientific curiosity and perseverance. | ASSESSMENT FOR LEARNING |
| | | Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science | | (Day 2) | | Reverse Clap Game Students clap only when the teacher does NOT clap—everyone gets confused and laughs. | The teacher will conduct reading aloud, discussion, pair interaction, and vocabulary activities to explain Bibha Chowdhuri's life, struggles, and achievements. | 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. C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings. | Students will analyse the character, identify literary devices, understand sentence structure, and express opinions on gender equality in science. | |
| | | Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science | | (Day 3) | | Clap & Spin Confusion Clap once = spin, clap twice = jump—teacher mixes it fast. | The teacher will guide comprehension exercises, extract-based discussion, questioning, and textual interpretation through collaborative learning. | 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 questions accurately, differentiate between factual and inferential responses, and improve sentence formation. | |
| | | Bibha Chowdhuri: The Beam of Light | | (Day 4) | | 'WORD TENNIS' Teacher says a word, students rapidly volley a related word | The teacher will conduct vocabulary games, grammar exercises, guided writing, and word formation | CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), | C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, | Students will use correct grammar and vocabulary, write structured responses, and engage in word formation and language activities. | |

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| | | that Lit the Path for Women in Indian Science | | | | back (synonyms/opposites). Fast-paced and wakes up sleepy minds. No repetition allowed! | activities through learner-centred practice. | and use them in oral and written expression. | punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing. | | |
| | | Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science | | (Day 5) | | Alphabet Chain Start with a word: Book → Kite → Elephant → Tiger (Next word starts with last letter) | The teacher will provide structured notes including summary, theme, message, and character analysis. Model answers will be discussed, and students will practice writing summaries and descriptive answers. | CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression. | C-3.3: Applies learned language skills to produce coherent written responses, including summaries, character descriptions, and formal complaint letters with correct format and register. | Students will prepare organized notes, summarize effectively, and improve writing clarity and coherence. | |
| | | Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science | | (Day 6) | | Category Word Blast Give a category: "Animals" Students quickly say/write as many as possible in 2 minute. | The teacher will conduct revision, guided note-making, oral discussion, and answer-writing practice through collaborative and activity-based learning. | 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 basic linguistic aspects such as sentence structure and punctuation while reading. | Students will revise key concepts, express ideas clearly, and demonstrate understanding through structured and creative responses. | ASSESSMENT OF LEARNING |

| No. | UNIT Name | Topic | Sub-Topic | Month | | Suggested Ice- Breaking Activity | Teaching Pedagogy | Curricular Goals | Competency | Expected Learning Outcome | Assessment |
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| | | | | Starting | Closing | | | | | | |
| 1 | Determiners | | | July (Day 1) | July | Sound Chain - Each student adds a different sound (clap, tap, snap, stomp) in sequence. The chain repeats and grows longer each round. | The teacher will introduce determiners through reading aloud, discussion, and example-based explanation. Students will identify determiners from sentences and practice usage through pair work and vocabulary activities. Homework will be assigned for reinforcement. | 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 identify and use different types of determiners correctly, distinguish between articles, demonstratives, possessives, and quantifiers, construct clear and meaningful sentences using appropriate determiners, and independently complete related exercises as homework. | |
| | | | | (Day 2) | | Determiner Pass - Play music and pass a ball around. When the music stops, the student holding the ball must say a sentence using any determiner. | The teacher will conduct guided practice and grammar exercises on determiners through collaborative learning and worksheet activities. Students will apply determiners correctly in oral and written sentences through creative writing and sentence formation tasks. Homework will be given for revision. | 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 correct grammatical rules of determiners in speaking and writing, edit and correct errors related to determiners, and use them effectively in short descriptions and paragraph writing. The students will complete related exercises independently on their own to reinforce their understanding. | |

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| 2 | VERBS; Primary Auxiliaries and Modal Auxiliaries | | | July (Day 1) | July | Apple, Orange, Banana- Students stand in a circle. Each fruit = one action (forward, backward, spin). Teacher calls fruits quickly, and students perform the matching actions in sync. | The teacher will explain primary auxiliaries through reading aloud, discussion, and example-based learning. Vocabulary activities, pair work, and guided sentence formation tasks will help students understand the use of auxiliaries in tenses and sentence construction. Exercises will be given as homework for reinforcement. | 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. | Students will identify and use primary auxiliaries correctly and understand their role in forming tenses. They will construct simple sentences using auxiliaries and complete related exercises independently. | |
| | | | | (Day 2) | | Action Choice – The teacher states a situation (e.g., ability, permission, advice). Students quickly say a sentence using an appropriate modal auxiliary (e.g., I can swim, You should rest). | The teacher will explain modal auxiliaries through interactive discussion and guided practice. Students will participate in pair and group work, sentence formation, and speaking activities to apply modals correctly in real- life contexts. Homework will be given for revision. | 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. | Students will identify and use modal auxiliaries correctly, understand their functions, and apply them effectively in speaking and writing to express ideas clearly. They will complete related exercises independently on their own to reinforce their understanding, including assigned homework tasks. | |
| 3 | Verbs: Tenses | | | July (Day 1) | July | Tense Toss – The teacher throws a soft ball and says a verb; the student quickly forms sentences in present, past, and future tense, then passes the ball to another student. | The teacher will introduce present tense forms through reading aloud, discussion, timeline activities, and guided sentence formation. Pair work, speaking activities, and worksheet practice will help students understand and apply all four forms of present tense. Exercises will be assigned as homework. | 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 identify and use all forms of the present tense correctly, understand their structure, and construct meaningful sentences in speaking and writing and practice exercises on their own to reinforce their learning. | |
| | | | | (Day 2) | | Time Walk – The teacher says a verb. Students take one step forward for present, one step back for past, and stay still for future, | The teacher will explain past and future tense forms through timeline-based learning, vocabulary activities, and guided practice. Students will participate in pair and group work, sentence construction, and speaking tasks to apply tense forms correctly in real-life situations. Exercises will be given for homework practice. | 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 identify and use past and future tense forms accurately, convert sentences between tenses, and apply correct tense usage in written and oral communication and solve given exercises independently to deepen their understanding and work on assigned exercises individually to build confidence in the concept. | |

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| 4. | Tenses: Present and Past | | | July (Day 1) | July | Pass the Clap - A clap is passed around the circle. Each student must clap in rhythm and pass it to the next— speed increases gradually. | The teacher will explain present tense forms through discussion, timeline activities, and real-life examples. Students will participate in pair work, sentence formation, speaking activities, and worksheet practice. Homework will be assigned for reinforcement. | 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 identify, use, and convert sentences into past tense accurately, and apply correct tense usage in communication and written exercises and work on assigned exercises individually to build confidence in the concept. | |
| | | | | (Day 2) | | Freeze & Pose - Play music. When music stops, they freeze in a funny pose. | The teacher will explain past tense forms through discussion, and guided practice. Students will engage in group work, vocabulary activities, speaking tasks, and worksheet exercises. Homework will be given for revision. | 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. | Students will identify present and past tenses, understand their structure and usage, convert sentences between them, and use correct tense forms confidently in speaking and writing and independently attempt exercises to improve clarity and accuracy. | |
| 5. | Talking about the future | | | July (Day 1) | July | Future Freeze Frames – Students on a signal freeze and act out something they plan to do in the future (e.g., studying, travelling, and playing). This creates excitement and introduces the idea of future actions. | The teacher will explain future time using timelines, discussion, and real-life examples. Students will participate in speaking activities, sentence formation, pair work, and worksheet practice using will for future actions. Students will be assigned exercises for home practice. | 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 describe and use will to express future actions and construct correct sentences in speaking and writing and independently attempt exercises to improve clarity and accuracy. | |
| | | | | (Day 2) | | Shape Makers - Teacher calls out a shape (circle, triangle). Students quickly form that shape using their bodies (individually or in groups). | The teacher will explain the use of going to and present continuous for future plans through examples and guided discussion. Students will engage in group work, role play, speaking tasks, and worksheet activities to practise future expressions. Homework will be given for revision. | 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. | Students will use going to and present continuous forms accurately, distinguish between different future expressions, and apply them effectively in oral and written communication and independently attempt exercises to improve clarity and accuracy. | |
| 6 | Creative Writing and Stories | | | July (Day 1) | July | STORY CHAIN - Teacher starts with one line of a silly story. Each student adds ONE sentence in rapid succession around the class. The wackier the story, the better! Builds creativity & class energy instantly. | The teacher will introduce story writing through discussion on plot, characters, setting, and sequence. Reading aloud, brainstorming, vocabulary activities, and pair discussion will be used to help students develop ideas and write short creative stories. | 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 explain the structure of a story, identify key elements, and generate ideas creatively for story writing. | |

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| | | | | (Day 2) | | Picture Prompt Burst – Show a random picture. Students quickly say what could be happening in it (one line each). | The teacher will guide students in developing stories from picture prompts through discussion, peer interaction, and creative writing activities. Students will read aloud, share ideas in pairs, and improve their stories using descriptive language and correct tense forms. | CG-1 Develops the capacity for effective communication using language skills for description, analysis and response CG-4 Develops the ability to write reviews and uses the library to find references. | C-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes. C-4.1 Reads, responds, and critically reviews books of varied genres (fiction and non-fiction). | Students will write a well-organised and creative story using appropriate language, sequence, and expression, and share it confidently. | |
| 7. | Book Review/ Film Review | | | August (Day 1) | August | Frozen Statue with music and still pose. | The teacher will introduce book review writing through reading aloud, discussion, vocabulary activities, and guided writing. Students will identify elements like title, author, summary, opinion, and recommendation, and write simple reviews through pair and individual activities. | CG-4 Develops the ability to write reviews and uses the library to find references. 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-4.1 Reads, responds, and critically reviews books of varied genres (fiction and non-fiction). 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 explain the format of a book review, summarise key ideas, express their opinions clearly, and write a well-structured review using appropriate language. | |
| | | | | (Day 2) | | Expression Switch - Students remain seated. The teacher calls out different emotions (happy, shocked, confused, proud), and students instantly change their facial expressions accordingly. | The teacher will explain film review writing through picture-based discussion, storytelling, and group interaction. Students will organise ideas about a film, discuss characters and message, and write structured reviews using clear and expressive language. | CG-4 Develops the ability to write reviews and uses the library to find references. 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-4.1 Reads, responds, and critically reviews books of varied genres (fiction and non-fiction). 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 analyse and review films, organise their ideas effectively, and write clear, structured reviews expressing opinions and observations. | |
| 8 | Verb Forms in Conditionals | | | August (Day 1) | August | Expression Freeze – Students show surprise/amusement through expressions. | The teacher will introduce conditionals through real-life situations, discussion, and guided examples. Reading aloud, pair work, and sentence-building activities will be used to explain zero and first conditionals through oral and written practice. Exercises will be given as homework. | CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices. CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression. | C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings. 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 use zero and first conditional structures correctly and form sentences based on real-life situations in speaking and writing. | ASSESSMENT AS LEARNING |
| | | | | (Day 2) | | Simon says game | The teacher will explain second and third conditionals through storytelling and hypothetical situations. Students will practise | CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various | C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their | Students will use second and third conditional forms correctly, construct sentences for hypothetical | |

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| | | | | | | sentence transformation, group discussion, and guided writing activities using appropriate verb forms. Students will complete grammar exercises at home. | forms of literary devices. CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression. | social and cultural surroundings. 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. | situations, and apply accurate verb forms in written communication. | |
| 9 | The Sequence of Tenses | | | August (Day 1) | August | Right or Wrong Signals The teacher writes sentences on the board. Students show (thumbs up) for correct and (thumbs down) for incorrect sentences silently. | The teacher will introduce the sequence of tenses through discussion, reading aloud, and real-life examples. Vocabulary activities, guided sentence formation, and pair work will be used to explain the relationship between the main clause and subordinate clause. | 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 illustrate the basic rules of sequence of tenses, identify correct and incorrect tense usage in sentences, and demonstrate the ability to apply correct tense combinations in simple sentences and complete related exercises independently to strengthen their understanding. |
| | | | | (Day 2) | | Clap Pattern Check – The teacher reads sentences aloud. Students clap once for correct tense sequence and remain still for incorrect ones. | The teacher will revise previous concepts through pair activities and error correction tasks. Students will practise reported speech, sentence transformation, and group exercises to strengthen understanding of tense sequence rules. Students will solve practice exercises as homework. | CG-3: Develops understanding of basic linguistic aspects like tense and applies them in writing. | 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 the rules of sequence of tenses in complex and reported sentences, correct errors independently, and use appropriate tense forms accurately in both written and oral communication and practice exercises on their own to reinforce their learning. |
| 10 | Subject-Verb Agreement | | | August (Day 1) | August | Error Spot – The teacher displays sentences with subtle errors. Students silently note and correct them in their notebooks. | The teacher will introduce subject–verb agreement through reading aloud, discussion, and guided examples. Vocabulary activities, pair work, and sentence formation exercises will help students understand singular and plural subjects with correct verb usage. Homework will be assigned for reinforcement. | CG-3: Develops understanding of basic linguistic aspects like tense and applies them in writing. | 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 correct subject–verb agreement, understand basic rules, and construct grammatically accurate sentences and practise exercises on their own to reinforce their learning. |
| | | | | (Day 2) | | Agreement Clap Game- Students clap once for a correct subject–verb agreement and twice for an incorrect one as sentences are read aloud. | The teacher will explain advanced rules through group discussion, and error correction activities. Students will practise identifying mistakes, transforming sentences, and completing guided written exercises to improve accuracy and application. Homework will be given for revision. | CG-3: Develops understanding of basic linguistic aspects like tense and applies them in writing. | 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 apply subject–verb agreement rules accurately, identify errors, and construct correct sentences in both oral and written expression and solve given exercises independently to deepen their understanding. |
| 11. | Mood | | | August (Day 1) | August | Clap Pattern Challenge Teacher creates a | The teacher will introduce mood through discussion, reading aloud, and guided examples showing | CG-1 Develops the capacity for effective communication using | C-1.4 Writes different kinds of letters, essays, and reports using appropriate | Students will identify and use indicative and imperative moods correctly and |

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| | | | | | | rhythm (clap–tap–snap). Students copy it. Increase speed or change pattern for fun. | how verbs express attitudes. Vocabulary activities, pair work, and sentence formation exercises will help students understand indicative and imperative moods. Homework will be assigned for reinforcement. | language skills for description, analysis and response. CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices. | style and registers for different audiences and purposes. C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings. | construct accurate sentences in both oral and written communication and solve given exercises independently to deepen their understanding. | |
| | | | (Day2) | | | Action Switch – The teacher performs an action; students repeat it. When the teacher signals, students switch to a different action instantly, building alertness and engagement. | The teacher will revise previous concepts through group interaction, and guided practice. Subjunctive mood will be explained using wishes and suggestions, followed by sentence transformation and individual writing activities. Homework will be given for revision. | CG-1 Develops the capacity for effective communication using language skills for description, analysis and response. CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices. | C-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes. C-2.3 Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings. | Students will accurately identify and use all three moods to form meaningful sentences expressing statements, commands, and wishes in speaking and writing, and independently complete exercises to strengthen their understanding. | |
| 12 | The Infinite | | September (Day 1) | September | Complete the Phrase – The teacher writes phrases like I like to..., I want to..., I decided to.... Students complete the sentences. | The teacher will introduce infinitives through reading aloud, discussion, and guided examples. Vocabulary activities, pair work, and sentence formation exercises will help students understand the structure and use of infinitives. Students will complete class exercises and homework on identifying infinitives and writing sentences using them. | 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 identify infinitives, understand their basic structure, and use them correctly in simple sentence and work on assigned exercises individually to build confidence in the concept. | ASSESSMENT FOR LEARNING | |
| | | | (Day 2) | | Simon Says game | The teacher will explain different uses of infinitives through group discussion, and guided practice. Students will identify, transform, and construct sentences using infinitives through oral and written activities. Homework will be given for revision. | 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 identify, understand, and use infinitives correctly in different contexts, and construct grammatically accurate sentences and work on assigned exercises individually to build confidence in the concept. | | |
| 13 | The Participle | | September (Day 1) | September | Word Match – The teacher writes verbs and their -ing / -ed forms randomly on the board. Students identify the correct pairs. | The teacher introduces the concept of participles through reading aloud, discussion, and vocabulary activities. Present and past participles are explained with simple examples and picture-based sentences. Students identify participles, work in pairs to form sentences, and complete guided exercises. Exercises will be given as homework. <input type="checkbox"/> | 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 identify present and past participles and use them correctly in sentences and independently attempt exercises to improve clarity and accuracy. | | |

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| | | | | (Day 2) | | Sentence Combine – The teacher gives two short sentences. Students silently combine them using participles. | The teacher explains perfect participles and their use in combining sentences through guided practice and group interaction. Students participate in sentence transformation, speaking activities, and exercise completion to improve sentence construction and creative 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 identify and use different types of participles accurately and apply them effectively in sentence formation and writing and independently attempt exercises to improve clarity and accuracy. | |
| 14. | The Gerund | | | September (Day 1) | September | Clap the Gerund - The teacher reads out a mix of words and phrases (e.g., run, running, to play, swimming, eat). Students clap once whenever they hear a gerund (-ing form used as a noun) and stay silent for others. | The teacher introduces the concept of gerunds through reading aloud, discussion, and vocabulary activities. Simple examples are used to explain gerunds as nouns. Students identify gerunds in sentences, participate in pair and group activities, and practise sentence formation through guided exercises. Exercises are given as homework for reinforcement. | 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 identify gerunds correctly, understand their structure, and use gerunds as subjects and objects in simple sentences and complete practice tasks on their own to consolidate their learning. | |
| | | | | (Day 2) | | Action + Word Combo- The teacher shows a quick action (reading, jumping, and dancing). Students say the -ing form aloud together (reading, jumping, dancing), building quick recall. | The teacher revises gerunds through speaking activities and guided practice. Uses of gerunds after prepositions and in different sentence structures are explained with clear examples. Students participate in sentence transformation, group work, and worksheet exercises to improve understanding and language use. Homework will be given for revision. | 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 gerunds correctly in different contexts, especially after prepositions, construct meaningful sentences using gerunds, and demonstrate accurate usage in both oral and written communication and complete practice tasks on their own to consolidate their learning. | |
| 15 | Active and Passive Voice | | | September (Day 1) | September | Balloon Air Keep-Up (imaginary) Students pretend to keep it in the air—no letting it drop. | The teacher introduces the concept of active and passive voice through reading aloud, discussion, and guided practice. The subject, verb, and object are identified using simple present and past tense examples. Students participate in pair activities and sentence conversion exercises to improve understanding. Exercises will be given as homework for reinforcement. | 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 identify subject, verb, and object, understand the basic structure of passive voice, and convert simple sentences accurately and complete assigned exercises on their own to enhance their understanding. | |
| | | | | (Day 2) | | Clap the Voice – Students clap once for active sentences and twice for passive sentences as they are read aloud. | The teacher explains rules for changing active to passive voice in different tenses through step-by-step demonstration and vocabulary activities. Students participate in group work, sentence transformation, and error correction exercises to strengthen sentence construction and language accuracy. Practice exercises will be assigned as | 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 rules to convert active sentences into passive voice in different tenses with accuracy and complete assigned exercises on their own to enhance their understanding. | |

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| | | | | | | homework. | | | | |
| | | | (Day 3) | | Error Signal – The teacher displays sentences; students show (thumbs up) for correct and (thumbs down) for incorrect usage silently. | The teacher focuses on the application of active and passive voice through discussion, guided exercises, and worksheet activities. Students practise converting complex sentences, identifying errors, and using correct structures through individual and peer activities. Additional exercises will be given as homework for revision and practice. | 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 convert a variety of sentences from active to passive voice accurately and use correct structures confidently in written work and independently work through exercises to strengthen their grasp of the concept. | |
| 16. | Data Interpretation | | September (Day 1) | September | Number Pulse - The teacher calls out a number (e.g., 4, 7, 2). Students tap their desk that many times to represent the value. The rhythm speeds up each round | The teacher introduces data interpretation through picture-based discussion, reading activities, and guided observation of simple charts, tables, and graphs. Key details such as highest, lowest, increase and decrease are explained with examples. Students participate in pair and group activities to identify and interpret information from given data. | CG-1 Develops the capacity for effective communication using language skills for description, analysis and response. CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression. | C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials). 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 understand basic data from charts, tables, and graphs, recognise key values, and extract important information accurately and independently work through exercises to strengthen their grasp of the concept. | |
| | | | (Day 2) | | Quick Compare Actions – The teacher says words like high, low, increase, decrease. Students show actions (raise hand high, lower hand, move up/down), reinforcing understanding of trends. | The teacher revises data interpretation through discussion and guided practice using charts and graphs. Students participate in pair work, speaking activities, and sentence formation tasks to describe comparisons and trends in data. Individual and group exercises are conducted to develop analytical and writing skills. | 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 interpret data effectively, identify trends and comparisons, and present information clearly in well-structured sentences and short paragraphs in both oral and written form and independently work through exercises to strengthen their grasp of the concept. | |
| 17 | Formal Letter | | September (Day 1) | September | Step Count Walk - Students walk and count steps silently. On signal, they stop exactly at a number shown by the teacher. | The teacher introduces formal letter writing through reading aloud and discussion related to official communication. The format and types of formal letters are explained step-by-step with sample letters. Students participate in pair and group activities to identify the parts of a formal letter and practise writing formal letters using correct format, polite tone, and appropriate vocabulary. | CG-1 Develops the capacity for effective communication using language skills for description, analysis and response CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression. | C-1.1 Identifies main points and summarises 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. C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender | Students will explain the format and types of formal letters, identify key components, and recognize the use of formal tone and structure in written communication. | |

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| | | | | | | | | | and parts of speech, while reading different forms of literature, and applies them while writing. | | |
| | | | | (Day 2) | | Spin & Stop - Students spin slowly. On signal, they stop and freeze in a balanced pose without falling. | The teacher revises the format and features of formal letters through guided writing and discussion. Students practise drafting formal letters using correct format, polite tone, and clear expression through structured writing activities. Individual and pair writing tasks are conducted to improve letter writing skills and language accuracy. | 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-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes. | Students will write well-structured formal letters using correct format, appropriate tone, and clear expression, and will be able to communicate effectively for official purposes. | |
| 18 | Adverbs | | | October (Day 1) | October | Hand Signal Game - Teacher assigns actions to signals (e.g., 1 clap = jump, 2 claps = spin). Students follow quickly as speed increases. | The teacher introduces adverbs through reading aloud, discussion, and vocabulary activities. Different types of adverbs such as manner, place, time, and frequency are explained with simple examples. Students participate in pair and group activities to identify adverbs and practise sentence formation using appropriate adverbs. | 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 identify adverbs and understand their types and functions in sentences and practice exercises individually to develop better clarity and confidence. | |
| | | | | (Day 2) | | Clap the Adverb – The teacher reads sentences aloud. Students clap once when they hear an adverb. | The teacher explains the formation and placement of adverbs through guided practice and discussion. Differences between adjectives and adverbs are clarified with examples. Students participate in speaking activities, pair work, and guided exercises to improve correct usage of adverbs in sentences. | 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 form adverbs correctly and use them appropriately in sentences and practice exercises individually to develop better clarity and confidence. | |
| | | | | (Day 3) | | Speed Change – The teacher says an action (e.g., run). Students tell the appropriate adverb | The teacher focuses on the application of adverbs through sentence transformation, error correction, and discussion activities. Comparison of adverbs and varied sentence usage are explained with examples. Students participate in individual and group exercises to improve clarity, accuracy, and creative expression in language use.. | 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 use adverbs correctly in various contexts, compare forms, and construct accurate sentence and practice exercises individually to develop better clarity and confidence. | |
| 19 | Comprehension | | | October (Day 1) | October | Keyword Snap – The teacher reads a short passage aloud. Students snap fingers softly whenever they hear an important word, | The teacher introduces comprehension through reading aloud, discussion, and vocabulary activities. Students read a short passage, identify the main idea and key details, and participate in | 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-5.1 Understands the | Students will identify the main idea and key details from a passage, demonstrate understanding of the text, and respond to simple | |

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| | | | | | | building focus and listening skills. | pair and group discussions to answer guided questions. | 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. | phonetics and script of the language, the number of vowels and consonants, and how they interact and are used. | questions accurately. | |
| | | | | (Day 2) | | Focus Freeze – The teacher reads a sentence. Students stay completely still and attentive when they hear an important detail, reinforcing concentration. | The teacher revises comprehension strategies through silent reading, discussion, and group interaction. Students practise scanning for answers, understanding vocabulary in context, and writing complete responses through pair and individual activities. Guided exercises and speaking activities are conducted to improve interpretation and critical thinking skills. | 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 and interpret unseen passages, answer comprehension questions accurately, and present responses in clear and structured language. | ASSESSMENT OF LEARNING |
| 20 | The Preposition | | | November (Day 1) | November | Object Position – The teacher places an object (book/pen) on, under, beside, behind another object. Students observe and say the correct preposition aloud to describe its position. | The teacher introduces prepositions through reading aloud, discussion, and vocabulary activities. The use of prepositions to show place, time, and movement is explained with simple examples. Students participate in pair and group activities to identify prepositions in sentences and practise sentence formation through guided exercises. | 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 identify prepositions and understand their basic usage in sentences and practice exercises individually to develop better clarity and confidence. | |
| | | | | (Day 2) | | Clap the Preposition – The teacher reads sentences aloud. Students clap once whenever they hear a preposition. | The teacher explains the correct usage of prepositions through guided practice, group interaction, and sentence-building activities. Students identify errors, complete fill-in-the-blank exercises, and practise using suitable prepositions in oral and written sentences. Practice exercises will be assigned as homework. | 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 use prepositions correctly in sentences, identify errors, and apply appropriate forms in written communication and practice exercises individually to develop better clarity and confidence. | |
| 21 | Dialogue Writing/Skit | | | November (Day 1) | November | Invisible Object - Teacher mimes holding an object (heavy box, tiny ball). Students copy and exaggerate the action creatively. | The teacher introduces dialogue writing through reading aloud, discussion, and speaking activities. The format, punctuation, and features of dialogue writing are explained with simple examples. Students participate in pair and group activities to identify speaker roles and practise writing short dialogues using suitable | 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 explain the format and features of dialogue writing, identify speakers and expressions, and create short dialogues using appropriate language and punctuation. | |

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| | | | | | | vocabulary and expressions. | | | | |
| | | | (Day 2) | | Apple, Orange, Banana- Students stand in a circle. Each fruit = one action (forward, backward, spin). Teacher calls fruits quickly, and students perform the matching actions in sync. | The teacher revises dialogue writing and introduces skit development through role play, group work, and speaking activities. Students expand dialogues into short skits, assign roles, and practise presentation with proper expression and sequence. Collaborative activities are conducted to improve creativity, teamwork, and communication 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 write well-structured dialogues, develop short skits, and confidently present them using appropriate expression, language, and teamwork skills. | |
| 22 | The Conjunction | | December (Day 1) | December | Clap Connect – The teacher says two short sentences. Students clap once and say the correct conjunction aloud to join the sentences, promoting quick thinking and active participation. | The teacher introduces conjunctions through reading aloud, discussion, and vocabulary activities. Coordinating conjunctions are explained with simple examples and sentence structures. Students participate in pair and group activities to join sentences using suitable conjunctions through guided oral and written practice. Exercises are assigned as homework. | 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 identify and use coordinating conjunctions correctly, join sentences meaningfully, and apply accurate sentence structure in written and oral tasks and attempt exercises on their own to reinforce and apply their learning. | |
| | | | (Day 2) | | Quick Switch – The teacher says a joined sentence; students quickly identify and say a different conjunction that could also fit (if possible), encouraging flexible thinking. | The teacher explains subordinating conjunctions through guided discussion, sentence-building activities, and group interaction. Differences between coordinating and subordinating conjunctions are highlighted with clear examples. Students practise forming complex sentences through pair work and written exercises. A worksheet on conjunctions is assigned as homework. | 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 distinguish between coordinating and subordinating conjunctions, construct complex sentences accurately, and use conjunctions effectively in communication and attempt exercises on their own to reinforce and apply their learning. | |
| 23 | Direct and Indirect Speech | | December (Day 1) | December | Listen & Relay – The teacher says a sentence; students mentally rephrase it and say it in their own words together, building transformation skills. | The teacher introduces direct speech through reading aloud, discussion, and vocabulary activities. Features such as quotation marks and reporting verbs are explained with simple examples. Students participate in pair and group activities to identify direct speech and practise sentence formation through guided oral and written exercises. Exercises are assigned as homework. | 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 identify direct speech, understand its structure, and use correct punctuation in sentences and work independently on exercises to consolidate and apply their knowledge. | |

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| | | | | (Day 2) | | Ball Pass Report – A soft ball is passed around. When the teacher says “Stop,” the student holding the ball converts a given direct sentence into indirect speech. | The teacher introduces indirect speech through guided discussion, speaking activities, and group interaction. Rules for changing pronouns and tenses are explained with clear examples. Students practise transforming direct speech into indirect speech through pair work and written exercises. A worksheet is assigned as homework. | 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 convert direct speech into indirect speech for statements accurately, applying correct tense and pronoun changes and work independently on exercises to consolidate and apply their knowledge. | |
| | | | | (Day 3) | | Animal Mashup- Each person picks a random animal sound and movement, and then everyone copies the leader's combo in a chaotic group roar. | The teacher explains rules for changing questions and commands into indirect speech through reading aloud, role play, and guided activities. The use of if/whether and suitable reporting verbs is demonstrated with examples. Students participate in pair and group exercises to practise sentence transformation and improve language accuracy. Exercises are assigned as homework. | 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 convert interrogative and imperative sentences into indirect speech correctly using appropriate reporting verbs and complete assigned exercises on their own to enhance their understanding. | |
| | | | | (Day 4) | | Imaginary Hot Potato- Pass an invisible hot potato around the circle with claps—when music stops (or timer beeps), the holder does a quick silly dance. | The teacher explains rules for changing exclamatory sentences into indirect speech through discussion and speaking activities. Emphasis is placed on removing interjections and expressing meaning clearly. Students participate in revision activities, group interaction, and mixed transformation exercises to reinforce all concepts. A revision worksheet is assigned as homework. | 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 convert all types of sentences from direct to indirect speech accurately and use appropriate reporting verbs and structures in written work and complete assigned exercises on their own to enhance their understanding. | |
| 24 | Punctuation | | | December (Day 1) | December | Pause & Clap – The teacher reads a short sentence aloud. Students clap once at natural pause points, | The teacher introduces punctuation through reading aloud, discussion, and vocabulary activities. The use of capital letters, full stops, and commas is explained with simple examples and guided sentence practice. Students participate in pair and group activities to identify punctuation marks and practise punctuating sentences correctly through oral and written exercises. Exercises are assigned as homework.. | 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 use capital letters, full stops, and commas correctly in sentences and demonstrate improved clarity in written expression and independently work through exercises to strengthen their grasp of the concept. | |
| | | | | (Day 2) | | Group Shape Shift- Together form simple shapes with bodies (triangle, star, wave) on | The teacher explains the use of question marks, exclamation marks, apostrophes, and quotation marks through guided discussion | CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), | C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, | Students will use a variety of punctuation marks accurately, distinguish their functions, and apply them | |

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| | | | | | | command and sentence-building activities. Differences in meaning and tone are highlighted with examples. Students participate in pair and group exercises to punctuate sentences, correct errors, and improve writing clarity and accuracy. A worksheet is assigned as homework. | and use them in oral and written expression. | punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing. | correctly in written communication and independently work through exercises to strengthen their grasp of the concept. | |
| 25 | Phrases | | | December (Day 1) | December | Word Chain Build – The teacher says one word (e.g., boy). Students keep adding one word each to expand it into a phrase (e.g., the boy → the happy boy → the happy boy in the park). | The teacher introduces phrases as groups of words without complete meaning through reading aloud, discussion, and vocabulary activities. Noun phrases are explained with simple examples and model sentences. Students participate in pair and group activities to identify noun phrases and practise forming phrases through guided sentence-building exercises. Exercises will be given as homework. | 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 identify noun phrases, understand their structure, and use them correctly in simple sentences and attempt exercises on their own to reinforce and apply their learning. |
| | | | | (Day 2) | | Act and Expand – The teacher performs a simple action (run, speak). Students add words orally to expand it into phrases (e.g., run → run quickly → run very quickly on the road). | The teacher revises noun phrases and introduces adjective and adverb phrases through discussion, guided practice, and sentence analysis. Students participate in pair and group activities to identify, differentiate, and use phrases correctly in sentences. Guided and independent exercises are conducted to strengthen understanding and sentence construction skills. Exercises will be assigned as homework. | 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 identify adjective and adverb phrases, understand their functions, and use different types of phrases effectively to construct meaningful and grammatically accurate sentences and attempt exercises on their own to reinforce and apply their learning. |
| 26 | Clauses | | | December (Day 1) | December | Stand & Signal – The teacher says a group of words. Students show a confident gesture (e.g., thumbs up for a complete idea, hands together for an incomplete idea). | The teacher introduces clauses through reading aloud, discussion, and guided sentence analysis. Independent and dependent clauses are explained with simple examples. Students participate in pair and group activities to identify clauses and differentiate between complete and incomplete ideas through guided practice. Exercises will be assigned as homework. | 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 identify independent and dependent clauses, understand the difference between complete and incomplete ideas, and recognise clauses in simple sentences and solve given exercises independently to deepen their understanding. |
| | | | | (Day2) | | Clap & Link – The teacher says two short ideas. Students clap once and mentally connect them into one sentence, preparing them to understand clause joining. | The teacher revises independent and dependent clauses and introduces noun, adjective, and adverb clauses with clear examples. Students participate in pair and group activities to identify different clause types and combine clauses to form | 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 | Students will identify different types of clauses, understand their functions, and use them effectively to construct complex and meaningful sentences in both oral and written communication and solve |

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| | | | | | | meaningful sentences. Guided and independent exercises are conducted to improve sentence construction and understanding. Exercises will be given as homework. | | while writing. | given exercises independently to deepen their understanding. | | |
| 27 | Writing Notices | | | December (Day1) | December | Apple, Orange, Banana- Students stand in a circle. Each fruit = one action (forward, backward, spin). Teacher calls fruits quickly, and students perform the matching actions in sync. | The teacher introduces notice writing through reading aloud, discussion, and vocabulary activities. The format and key elements of a notice are explained with sample notices. Students participate in pair and group activities to identify important features such as heading, date, content, and signature. Guided exercises are conducted to develop clarity, brevity, and formal tone in writing. | 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-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes. | Students will interpret the format and purpose of notice writing, identify its key elements, and draft simple notices using clear and appropriate language and independently attempt exercises to improve clarity and accuracy. | |
| | | | | (Day2) | | Simon says game | The teacher revises the format and features of notice writing through guided discussion and sample practice. Students participate in pair and group activities to draft notices on different topics such as school events, competitions, and lost-and-found announcements. Guided and independent writing exercises are conducted to improve organisation, language accuracy, and presentation skills. | 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-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes. | Students will write well-structured notices on given topics, using appropriate format, clarity, and formal tone, and apply their knowledge effectively in written communication and independently attempt exercises to improve clarity and accuracy. | |
| 28 | Analysis of Simple Sentences | | | January (Day 1) | January | Split & Show – The teacher says a short sentence. Students instantly show two hand gestures: one hand for subject and the other for predicate. | The teacher introduces simple sentences through reading aloud, discussion, and guided sentence analysis. Subject and predicate are explained with simple examples using the think-aloud strategy. Students participate in pair and group activities to identify sentence parts through oral drills, board work, and guided exercises. Exercises will be assigned as homework. | 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 identify subject and predicate in simple sentences, understand sentence structure, and analyse sentences accurately and independently attempt exercises to improve clarity and accuracy. | ASSESSMENT AS LEARNING |
| | | | | (Day 2) | | Action Build – The teacher says a base sentence (e.g., She runs). Students add actions with gestures to expand it | The teacher revises subject and predicate and introduces objects, complements, and modifiers through guided explanation and sentence analysis. Students participate in pair and group activities to break sentences into parts and identify each element correctly. Guided and independent exercises are conducted to strengthen sentence construction and analytical skills. Exercises | 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 analyse simple sentences by identifying objects, complements, and modifiers, construct well-structured sentences, and apply sentence analysis skills in both oral and written communication and practise exercises on their own to reinforce their learning. | |

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| | | | | | | | will be given as homework. | | | | |
| 29 | Analysis of Complex Sentences | | | January (Day 1) | January | Link & Stretch – The teacher says a short sentence (e.g., I stayed home). Students stretch their hands forward when an extra idea is added (because it was raining), showing how sentences grow. | The teacher introduces complex sentences through reading aloud, discussion, and guided sentence analysis. Main and subordinate clauses are explained with simple and relatable examples using the think-aloud strategy. Students participate in pair and group activities to identify clauses through oral drills and guided exercises. Exercises will be assigned as homework. | 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 identify main and subordinate clauses in complex sentences, understand their relationship, and analyse sentence structure accurately and practise exercises on their own to reinforce their learning. | |
| | | | | (Day 2) | | Pass the Clap - A clap is passed around the circle. Each student must clap in rhythm and pass it to the next— speed increases gradually. | The teacher revises the structure of complex sentences and introduces noun, adjective, and adverb clauses with clear examples. Students participate in pair and group activities to identify clause types and analyse sentence structure. Guided and independent exercises are conducted to strengthen sentence construction and analytical skills. Exercises will be given as homework. | 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 identify and classify different types of subordinate clauses, analyse complex sentences effectively, and construct meaningful and grammatically correct complex sentences in both oral and written communication and complete related exercises independently to strengthen their understanding. | |
| 30 | Analysis of Compound Sentences | | | January (Day 1) | January | Error Spot – The teacher displays sentences with subtle errors. Students silently note and correct them in their notebooks. | The teacher introduces compound sentences through reading aloud, discussion, and guided sentence analysis. The structure of compound sentences and the use of coordinating conjunctions are explained with simple examples. Students participate in pair and group activities to identify independent clauses and conjunctions through guided practice and sentence-building exercises. Exercises will be assigned as homework. | 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 identify complex sentences, distinguish between main and subordinate clauses, and recognize types of clauses (noun, adjective, adverb) accurately in sentences and complete related exercises independently to strengthen their understanding. | |
| | | | | (Day 2) | | Step Forward – Step Back” – The teacher says parts of a sentence. Students step forward for a main clause and step back for a subordinate clause. | The teacher revises the structure of compound sentences and demonstrates sentence analysis by identifying clauses, conjunctions, and sentence patterns. Students participate in pair and group activities to break compound sentences into parts and construct meaningful sentences using suitable conjunctions. Guided and independent exercises are conducted to strengthen sentence | 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 analyse complex sentences by identifying clause types and functions, transform and construct complex sentences correctly, and apply this knowledge in both written and spoken communication and solve given exercises independently to deepen their understanding. | |

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| | | | | | | construction and analytical skills. Exercises will be given as homework. | | | | |
| 31 | Transformation of Sentences | | | January (Day 1) | January | Expression Switch – Students stand up and change facial expressions and gestures instantly (happy, surprised, questioning, serious) as the teacher signals. | The teacher introduces different types of sentences through reading aloud, discussion, and guided practice. Assertive, interrogative, and exclamatory sentences are explained with clear examples. Students participate in pair and group activities to identify sentence types and transform sentences through oral and written exercises. Exercises will be assigned as homework. | 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 identify different types of sentences and transform them accurately while maintaining meaning in both oral and written communication and solve given exercises independently to deepen their understanding. |
| | | | | (Day 2) | | Switch & Speak – Students stand in their places. On a signal, they quickly change their action (sit/stand, hands up/down). Each student says a short sentence matching the change (e.g., “I am sitting” → “I am not standing”) | The teacher introduces the degrees of comparison through guided explanation and simple examples. Transformation of sentences from one degree to another is demonstrated using think-aloud strategy and sentence analysis. Students participate in pair and group activities to practise sentence transformation through guided oral and written exercises. Exercises will be given as homework. | 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. | Students will identify positive, comparative, and superlative degrees, accurately transform sentences from one degree to another without changing meaning, and apply correct structures in both oral and written communication and solve given exercises independently to deepen their understanding. |
| | | | | (Day 3) | | Word Building Relay – Students form new words in sequence, where each word begins with the last letter of the previous word. | The teacher introduces sentence transformation through reading aloud, discussion, and guided sentence analysis. Rules for active to passive voice and affirmative to negative transformations are explained with simple examples using think-aloud strategy. Students participate in pair and group activities to practise transforming sentences through guided oral and written exercises. Exercises will be assigned as homework. | 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. | Students will transform sentences from active to passive voice, change affirmative sentences into negative forms, and convert interrogative sentences into assertive ones accurately, while maintaining the original meaning in both oral and written communication and complete related exercises independently to strengthen their understanding. |
| 32 | News Reports | | | January (Day 1) | January | Stretch Flow - Whole class follows a quick guided stretch routine (arms up, side stretch, shake-out). | The teacher introduces news report writing through reading aloud, discussion, and guided analysis of sample reports. The structure and key features such as headline, byline, date, place, and body are explained with simple examples. Students participate in pair and group activities to identify the 5Ws and 1H in news reports and practise note-making | 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-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes. | Students will explain the format and key features of a news report, identify important information from sample texts, and recognise how facts are organised in a structured manner. |

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| | | | | | | and sentence formation. | | | | |
| | | | (Day 2) | | Tongue Twister Burst - Say a quick tongue twister and let students repeat it as fast as possible. | The teacher revises the format and features of news report writing through guided discussion and sample analysis. Students participate in pair and group activities to plan and draft news reports based on given situations. Peer interaction, guided writing tasks, and oral sharing are conducted to improve clarity, sequencing, and language accuracy. | 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-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes. | Students will write clear, well-structured news reports using appropriate format and language, organise information logically, and present facts effectively in written form. | |
| 33 | Transformation of Sentences (Contd.) | | February (Day 1) | February | Sentence Build Relay- One student says a simple sentence, the next student adds a connector or clause to expand it. The chain continues, creating longer sentences with energy and fun. | The teacher introduces transformation of sentences through reading aloud, discussion, and guided practice. Simple, compound, and complex sentences are explained with clear examples. Students participate in pair and group activities to identify conjunctions and clauses and practise sentence transformation through oral and written exercises. Exercises will be assigned as homework. | 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. | Students will transform simple sentences into compound and complex forms, understand the role of conjunctions and clauses, and construct grammatically correct expanded sentences and attempt exercises on their own to reinforce and apply their learning. | ASSESSMENT FOR LEARNING |
| | | | (Day 2) | | Clap & Connect Chain - Students clap once and say a main clause, then clap twice and add a related clause. The chain continues, building connected sentence structures in a lively manner. | The teacher explains the transformation of complex sentences into simple sentences through guided explanation and class discussion. Adjective and adverb clauses are introduced with suitable examples. Students participate in pair and group activities to identify clause types and transform sentences through guided and independent exercises. Exercises will be given as homework. | 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 identify adjective and adverb clauses, transform complex sentences into simple forms, and use clauses effectively to enhance sentence meaning and attempt exercises on their own to reinforce and apply their learning. | |
| | | | (Day 3) | | Quick Compliment Chain - Each student gives a short, positive word to the next (smart, kind, funny). | The teacher explains the transformation of complex sentences into compound sentences through reading aloud, discussion, and board work. Principal and subordinate clauses are analysed with clear examples. Students participate in peer interaction, guided writing tasks, and group activities to practise sentence transformation and improve language accuracy. Exercises will be assigned as homework. | 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 distinguish between principal and subordinate clauses, transform complex sentences into compound forms, and construct well-structured sentences with clarity and accuracy and attempt exercises on their own to reinforce and apply their learning. | |

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| 34 | Synthesis of Sentences-I | | | February (Day 1) | February | Quick Combine Circle – One student says a sentence, the next adds another, and the third combines both into one clear sentence. The activity continues rapidly to build fluency and fun. | The teacher introduces synthesis of sentences through reading aloud, discussion, and guided explanation. Methods of combining simple sentences using participles, infinitives, and prepositional phrases are explained with clear examples. Students participate in pair and group activities to combine sentences through oral and written exercises. Exercises will be assigned as homework. | 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 describe how to combine simple sentences into one simple sentence using appropriate structures and form grammatically correct and meaningful sentences and attempt exercises on their own to reinforce and apply their learning. | |
| | | | | (Day 2) | | Pass the Smile greeting circle with quick gestures. | The teacher revises the rules and methods of synthesis through guided practice and class discussion. Students participate in pair and group activities to combine sentences correctly using different methods. Peer interaction, guided writing tasks, and independent exercises are conducted to improve clarity, structure, and language accuracy. Exercises will be given as homework. | 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 confidently combine multiple simple sentences into one well-structured simple sentence, apply correct grammar rules, and improve clarity and coherence in writing and work independently on exercises to consolidate and apply their knowledge. | |
| 35. | Diary Entry | | | February (Day 1) | February | Memory Flash – Students close their eyes for a few seconds and recall a recent happy or surprising moment. | The teacher introduces diary writing through reading aloud, discussion, and guided explanation. The format and key features such as date, greeting, first-person narration, and expression of feelings are explained with simple examples. Students participate in pair and group activities to identify the parts of a diary entry and discuss personal experiences. | 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-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes. | Students will describe the format and features of diary writing, identify personal tone and expression, and recognize how emotions and experiences are presented in written form. | |
| | | | | (Day 2) | | Emotion Freeze – On the teacher’s signal, they freeze and show an emotion (happy, sad, excited, nervous) through facial expressions and body language, | The teacher revises the format and features of diary writing through guided discussion and sample analysis. Students participate in pair and group activities to plan and write diary entries based on given situations. Guided writing tasks, peer interaction, and oral sharing are conducted to improve sequencing, emotional expression, and language accuracy. | 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-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes. | Students will write well-structured diary entries expressing personal experiences and emotions clearly, using correct format and appropriate language. | |
| 36 | Email Writing | | | February (Day 1) | February | Energy Burst - Students act very energetic for 5 seconds, then instantly freeze still. | The teacher introduces email writing through reading aloud, discussion, and guided explanation. The format and features of formal and informal emails are explained with clear | 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-1.4 Writes different kinds | Students will describe the format and features of email writing, distinguish between formal and informal emails, and recognise how to organise content clearly. | |

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| | | | | | | examples. Students participate in pair and group activities to identify the parts of an email and practise sentence formation using appropriate tone and vocabulary. | | of letters, essays, and reports using appropriate style and registers for different audiences and purposes. | | | |
| | | | | (Day 2) | | Clap & Turn Relay - Students clap once and turn to the next person, passing the action quickly around the class. | The teacher revises the format and key features of email writing through guided discussion and sample analysis. Students participate in pair and group activities to draft formal and informal emails based on given situations. Guided writing tasks, peer interaction, and oral sharing are conducted to improve clarity, tone, brevity, and language accuracy. | 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-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes. | Students will write clear, well-structured emails using appropriate format and tone, and communicate effectively for both formal and informal purposes. | ASSESSMENT AS LEARNING |
| 37 | Synthesis of Sentences-II | | | February (Day 1) | February | Circle Pass Jump - A small jump is passed around the circle—each student jumps once in sequence. | The teacher introduces synthesis of sentences through reading aloud, discussion, and guided explanation. The transformation of simple sentences into compound sentences using coordinating conjunctions such as and, but, so, and or is explained with clear examples. Students participate in pair and group activities to combine sentences through oral and written exercises. Exercises will be assigned as homework. | 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 explain how simple sentences can be transformed into compound sentences using conjunctions, while maintaining meaning and clarity and work independently on exercises to consolidate and apply their knowledge. | |
| | | | | (Day 2) | | Balance & Change - Students balance on one leg; on signal, they switch legs quickly without losing balance. | The teacher revises the rules and patterns of transforming simple sentences into compound sentences through guided discussion and class activities. Students participate in pair and group activities to practise sentence transformation using suitable conjunctions. Guided writing tasks, peer interaction, and independent exercises are conducted to improve sentence structure, clarity, and language accuracy. Exercises will be given as homework. | 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 transform simple sentences into compound sentences accurately, use appropriate conjunctions, and construct grammatically correct and meaningful sentences in both written and oral tasks and work independently on exercises to consolidate and apply their knowledge. | |
| 38 | Synthesis of Sentences-III | | | February (Day 1) | February | Step Back Burst - Students take one step back together, then quickly move forward on the next signal. | The teacher introduces synthesis of sentences through reading aloud, discussion, and guided explanation. Complex sentences and subordinate clauses are explained with clear examples. Noun clauses and adjective clauses are introduced, and | 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 | Students will identify noun and adjective clauses, understand their functions, and combine simple sentences into meaningful complex sentences accurately and complete assigned exercises on their | |

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| | | | | | | students participate in pair and group activities to combine simple sentences into complex sentences through guided oral and written exercises. Exercises will be assigned as homework. | | while writing. | own to enhance their understanding. | |
| | | | | (Day 2) | Freeze & Stretch - Students stretch in any direction; on signal, they freeze in that stretched position. | The teacher revises noun and adjective clauses through guided discussion and class activities. Methods of transforming simple sentences into complex and compound sentences using clauses and conjunctions are explained with examples. Students participate in pair and group activities, guided writing tasks, and independent exercises to practise sentence transformation and improve language accuracy. Exercises will be given as homework. | 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 transform simple sentences into complex and compound sentences using noun and adjective clauses and conjunctions, and produce clear, grammatically correct, and meaningful sentences and complete assigned exercises on their own to enhance their understanding. | ASSESSMENT OF LEARNING |