

**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
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 a read-aloud and explanation method. The teacher will focus on the opening part of the story, explaining the setting, characters, and key ideas. Difficult words will be explained with meanings, and students will mark and use them in speaking and short 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 predict the direction of the plot.	
		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 with guided reading and explanation of the remaining story. Emphasis will be on understanding Tenali Rama’s wit and the central message. 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 recap and discussion of key ideas, themes, and character traits to ensure clarity and retention.	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 in completing comprehension and vocabulary exercises through explanation, textual reference, and discussion. Focus will be on understanding sentence structure and contextual meanings.	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.	

		The Wit that Won Hearts		(Day 5)		Frozen Statue with music and still pose.	The teacher will facilitate grammar, writing, listening, and speaking activities through guided practice and correction. Students will also attempt a short paragraph or response based on the lesson.	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 including summary, theme, and character analysis. Model answers will be demonstrated, and students will complete note-making and creative 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 systematically complete their notes and exhibit a thorough understanding of the lesson by confidently articulating the central ideas, themes, and character analysis in their own words.
Unit 1	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 conduct pre-reading activities by introducing garden-related vocabulary through textbook interaction and group discussion, helping students connect prior knowledge with the theme. The poem will be read aloud with expression, and students will follow in their books. Difficult words will be explained and noted.	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 read aloud the poem with appropriate intonation and expression, and explain the poem, focusing on imagery, setting, and vocabulary to facilitate better comprehension. 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 guide students in solving comprehension and vocabulary exercises using textual references and discussion. Students will justify their answers and participate actively. They will also be encouraged to refer to textbook glossaries or supplementary reading materials to understand meanings and usage.	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 demonstrate understanding of the poem. They will interpret and use new words in context and refer to library and media resources for better understanding.

		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 grammar and language activities through guided practice, focusing on sentence construction and poetic language. Students will practice forming meaningful sentences and short responses.	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 (summary, theme, and poetic devices) and conduct recap through discussion. Students will also attempt a short written response based on the poem.	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 complete notes and confidently explain the poem with clarity.	
		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 a final recap through interactive discussion and student presentations. Students will present their understanding of the poem, including theme, humour, and devices. The teacher will encourage students to refer to books or notes while presenting and to compare ideas with other texts they have read.	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 and explain the poem with clarity, respond thoughtfully to its theme and humour, and develop the ability to read and critically review texts by making connections with other readings.	ASSESSMENT  AS LEARNING
Unit 1	Wit and Wisdom	Wisdom Paves the Way		August (Day 1)	August	Clap Pattern Challenge Teacher creates a rhythm (clap–tap–snap). Students copy it. Increase speed or change pattern for fun.	The lesson will be introduced through read-aloud and explanation. The teacher will explain the opening scene, setting, characters, and theme of knowledge and wisdom. Difficult words will be explained, and students will note meanings and use them in speaking and 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).	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 Play music for a few seconds. When it stops, students freeze in a funny or dramatic pose.	The teacher will continue with guided reading and explanation, focusing on the young men’s observations, their wit, and the message of wisdom. Vocabulary will be clarified and applied in oral and written responses.	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 young man’s deductions using textual evidence, distinguish between an observation, an inference, and a conclusion, and appreciate the play’s theme that wisdom is earned through careful observation.	

		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 in completing comprehension and vocabulary exercises using textual references and discussion. Focus will be on distinguishing 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 scene-based comprehension tasks with accurate textual references, sequence the events of Scene II correctly, and choose as well as justify the correct options for assertion–reason type questions.	
		Wisdom Paves the Way		(Day 4)		Simon says game	The teacher will engage students in questioning and discussion activities, encouraging them to frame and answer different types of questions based on the play. Emphasis will be on critical thinking and expression.	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 and respond thoughtfully 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 organised notes including summary, theme, and character traits, and support guided note-taking with model answers to develop clear and effective writing skills.	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 organised notes and write character descriptions and summaries effectively.	
		Wisdom Paves the Way		(Day 6)		“Action Switch” Teacher gives commands, but students do a different assigned action (e.g., “clap = jump”). Mix and switch actions to make it fun and challenging.	The teacher will provide structured notes (summary, theme, devices) and conduct recap through interactive discussion and presentation.	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 systematically complete their notes and exhibit a thorough understanding of the lesson by confidently articulating the central ideas, themes, and character analysis in their own words.	
Unit 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 read-aloud and explanation methods. The teacher will explain the historical setting of Kashmir and the introduction of Major Somnath Sharma, while clarifying key vocabulary and encouraging active student participation.	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 Major Somnath Sharma and summarise the introductory context of the lesson.	
		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 explanation focusing on Major Sharma’s early life and events leading to the battle. Vocabulary will be clarified and practiced through speaking and writing.	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 key events leading to the Battle of Badgam in the correct order and identify at least two qualities of Major Sharma with textual evidence.	

		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 in detail, focusing on courage, leadership, and sacrifice, followed by discussion and recap of key ideas.	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 describe how the Battle of Badgam concluded and the sacrifice of Major Sharma, and explain the main message of the story in their own words, highlighting values such as 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 in completing comprehension-based questions and extract-based exercises through detailed explanation, textual references, and interactive discussion to strengthen interpretation skills.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will answer factual and inferential questions (who, where, why, how) based on the text and identify cause–effect relationships in at least two instances, such as the importance of the battle and Major Sharma’s decision to refuse withdrawal.	
		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 systematically organised notes, including summary, key events, and character sketch, guiding students in structured note-making for better understanding and retention.	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 use newly learned vocabulary appropriately and write clear, well-structured descriptive responses reflecting good understanding of 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 provide structured notes including summary, key events, and character sketch. Revision and value-based discussion will be conducted for consolidation.	CG-1 Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will answer at least one long question in their notebook, such as describing the bravery and sense of duty shown by Major Somnath Sharma, and will express in 3–4 spoken sentences what they learned about bravery and patriotism from the chapter.	
Unit 2	Values and Dispositions	Somebody’s Mother		<b>September</b> (Day 1)	<b>September</b>	Act It Fast  Call out actions like “running late,” “eating spicy food,” “walking in slow motion.” Students act instantly.	The teacher will initiate a pre-reading discussion on real-life helping situations to build connection with the theme of kindness and empathy. Students will participate in brief group interaction to share experiences. Key vocabulary will be introduced with simple meanings and examples to support comprehension.	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 develop a basic understanding of the poem, identify its context, and engage with the theme through listening and initial discussion.	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 with proper intonation while students follow. A concise stanza-wise explanation will be given, focusing on setting, imagery, and theme. Difficult vocabulary will be explained, and students will use new words in sentences.	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 key characters and sequence of events, and state the central theme and tone.
	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 comprehension questions and textual exercises using pair work and discussion. Emphasis will be on understanding sequence, meaning, and interpretation. Students will also share a personal helping experience.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will answer comprehension and higher-order questions, identify and use poetic devices and idioms, apply new vocabulary in sentences, extract key information through listening, and narrate a personal helping experience.
	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 exercises (antonyms, idioms, usage) and explain poetic devices such as simile, alliteration, and repetition with examples from the poem. Guided practice and correction will be provided.	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.
	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 structured notes (summary, theme, character sketch, poetic devices). A recap will be conducted through discussion and oral questioning. Students will reflect on the importance of kindness and empathy.	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 maintain organised notes, use them for revision and assessments, and express the importance of empathy and kindness in writing.
	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 key concepts through interactive questioning and discussion. Students will summarise the poem, complete and refine their review writing, and present it orally or in written form. They will also use library or digital resources to find similar poems or texts on kindness and empathy and make brief comparisons.	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 and present a clear review in oral or written form. They will respond thoughtfully to the theme of empathy and use library or digital resources to find and compare similar texts, demonstrating basic critical review skills.

Unit 2	Values and Dispositions	Verghese Kurien — I Too Had A Dream		Septem-ber (Day 1)	Septem-ber	<p>“Static Balance Challenge”</p> <p>Students stand in one place and balance a book on their head without moving, focusing on posture, stillness, and control.</p>	<p>The teacher briefly introduces the author and his contribution. The lesson is introduced through a read-aloud method with proper expression. The teacher explains the central theme—communication, importance of writing, and life choices—using relatable real-life examples. Difficult words are explained, meanings are noted, and students use them in sentences for better understanding.</p>	<p>CG-1 Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials).</p>	<p>Students will understand the context of the lesson and identify the importance of communication and letter writing.</p>	
		Verghese 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>	<p>The teacher explains the remaining part of the lesson, focusing on career choices, values, and service. A discussion is conducted on integrity, humility, and responsibility. Literary expressions and language usage are highlighted. Vocabulary is clarified and applied through speaking and writing tasks.</p>	<p>CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p>C-2.2 Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.</p>	<p>Students will analyse and explain the values of service, honesty, and responsibility presented in the lesson, with reference to the life and ideas of Verghese Kurien.</p>	
		Verghese 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>	<p>Students solve comprehension questions and differentiate between facts and opinions. The teacher facilitates discussion, corrects responses, and clears doubts. Emphasis is placed on structured answers and clarity of thought.</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 differentiate between facts and opinions and answer textual questions accurately, demonstrating clear understanding and appropriate interpretation of the lesson.</p>	
		Verghese Kurien — I Too Had A Dream		(Day 4)		<p>“Directional Turn”</p> <p>Teacher calls directions (left, right, back). Students turn quickly.</p>	<p>The teacher discusses long-answer and value-based questions. Students are encouraged to express their views on success, service, and personal goals. Oral and written expression activities are conducted to strengthen reasoning and articulation.</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 express their views clearly and confidently in both oral and written form, and answer value-based questions with appropriate reasoning, reflecting their understanding of themes such as integrity and service presented by Verghese Kurien.</p>	
		Verghese 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>	<p>The teacher provides structured notes including summary, themes, important values, and character sketch. Students write and organize notes in their notebooks for revision.</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</p>	<p>Students will write well-organised and structured notes that aid in effective revision and enhance their overall understanding of the lesson.</p>	



						structured responses.					
		The Case of the Fifth World		(Day 5)		<p>“One-Beat Response” Teacher gives a single-word command (sit, stand, clap, raise hands). Students must complete the action within one beat.</p>	The teacher provides structured notes including summary, theme, values, and character sketch. Students write organised notes and focus on vocabulary building and clarity of ideas.	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 organised notes (summary, theme, characters, values, vocabulary).	
		The Case of the Fifth World		(Day 6)		<p>“Precision Response” Teacher gives combined commands (e.g., “clap twice + jump once”). Students must follow exactly in correct order.</p>	The teacher conducts revision, ensures completion of notebook work, and reinforces key ideas 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 can participate in a simple group discussion, write a short event report, and answer inferential questions about characters and theme.	ASSESSMENT OF LEARNING
Unit 3	Mystery and Magic	The Magic Brush of Dreams		November (Day 1)	November	<p>“Fast Sit–Stand” Students sit and stand on signal in quick succession—build speed for fun.</p>	The lesson is introduced through a pre-reading discussion followed by a read-aloud with proper expression. The teacher explains the setting, introduces characters, and clarifies key vocabulary. Students are encouraged to participate and predict the theme.	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 analyse the basic idea of the poem and express their initial thoughts clearly.	
		The Magic Brush of Dreams		(Day 2)		<p>Tongue Twister Burst Say a quick tongue twister and let students repeat it as fast as possible.</p>	The teacher continues guided reading and explains the sequence of events, imagery, and narrative flow. Interactive discussion helps deepen understanding. Unfamiliar words are clarified, noted, and practiced in speaking and writing.	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)		<p>“Balance Challenge” Students try to balance on one leg while doing small hand movements.</p>	The teacher reinforces the lesson through recap and discussion of themes such as kindness, justice, and imagination. Character analysis is conducted through comparison and textual references. Students complete comprehension-based 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 themes and analyse characters with proper understanding.	

		The Magic Brush of Dreams		(Day 4)		<p>“Speed Writing Air”</p> <p>Students “write” their name in the air using elbow, foot, or head.</p>	The teacher guides students in solving comprehension exercises using textual references. Answers are discussed and corrected to ensure clarity and accuracy.	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)		<p>“Finger Countdown”</p> <p>Teacher says random numbers with fingers; students quickly form groups of that number silently.</p>	The teacher provides structured notes including summary, theme, values, and character sketch. Students focus on vocabulary usage and apply new words in sentences and short 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 will use vocabulary and expressions appropriately in different contexts and prepare organised notes.
		The Magic Brush of Dreams		(Day 6)		<p>“Invisible Ball Pass”</p> <p>Students pass an imaginary ball around, changing its size/weight through actions (heavy, tiny, and bouncing).</p>	The teacher conducts revision, ensures completion of notebook work, and reinforces key ideas 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 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	<p>“Wonders in a Snapshot”</p> <p>Each student quickly draws a very small, simple sketch of any natural or man-made 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.</p>	The teacher introduces the lesson through discussion using visual cues, followed by expressive reading of the opening section. Concepts of natural and man-made wonders, their locations, and significance are explained. Key vocabulary is introduced, noted, and applied in oral and written work.	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 distinguish between natural and man-made wonders and express simple opinions about them using clear and complete sentences.
		Spectacular Wonders		(Day 2)		<p>Nature vs City Thumb-Sign”</p> <p>Teacher says: “Nature or City—choose with your thumb.”</p> <p>Students silently decide: Thumb up = nature (mountain, river, forest). Thumb to the side = city (buildings, roads, monuments).</p>	The teacher explains the remaining lesson, highlighting features of each wonder. Focus is on descriptive elements, scientific ideas, and unique characteristics. Vocabulary is clarified and practiced through guided exercises.	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 main ideas, locations, and unique features of each wonder, and use newly learned vocabulary in simple and meaningful sentences.
		Spectacular Wonders		(Day 3)		<p>“One-Gesture Greeting”</p> <p>Students turn to the person next to them and smile + one fun gesture (a wave, thumbs-up, hand-clap, or any small movement).</p>	Students work on comprehension exercises and complete tables based on the text. The teacher facilitates discussion, encourages participation,	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	Students will answer literal, inferential, and evaluative questions and justify their responses using appropriate evidence from the text.

							and clarifies doubts for better understanding.		reading different forms of literature, and applies them while writing.		
		Spectacular Wonders		(Day 4)		<p>“Draw Your Mood Sun” Students quickly draw a small sun in their notebook.</p> <p>They add one line around it to show their mood: Wavy lines = a bit tired, Sharp lines = energetic, Neat lines = calm, etc.</p>	The teacher engages students in descriptive and opinion-based discussions. Grammar and vocabulary exercises are practiced with focus on usage in sentences and creative 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 use present and past participles, recognise and apply gerunds correctly, and understand and use binomials in appropriate contexts.	
		Spectacular Wonders		(Day 5)		<p>“One-Second Statue” Teacher says, “Freeze!” at random times over 1–2 minutes.</p> <p>Resume normal movement only when teacher says “Unfreeze.”</p>	The teacher presents well-structured notes covering the summary, key highlights of each phenomenon, central idea, and important terms to aid 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 write organised notes (summary, theme, characters, values, vocabulary).	
		Spectacular Wonders		(Day 6)		<p>“Quick Shape Groups” Teacher calls out a shape (circle, triangle, square). Students quickly form that shape in small groups using their bodies.</p>	The teacher carries out revision, monitors completion of written work, and consolidates the main concepts of the lesson to ensure retention.	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 a clear introduction, body, and conclusion, and recognise at least three man-made wonders in India while explaining one in detail.	
Unit 4	Environment	The Cherry Tree		December (Day 1)	December	<p>“Shoulder-Shake-Shrug” Students sit and gently shake their shoulders 5–6 times, then relax.</p> <p>Do 2 cycles; no questions, no speaking.</p>	The teacher introduces the lesson through visualisation and read-aloud method. The theme of nature and growth is discussed. Characters and setting are introduced. New vocabulary is explained, marked, and practiced through oral and written 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). 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 understand the introduction, identify key ideas, and express their thoughts clearly.	
		The Cherry Tree		(Day 2)		<p>“Air-Draw-Circle” Students draw one big circle in the air with their index finger (both hands if you like).</p> <p>2–3 times; no talking, no questions.</p>	The teacher conducts guided reading of selected passages. The growth of the cherry tree and its surroundings are explained. Difficult words are clarified, and students practice vocabulary in sentences.	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 can locate main ideas and unique features of wonders and use new vocabulary in simple sentences.	

		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 explains the remaining part of the lesson and encourages analytical thinking through discussion and textual references. Students explore themes like patience, care, and the beauty of nature.</p>	<p>CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p>C-2.1 Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.</p> <p>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 questions with reasoning and support responses using textual evidence.</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 practices participles, gerunds, and binomials through guided exercises and sentence formation using textbook vocabulary. A short listening activity is conducted, followed by group discussion and planning of a presentation on local places to develop speaking skills.</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 correctly use participles, gerunds, and binomials and enhance their speaking skills.</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 provides structured notes including summary, theme, symbolism, and vocabulary. Students practice note-making and participate in a short group presentation.</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 organise information effectively and present ideas clearly.</p>	
		The Cherry Tree		(Day 6)		<p>“Smile &amp; 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>	<p>The teacher will support guided note-taking and model answer writing by presenting key value points and structured long-answer responses to develop clarity, coherence, and effective writing skills.</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 write a short descriptive essay and express ideas about nature clearly and effectively.</p>	
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>	<p>The teacher introduces the poem through a discussion on harvest festivals and hymns. Archaic words and vocabulary are explained with examples to build cultural understanding. This is followed by expressive reading and explanation of stanzas focusing on Surya, Varuna, Prithvi, and</p>	<p>CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p>C-2.1 Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.</p>	<p>Students identify the concept of hymns and harvest festivals and understand the central idea of each stanza and identify symbolism and imagery used in the poem.</p>	ASSESSMENT AS LEARNING

						Brahma, highlighting imagery and symbolism.				
		Harvest Hymn		(Day 2)		Stretch Flow Whole class follows a quick guided stretch routine (arms up, side stretch, shake-out).	The teacher explains poetic devices such as metaphor, repetition, and personification. The chorus structure and collective voice of the poem are discussed. Vocabulary is clarified, noted, and applied in oral and written expression.	CG-2 Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2 Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing. 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)		Clap + say a word in a category, no repeats.	The teacher guides students in solving textbook questions on stanza identification, symbolism, and extract-based questions using textual references. Practice of archaic words, synonyms, and sentence formation is conducted.	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)		“Precision Response” Teacher gives combined commands (e.g., “clap twice + jump once”). Students must follow exactly in correct order.	The teacher will provide systematically organised notes including summary, theme, symbolism, and key vocabulary to help students develop clear understanding and effective note-making skills.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students explain archaic and poetic vocabulary and use the words in meaningful sentences.
		Harvest Hymn		(Day 5)		Alphabet Chain Start with a word: Book → Kite → Elephant → Tiger (Next word starts with last letter).	The teacher will support guided note-taking and model answer writing by presenting key value points and structured long-answer responses to develop clarity, coherence, and effective writing 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 express ideas clearly in speech and writing and appreciate cultural and agricultural 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 introduces the lesson, author, and context through a pre-reading discussion on drought and farmers’ dependence on rain. The setting, characters, and central idea are explained. New vocabulary is introduced, noted, and practiced in 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). C-1.3 Raises probing questions about social experiences using appropriate language (open-ended/closed ended and formal/informal questions relevant to context	Students analyze the theme of drought and the emotional significance of waiting for rain while expressing their ideas about farmers’ lives and their relationship with nature in simple, meaningful sentences.



							writing skills.		while writing.		
Unit 5	Science and Curiosity	Feathered Friend		January (Day 1)	January	Balance Challenge Students balance on one foot or pose like birds.	The teacher introduces the lesson, author, and context through a pre-reading discussion on birds, nature, and curiosity. The setting, characters, and central idea are explained. Vocabulary is clarified, noted, and practiced in oral and written expression.	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)		One-Line Drawing Students draw a bird or object using one continuous line without lifting the pencil.	The teacher conducts guided reading of the first part of the lesson. Difficult vocabulary and expressions are explained. Discussion focuses on the narrator's observations and experiences, along with identification of literary devices.	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)		Speed Sketch Students draw anything related to nature in less than 2 minutes.	The teacher continues reading and explains key incidents and interactions. Emphasis is placed on interpretation, understanding curiosity, and care towards birds. Vocabulary is reinforced through usage.	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 answer comprehension questions with textual evidence and differentiate between factual and inferential responses.	
		Feathered Friend		(Day 4)		Memory Draw Students observe an object for a few seconds, and then draw it from memory.	The teacher conducts comprehension exercises (literal, inferential, evaluative). Vocabulary is reinforced through sentence formation. Grammar practice is done through structured exercises based on the text.	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 structured answers and short compositions, use correct grammar and vocabulary and apply creative expression in writing.	
		Feathered Friend		(Day 5)		Time Travel BOMBS (2 min) 4 corners: Future/Past/Present/BOMB Play: Shout era → dash+pose → pick chit → "CORNER X	The teacher provides structured notes including summary, theme, and message. Model answers for long questions are	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender	Students will write organised notes (summary, theme, characters, values, vocabulary).	

						KABOOM!" → bomb corner explodes → survivors cheer → repeat → last corner wins	discussed. Students practice organising answers clearly and logically.	written expression.	and parts of speech, while reading different forms of literature, and applies them while writing.	
		Feathered Friend		(Day 6)		Emotion Statues Teacher shows emotion face (happy, scared, angry, and sleepy). Students freeze in full-body statue matching emotion. 4 emotions, 30 second each.	The teacher will support guided note-taking and model answer writing by presenting key value points and structured long-answer responses to develop clarity, coherence, and effective writing 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 basic linguistic aspects such as sentence structure and punctuation while reading.	Students will revise key concepts, themes, and values, express their ideas clearly in both oral and written forms, critically respond to the lesson, and demonstrate their understanding through well-structured answers.
Unit 5	Science and Curiosity	Magnifying Glass		February (Day 1)	February	“Zoom Drawing” Students draw a tiny object (leaf, eye, ant, etc.) and then enlarge it creatively as if seen through a magnifying glass.	The lesson is introduced through a read-aloud method. The teacher explains the theme of curiosity and observation along with the opening lines of the poem. Difficult vocabulary is clarified, meanings are marked, and students use them in speaking and writing.	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 main ideas, understand the theme of observation, and interpret vocabulary in context.
		Magnifying Glass		(Day 2)		“Detail Finder Sketch” Students quickly add as many small details as possible to a simple drawing (like a leaf or object).	The teacher will continue explaining the poem, focusing on imagery, humour, and poetic devices. Vocabulary will be further clarified, and students will use new words in oral and written responses. Interactive discussion will deepen understanding.	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 ideas, identify literary devices, understand sentence structure, and express opinions clearly.
		Magnifying Glass		(Day 3)		Count Without Clash Students randomly say numbers in sequence (1, 2, 3...) without overlap—restart if two speak together.	The teacher will guide students in solving comprehension questions. Emphasis will be placed on framing answers in their own words, using correct grammar and vocabulary. Sentence structure and punctuation will be reinforced.	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 structured answers, use correct grammar and vocabulary, and engage in creative expression.
		Magnifying Glass		(Day 4)		Action Dice (Imaginary) Teacher calls out random actions (jump, spin, clap); students perform instantly.	The teacher will conduct exercises related to grammar, vocabulary, and poetic elements. Students will practice sentence formation and explore rhymes, alliteration, and wordplay through guided activities.	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.	Teacher provides structured notes including summary, theme, message, and key vocabulary. Model answers for long questions are discussed.	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 lesson will be introduced through a discussion on the qualities of a scientist and the role of women in science. The teacher will explain the author, context, and background of the lesson. A pre-reading activity using a word web and visual prompts will be conducted. Difficult vocabulary will be introduced, and students will note meanings and use them in 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).  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.	Guided reading of the lesson will be conducted with explanation of key concepts and vocabulary. A discussion on Bibha Choudhari’s life, struggles, and achievements will be included. Students will be encouraged to share their thoughts and opinions on gender equality in science.	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 students in solving comprehension questions, including ordering events and extract-based questions. Focus will be on inference, interpretation, and supporting answers with 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 questions accurately, differentiate between factual and inferential responses, and improve sentence formation.	
		Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science		(Day 4)		'WORD TENNIS'  Teacher says a word, students rapidly volley a related word back (synonyms/opposites). Fast-paced and wakes up sleepy minds. No repetition allowed!	Students will practice vocabulary exercises such as antonyms, word formation, and suffixes. Grammar concepts like active and passive voice will be reinforced. Guided writing tasks will be conducted to develop structured 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 will use correct grammar and vocabulary, write structured responses, and engage in word formation and language activities.	

		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 support guided note-taking and model answer writing by presenting key value points and structured long-answer responses to develop clarity, coherence, and effective writing 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 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	Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
	Name			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 systematically explains the rules of determiners with relevant examples, followed by guided practice. Students complete structured exercises to apply the concept accurately and reinforce their 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 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 systematically explains the rules of determiners with relevant examples, followed by guided practice. Students complete structured exercises to apply the concept accurately and reinforce their 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 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.	

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 introduces primary auxiliaries with clear explanation and examples. Their role in forming tenses and supporting main verbs is demonstrated using a think-aloud strategy. Students engage in guided practice through sentence formation and identification activities.	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 explains modal auxiliaries and their functions such as ability, permission, possibility, and obligation. Examples are demonstrated clearly. Students practise forming sentences using suitable modals through guided and interactive 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. 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 lesson begins by linking the activity to actions happening in the present. The teacher introduces a timeline (Past–Present–Future) for conceptual clarity. All four forms of the present tense are explained with clear sentence structures and examples.	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 revisits the timeline and introduces past and future tenses using relatable examples. All four forms of past and future tenses are explained with clear patterns and usage.	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.	

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 introduces the present tense through a clear timeline and relevant real-life examples. All four forms are explained using appropriate structures, followed by guided and interactive practice. Exercises are completed in class with timely feedback to ensure 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, 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 introduces the past tense through a structured timeline and familiar examples. All four forms are explained with clarity, supported by guided practice and activities. Exercises are completed in class with correction and constructive feedback.	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 introduces future time using a simple timeline and familiar examples. The use of will for future actions is explained with clear sentence structures.	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 explains the use of going to and present continuous for planned future actions with clear examples. Differences in usage are highlighted.	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 introduces the concept of story writing by explaining key elements such as plot, characters, setting, and sequence. A sample question is given, and students develop ideas using prompts before writing their own stories. They then write their own short stories, applying appropriate language and creativity.	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.	

				(Day 2)		Picture Prompt Burst – Show a random picture. Students quickly say what could be happening in it (one line each).	Students use the previous day’s ideas to write their own short stories. The teacher guides them to maintain proper sequence, use correct tense, and include descriptive language. Peer sharing or reading aloud is conducted. Teacher provides feedback on creativity, structure, and language use.	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 introduces the concept of a book review, explaining elements like title, author, summary, opinion, and recommendation with a short example. Students identify key points and write a simple review using guided prompts. Emphasis is given to clear expression and use of appropriate vocabulary.	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 introduces film review elements such as title, cast, storyline, message, and opinion with a sample. Students analyse or recall a film and organise ideas before writing. Focus is given to clarity, structure, 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 introduces conditionals using real-life situations. Zero and first conditional structures are explained with clear patterns and examples. Students practise identifying and forming sentences through guided oral and written activities.	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 introduces second and third conditionals using hypothetical and unreal situations. Structures are explained with	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	

						simple examples. Students practise sentence formation and transformation through guided and written exercises.	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 introduces the concept of sequence of tenses using simple sentences and daily examples. The relationship between the main clause and subordinate clause is explained clearly. Basic rules are demonstrated using direct examples.	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 revises previous concepts and introduces complex sentence structures, especially in reported speech. Students practice transforming sentences and correcting errors. Pair and individual exercises are conducted to reinforce understanding.	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 introduces the concept of subject–verb agreement using simple rules and examples. Focus is placed on singular and plural subjects and correct verb forms. Guided practice is conducted through identification and sentence formation.	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 explains advanced rules of subject–verb agreement (compound subjects, indefinite pronouns, collective nouns, etc.) with clear examples. Students practise identifying and correcting errors, followed by guided and written activities. Emphasis is placed on accuracy and application.	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 introduces mood by explaining how verbs express attitudes. Indicative and	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

						rhythm (clap–tap–snap). Students copy it. Increase speed or change pattern for fun.	imperative moods are taught with simple examples. Students practise identifying and forming sentences through guided activities.	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 revises earlier moods and introduces the subjunctive mood with examples (wishes, suggestions). Students practise identifying and transforming sentences through guided and individual exercises.	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 introduces the concept of the infinitive (to + verb) with clear examples and basic uses. Differences between infinitive and base verb are explained. Students identify infinitives in sentences and form their own examples through guided 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 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 explains various uses of infinitives (as subject, object, purpose, after certain verbs). Clear sentence structures and examples are provided. Students practise identifying, transforming, and constructing sentences using infinitives.	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 and explains present (-ing) and past (-ed) participles with clear examples. Their use as adjectives is demonstrated. Students identify participles in sentences and practise forming 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 present and past participles and use them correctly in sentences and independently attempt exercises to improve clarity and accuracy.	
			(Day 2)			Sentence Combine – The teacher gives two short sentences. Students silently combine them using participles.	The teacher explains the perfect participle and the use of participles in combining sentences and showing actions. Clear examples and structures are provided.	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	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	

									literature, and applies them while writing.	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 gerund (verb + ing used as a noun) with simple and clear examples. The form and identification of gerunds are explained. Students identify gerunds in given sentences and practice forming basic sentences using gerunds as subjects and objects through guided activities.	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 the concept of gerunds and introduces their use after prepositions and in different sentence structures. Examples are explained clearly. Students practice identifying gerunds in context and transforming 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 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, focusing on identifying the subject, verb, and object. Basic structure of passive voice is explained with simple present and past tense examples. Students practise identifying and converting simple 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 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. Step-by-step transformation is demonstrated. Students engage in guided practice, converting sentences and correcting errors.	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.	
				(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 application and accuracy, including complex sentences and different forms. Students practise independently through mixed exercises and sentence transformation tasks. Emphasis is on correct structure and usage.	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 using simple charts, tables, and graphs. Key details like highest/lowest values are explained through examples. Students practise identifying important information with guided questions.	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 key concepts and focuses on interpreting data in detail, including comparisons and trends. Students are guided to convert data into meaningful sentences and short paragraphs. Pair and individual exercises are conducted where students describe given data.	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, explaining its purpose and importance in official communication. The format (sender’s address, date, receiver’s address, subject, salutation, body, closing) is taught step-by-step. Types of formal letters (complaint, request, application) are discussed with examples. A sample letter is read and analyzed.	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 and parts of speech, while reading different forms of literature, and applies them while writing.	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.	
				(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 key features of formal letters. A sample question is given in class, and students are guided step-by-step to plan and write a formal letter. Emphasis is placed on clarity, correctness, polite tone, and proper structure.	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 and explains their function (modifying verbs, adjectives, and other adverbs). Different types such as manner, place, time, and frequency are explained with examples. Students identify adverbs in sentences and practise forming their own.	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 of adverbs (especially -ly forms) and their correct placement in sentences. Differences between adjectives and adverbs are clarified. Students practise identifying and using adverbs in sentences through guided activities.	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 application, including comparison of adverbs and varied sentence usage. Students practise through sentence formation, error correction, and transformation tasks. Emphasis is placed on clarity and correct usage.	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, building focus and listening skills.	The teacher introduces comprehension skills by explaining how to read a passage carefully and identify the main idea and key details. A short passage is read aloud and analysed.	CG-1 Develops the capacity for effective communication using language skills for description, analysis and response. 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-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 phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will identify the main idea and key details from a passage, demonstrate understanding of the text, and respond to simple 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 previous concepts and focuses on answering comprehension questions effectively. Students practise reading silently and answering questions based on the passage. Strategies like scanning for answers, understanding vocabulary in context, and forming complete responses are taught. Individual and pair work is conducted, followed by feedback and correction.	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 and explains their function in showing relation of place, time, and movement. Common prepositions are taught with clear examples. Students identify prepositions in sentences and practise forming their own.	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 in sentences, including common combinations and expressions. Students practise identifying errors, filling in blanks, and constructing sentences using appropriate prepositions.	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 by explaining its format (speaker names, punctuation, short exchanges) and purpose. Elements such as tone, clarity, and natural conversation are discussed with examples. Students identify features of good dialogue and practice writing short exchanges in pairs.	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.	
				(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 key features of dialogue writing and introduces skit development. Students are guided to expand short dialogues into short skits with proper sequence and roles. Group activity is conducted where students create and perform short skits based on given situations. Emphasis is placed on expression, clarity, and teamwork.	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 as linking words with simple examples. Coordinating conjunctions are explained with sentence structures and usage.	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	The teacher explains subordinating conjunctions and their role in forming complex sentences. Differences between coordinating and subordinating	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender	Students will distinguish between coordinating and subordinating conjunctions, construct complex sentences accurately, and use	

						different conjunction that could also fit (if possible), encouraging flexible thinking.	conjunctions are highlighted. Sentence formation is modelled clearly.	written expression.	and parts of speech, while reading different forms of literature, and applies them while writing.	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 and its features (quotation marks, reporting verb). Statement sentences are explained with structure and examples.	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.	
				(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 and explains rules for changing pronouns and tenses. Differences between direct and indirect speech are highlighted.	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. Use of if/whether, reporting verbs (asked, told, advised) is demonstrated. Sentence transformation is modelled step-by-step.	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. Emphasis is placed on removing interjections and expressing meaning clearly. A comprehensive revision of all rules is conducted.	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 basic punctuation marks—capital letters, full stops, and commas—using simple examples. Their functions and placement are explained clearly.	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 with examples. Differences	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	

						command	in tone and meaning are highlighted. Sentence transformation and punctuation placement are modelled clearly.	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 a complete thought. The concept of noun phrases is explained with clear examples. The think-aloud strategy is used to model how phrases function in sentences. Students identify noun phrases in given sentences and practice forming their own through guided activities.	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 with examples. The functions of each type are explained clearly. Students identify different phrases in sentences and differentiate between them. Guided and independent exercises are conducted to help students form and use phrases correctly.	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 as groups of words containing a subject and a verb. The distinction between independent and dependent clauses is explained with clear examples. Students identify clauses in given sentences and differentiate between complete and incomplete ideas through guided 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 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 previous concepts and introduces types of dependent clauses—noun, adjective, and adverb clauses—with clear examples. Their functions in sentences are explained. Students practise identifying different clause types and combining clauses to form meaningful sentences. Guided and independent exercises are conducted, followed by feedback and correction.	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 clauses, understand their functions, and use them effectively to construct complex and meaningful sentences in both oral and written communication and solve 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 by explaining its purpose, format, and key elements (heading, date, content, signature). A sample notice is analysed to identify important features like brevity, clarity, and formal tone.	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 key features of notice writing. A sample question is given in the class and discussed to help students understand how to approach notice writing effectively. Students are then guided to write notices on different topics such as school events, lost and found, and announcements.	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 and explains their structure—subject and predicate—with clear examples. The think-aloud strategy is used to break down sentences step-by-step. Students identify subject and predicate in given sentences through guided practice. Oral drills and board work are used to reinforce 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 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, then introduces objects, complements, and modifiers with clear examples. Sentence analysis is modelled step-by-step. Students practise breaking sentences into parts and identifying each element.	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.	
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 and explains their structure—main clause and subordinate clause—with clear examples. The concept of dependent clauses is explained through simple and relatable sentences. The teacher uses think-aloud strategy to break down sentences step-by-step. Students identify main and subordinate clauses through guided 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 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.	

						and oral drills.				
			(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 types of subordinate clauses—noun, adjective, and adverb clauses—with clear examples. Their functions are explained in context. Students practise identifying clause types and analysing sentences. Guided and independent exercises are conducted, including sentence breakdown and construction tasks.	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 complex sentences by explaining the structure (one main clause + one or more subordinate clauses). Types of clauses—noun, adjective, and adverb clauses—are explained with clear examples. Students identify clauses in given sentences through guided practice and group activities.	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 clause types and demonstrates detailed sentence analysis by identifying subject, verb, and clause function. Students practice breaking complex sentences into parts and explaining their structure. Transformation exercises (e.g., changing clause positions or simplifying sentences) are conducted.	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.	
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—assertive, interrogative, and exclamatory—with clear definitions and examples. Students practice identifying sentence types and converting them through guided oral and written 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 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	The teacher introduces the three degrees of comparison—positive, comparative, and superlative—with clear rules and examples. Using a think-aloud strategy, the teacher demonstrates how to transform sentences from one	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	Students will identify positive, comparative, and superlative degrees, accurately transform sentences from one degree to another without changing meaning, and apply correct	

						matching the change (e.g., “I am sitting” → “I am not standing”)	degree to another without changing meaning. Key structures (e.g., as...as, -er than, the most) are highlighted. Students engage in guided practice by converting sentences orally and in writing.		literature, and applies them while writing. C-3.2 Writes prose, poetry, and drama using appropriate style and language.	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 the concept of sentence transformation as changing the structure without changing meaning. Rules for active to passive voice are explained with simple examples, focusing on subject–object change and verb form. Affirmative to negative and interrogative to assertive transformations are demonstrated step-by-step using a think-aloud strategy. Key structures and patterns are highlighted clearly.	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 by explaining its purpose, structure, and key features such as headline, byline, date, place, and body. Real-life examples are shown to highlight format and style. The teacher models how to identify the 5Ws and 1H (Who, What, When, Where, Why, How). Guided reading of a sample report is done, followed by discussion and 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.		
			(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 key elements of news report writing. A sample question is given in class, and the teacher explains how to analyse it using the 5Ws and 1H. Students are guided step-by-step to draft a report based on the given situation. Peer review is conducted to improve clarity, accuracy, and presentation.	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 from simple to compound and complex sentences with clear rules and examples. The use of conjunctions and clause formation is explained. Students practise converting sentences through guided exercises and class 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 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	ASSESSMENT FOR LEARNING	

								C-3.2 Writes prose, poetry, and drama using appropriate style and language.	apply their 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 how complex sentences can be transformed into simple sentences. The functions of adjective clauses and adverb clauses are introduced with examples. Students identify clause types and practise transforming sentences through guided and independent 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 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. The concept of principal and subordinate clauses is discussed with examples. Sentence relationships are analysed using board work and guided practice. Students complete structured exercises and peer discussions to reinforce 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 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.
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 the concept of synthesis by explaining how two or more simple sentences can be combined into one simple sentence without changing meaning. Methods such as using participles, infinitives, and prepositional phrases are explained with clear examples.	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 combining sentences. A sample question is given in class, and students are guided step-by-step to combine sentences correctly. Students practise independently and in pairs. Peer review is conducted to improve clarity, correctness, and structure.	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 as a personal and informal form of expression. The format (date, day, greeting, body, and closing) and key features such as first-person narration, expression of feelings, and informal tone are explained with examples. A sample diary entry is read and analysed.	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 key elements of diary writing. A sample question is given in class, and students are guided to plan and write their own diary entry based on a given situation. Emphasis is placed on expressing feelings, sequencing events, and using appropriate language.	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 as a modern form of communication. The format (To, Subject, Greeting, Body, Closing, Signature) is explained with examples. Differences between formal and informal emails are discussed. A sample email is read and analysed.	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 email writing, distinguish between formal and informal emails, and recognise how to organise content clearly.	
				(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. A sample question is given in class. Students are guided step-by-step to draft both formal and informal emails. Emphasis is placed on clarity, tone, brevity, and correct structure.	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 the concept of transforming simple sentences into compound sentences. The idea of joining clauses using coordinating conjunctions (and, but, so, or) is explained with clear examples. Students observe how meaning is retained while structure changes.	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 rules for transforming simple into compound sentences. Various sentence patterns are practised using conjunctions such as and, but, so, therefore. Students convert simple sentences into compound sentences through guided and independent 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 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 complex sentences and explains subordinate clauses. The concept of noun clauses and adjective clauses is explained with clear examples. The teacher demonstrates how simple sentences can be combined into one complex sentence using appropriate clause structures.	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 and adjective clauses, understand their functions, and combine simple sentences into meaningful complex sentences accurately and complete assigned exercises on their 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 and introduces transformation of simple sentences into complex and compound sentences. Methods of combining sentences using clauses and conjunctions are explained. A sample question is given in class. Students practise transforming simple sentences into complex and compound forms.	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