

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS – KG I
SUBJECT – English

		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1.	English Book	Lines	Introduction - Standing Lines pg.no.9	July (Day 1)	July	Back drawing game One student will stand behind the other and use finger to draw a standing line on their partner's back.	Play-way Use sand and draw standing line using finger.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Recognises standing line and trace standing lines.	
2.	English Book	Lines	Introduction - Standing Lines pg.no.9	(Day 2)		Color Touch Game Say: "Touch something Green!" students run and touch that color in class.	Worksheet Students will draw the standing line in the worksheet with the teacher's guidance.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Recognises standing line and trace standing lines.	
3.	English Book	Lines	Introduction- Curved Lines pg.no.10	(Day 3)		Body movement Make Curved shape using hands or body use words like rainbow, snake. Ask students to use their finger and draw Curves in the air Curves on the floor.	Play-way Draw curve line on floor and students will walk along the curved carefully.	CG-3 Develops a fit and flexible body.	C-3.2 Shows balance, coordination, and flexibility in various physical activities.	Differentiates between standing and curved lines and able to trace curved line.	
4	English Book	Lines	Introduction- Curved Lines pg.no.10	(Day 4)		Ask students to use their finger and draw Curves in the air Curves on the floor.	Worksheet Students will draw the curved line in the worksheet with the teacher's guidance.	CG-3 Develops a fit and flexible body.	C-3.2 Shows balance, coordination, and flexibility in various physical activities.	Differentiates between standing and curved lines and able to trace curved line.	
5	English Book	Lines	Introduction- Slanting Line pg.no.11	(Day 5)		Play rain sound effects on ICT and ask children to act like rain by moving their fingers in slanting direction. Slant left! students lean left "Slant right!" students lean right Play music to make it exciting.	Action Rhyme Say with actions: "Slanting line, slanting line, Leaning to the side so fine!" Finger Tracing Trace slanting lines: in air On desk.	CG-3 Develops a fit and flexible body.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others.	Recognises slanting lines and trace slanting lines with proper hand movement.	
6	English Book	Lines	Introduction- Slanting Line pg.no.11	(Day 6)		Slant left! students lean left "Slant right!" students lean right Play music to make it exciting.	Finger Tracing Trace slanting lines: in air On desk.	CG-3 Develops a fit and flexible body.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others.	Recognises slanting lines and trace slanting lines with proper hand movement.	
7	Rhymes and Stories	I Am Me	Poem pg.no.7	July (Day 1)	July	Echo Game Teacher says "Hello" Students repeat like an echo.	Play-Way Recite full poem with actions together Repeat 2-3 times with music or clapping rhythm.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Repeats lines of a poem with rhythm and action.	

8	English Book	Friends Who Are Opposite	Read The Story (explanation) pg.no.12,13 and 14	July (Day1)	July	Make children stand in a circle Now add actions: Clap hands Tap shoulders Stomp feet Jump once. Animal action Game Jump like a frog Walk like a duck.	Using ICT to present the story, and when the teacher is reading, you should point to each word with your finger. Using ICT to present the story, and when the teacher is reading, you should point to each word with your finger.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Identify common opposite words and match picture representing opposite meanings.
9	English Book	See and Read	Identification of Words pg.no.15	July (Day 1)	July	Students walk around and give high-fives. Say: "Hello friend!"	Using ICT and finger tracking while reading and Students will read with the teacher.	CG-9 Develops effective communication skills for day-to-day interactions in two languages.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students will be able to see and read simple familiar words by recognizing letters and their sounds."
10	English Book	Everybody Has A Name	Name and Identify pg.no.16	July (Day 1)	July	Ball Pass game Pass the student who gets the ball will say My Name is ----- --	Action Rhyme Using ICT and fun game to introduce themselves to their friends.	CG-3 Develops a fit and flexible body. CG-9 Develops effective communication skills for day-to-day interactions in two languages.	C-3.3 Shows precision and control in working with hands and fingers. C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Recognizes own name, understands that everyone has a name, and shares their name with others.
11	Rhymes and Stories	The Thirsty Crow	Story	July (Day 1)	July	Color Hunt Teacher Say: Find something Green/black/yellow Students will run and touch that color.	Using ICT to present the story, and when the teacher is reading, you should point to each word with your finger.	CG-3 Develops a fit and flexible body. CG-10 Develops fluency in reading and writing in Language 1.	C-3.3 Shows precision and control in working with hands and fingers. c-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own.	Students will be able to recognize and say their own name, understand that everyone has a unique and special name, listen to and enjoy a simple rhyme, and express themselves through drawing.
12	English Book	Letter Aa	Introduction- Letter A Letter a(with Phonic) pg.no.17 and18	July (Day 1)	July	Rhyme With Action A is for Apple, red and sweet A is for Ant, walking on feet A is for Aeroplane, up in the sky A says a-a-a, let's all try!"	Play-way Air Writing Fun Students use finger to write letter in air. Say letter loudly while writing Using Flash Card and ICT and Relate letter Aa with familiar objects.	CG-10 Develops fluency in reading and writing in Language 1. CG-9 Develops effective communication skills for day-to-day interactions in two languages	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own	Students will recognize letter Aa, say words that start with A, and trace.

13	English Book	Letter Aa	Introduction- Letter A Letter a(with Phonic) pg.no.17 and18	(Day 2)		Color Touch Game Say: "Touch something RED!" students run and touch that color in class.	Play -way Using Flash Card, ICT Jump on A Write letters on floor. Students will jump only on A.	CG-10 Develops fluency in reading and writing in Language 1. CG-9 Develops effective communication skills for day-to day interactions in two languages	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own	Students will recognize letter Aa, say words that start with A, and trace.	
14	English Book	Letter Bb	Introduction- Letter B Letter b(with Phonics) pg.no.19 and 20	July (Day 1)	July	Action Freeze Game Play music and let students move (jump, dance, hop). When music stops, call an action: "Freeze like a statue!"	Play -way Using Flash Card, ICT Jump on B Write letters on floor. Students will jump only on B.	CG-3 Develops a fit and flexible body. CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-3.3 Shows precision and control in working with hands and fingers. c-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students will recognize letter B b, match it with pictures, and write B and b."	
15	English Book	Letter Bb	Introduction- Letter B Letter b(with Phonics) pg.no.19 and 20	(Day 2)		Add Actions Ball – pretend to bounce Bird – flap arms Baby – rock like a baby.	Play -way Using Flash Card and ICT students will write letter Bb in the worksheet with the teacher's guidance.	CG-3 Develops a fit and flexible body. CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-3.3 Shows precision and control in working with hands and fingers. c-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students will recognize letter B b, match it with pictures, and write B and b."	
16	English Book	Letter Cc	Introduction- Letter C Letter c(with Phonics) pg.no.21 and 22	July (Day 1)	July	Clap for C Teacher says words: Cat, Car, Cake → Students will clap Ball, Dog → Students will stay quiet. Stop and call a word: "Cat!" → everyone meows "Car!" → pretend drivings.	Story Telling One day, a cute little cat named Cathy was sitting on a chair." "Suddenly, she saw a shiny red car" "Cathy the cat said, 'Come, come, car!'" "The car came closer and Cathy found a cup and a piece of cake inside!" "She was very happy and said: 'C is for cat, car, cup, and cake! Story telling with actions and sound effects.	CG-3 Develops a fit and flexible body. CG-10 Develops fluency in reading and writing in Language 1.	C-3.3 Shows precision and control in working with hands and fingers. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identifies (Cc), says words starting with C, and answers simple questions about pictures.	

17	English Book	Letter Cc	Introduction- Letter C Letter c(with Phonics) pg.no.21 and 22	(Day 2)		Stop and call a word: “Cat!” → everyone meows “Car!” → pretend driving.	Story (Question/Answer) One day, a cute little cat named Cathy was sitting on a chair.” “Suddenly, she saw a shiny red car” “Cathy the cat said, ‘Come, come, car!’” “The car came closer and Cathy found a cup and a piece of cake inside!” “She was very happy and said: ‘C is for cat, car, cup, and cake! Story telling with actions and sound effects.	CG-3 Develops a fit and flexible body. CG-10 Develops fluency in reading and writing in Language 1.	C-3.3 Shows precision and control in working with hands and fingers. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identifies (Cc), says words starting with C, and answers simple questions about pictures.	Assessment for Learning
18	English Book	Letter Dd	Introduction- Letter D Letter d(with Phonics) pg.no.23 and 24	August (Day 1)	August	When you hear a D word, you dance! Say words: Dog, Duck, Drum → Students will dance Cat, Ball → Students will freeze. Action Fun Dog → bark Duck → quack Door → pretend opening Drum → tap hands.	Toy based learning Dog toy Show the toy and say: “Look! This is a Dog.” Ask: “What is this?” (Students respond) D for Dog with phonic sound. Using flash cards to identify Letter Dd with phonic sound.	CG-3 Develops a fit and flexible body. CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-3.3 Shows precision and control in working with hands and fingers. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Recognizes new words beginning with D, identifies letter Dd through Flashcardsss.	
19	English Book	Letter Dd	Introduction- Letter D Letter d(with Phonics) pg.no.23 and 24	(Day 2)		Action Fun Dog → bark Duck → quack Door → pretend opening Drum → tap hands.	Using flash cards to identify Letter Dd with phonic sound.	CG-3 Develops a fit and flexible body. CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-3.3 Shows precision and control in working with hands and fingers. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Recognizes new words beginning with D, identifies letter Dd through Flashcardsss.	
20	Rhymes and Stories	After A Bath	Poem pg.no.12	August (Day 1)	August	Magic eyes Show the picture for a few seconds and hide it and ask what did you see?	Using ICT, the teacher will display a picture and ask students to observe it and share what they see.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Repeats lines of a poem with rhythm and action.	

21	English Book	Letter Ee	Letter E Letter e(with Phonics) pg.no.25and 26	August (Day 1)	August	Action Fun Elephant – stomp feet Egg – make a round shape with hands Ear – touch your ears Eagle – flap arms	Story Telling “Eli the Elephant” “Eli the Elephant eats an egg every day.” “Eli has big ears and he walks slowly.” “One day, Eli saw an eagle in the sky.” “He said, ‘Hello, eagle! E is for elephant!’” Story telling with action and cutouts.	CG-3 Develops a fit and flexible body. CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-3.3 Shows precision and control in working with hands and fingers. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Identifies letter E e, names pictures beginning with E and reads simple words.
22	English Book	Letter Ee	Letter E Letter e(with Phonics) pg.no.25and 26	(Day 2)		Color Hunt Teacher Say: Find something red/blue/yellow!” students run and touch that color.	Using flash cards to identify Letter Ee with phonic sound.	CG-3 Develops a fit and flexible body. CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-3.3 Shows precision and control in working with hands and fingers. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Identifies letter E e, names pictures beginning with E and reads simple words.
23	English Book	Letter Ff	Letter F Letter f (with Phonics) pg.no.27 and 28	August (Day 1)	August	Action Words (Fun to Do) Fly (spread arms) Fast (run in place) Fall (pretend falling slowly)	Toy Based learning Show object or Flashcards: Fish, frog, fan, car, flower. Students will identify letter with phonic sound.	CG-3 Develops a fit and flexible body. CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-3.3 Shows precision and control in working with hands and fingers. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Recognizes new words beginning with Ff, identifies letter Ff through Flashcardsss.
24	English Book	Letter Ff	Letter F Letter f (with Phonics) pg.no.27 and 28	(Day 2)		Funny face time Ask students to make Funny Faces Everyone Laughs Together.	Rhyme “F is for Fish, Swimming in a dish. F is for Frog, Jumping on a log!” Use rhyme with action to explain letter Ff.	CG-3 Develops a fit and flexible body. CG-9 Develops effective communication skills for day-to-day interactions in two languages1	C-3.3 Shows precision and control in working with hands and fingers. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Recognizes new words beginning with Ff, identifies letter Ff through Flashcardsss.
25	Rhymes and Stories	Head Shoulders, Knees, And Toes	Poem pg.no.13	August (Day 1)	August	Stretch Up High Teacher will give instructions, and students will follow and do the actions.” “Reach up to the sky!” “Touch your toes!”	Play-Way Recite full poem with actions together Repeat 2–3 times with music and action.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Students will recite the poem with actions.

26	English Book	What Is This?	Missing Letter Pg.29	August (Day 1)	August	Complete Train Draw a train on floor with missing letter For Example: __ a t Each child adds one to letter complete the train word.	Visual Aids Flashcards, pictures(Apple, Cat) Show word and image together, helps students connect sound with object. For Example- C__t	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Recognizes letters A to F, connects them with familiar pictures, identifies each letter, and completes missing letters with support.
27	English Book	What Is This?	Missing Letter Pg.29	(Day 2)		Clap Pattern Game Clap a pattern (Clap-tap-clap)	Using ICT to show Letters with Rhymes with phonic sound.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Recognizes letters A to F, connects them with familiar pictures, identifies each letter, and completes missing letters with support.
28	English Book	Letter Gg	Letter G Letter g(with Phonics) pg.no.30 and 31	August (Day 1)	August	Action for G Words Goat--- Jump Girl---- Wave Guitar---- Pretend to play.	TLT(teaching learning tools) Write Aa to Gg on Board ask students to come and circle Letter Gg.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks.	Identifies letter Gg, recognizes words beginning with G, and traces capital G and small g with support.
29	English Book	Letter Gg	Letter G Letter g(with Phonics) pg.no.30 and 31	(Day 2)		G for Go Teacher Says Go Students run and move When teacher says Stop students Freeze.	Visual Learning (ICT / Flashcards) Teacher will show pictures or video of: Goat Grapes Girl And ask "What is this?" "Does it start with G?" Students will answer.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.2 Understands the basic structure or format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks.	Identifies letter Gg, recognizes words beginning with G, and traces capital G and small g with support.

30	English Book	Letter Hh	Letter H Letter h(with Phonics) pg.no 32 and 33	August (Day 1)	August	Tell Students today we will learn new letter with phonic sound but first let's play! Teacher Say if you hear Hh sound you Hop. Hat--- Hop Dog--- No action Hen--- Hop Horse—Hop Air writing Students will trace Hh in the air with finger. Repeat letter Hh with Phonic sound.	Object Based Learning Show real object or Flashcards and ask What is this? with Phonic sound. Hat Hen House Hand Using flash cards to identify Letter Hh with phonic sound.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Identifies letter H Hh, recognizes pictures beginning with H, and traces and writes Hh with support.
31	English Book	Letter Hh	Letter H Letter h(with Phonics) pg.no 32 and 33	(Day 2)		Air writing Students will trace Hh in the air with finger. Repeat letter Hh with Phonic sound.	Using flash cards to identify Letter Hh with phonic sound.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Identifies letter H Hh, recognizes pictures beginning with H, and traces and writes Hh with support.
32	Rhymes and Stories	Under My Bed	Picture recognition Pg.no. 8,9,10 and 11	August (Day 1)	August	Echo Game Teacher says "Hello" Students repeat like an echo.	Visual Learning (ICT / Flashcards) Teacher will show pictures or videos.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students will observe pictures and shares ideas by speaking about what they see.
33	English Book	Letter Ii	Letter I Letter i(with Phonics) pg.no.34 and 35	August (Day 1)	August	Insect Action Game I is for Insect! Ask students to fly or buzz like insects. Add Fun sound: Buzz Buzz.	Action Rhyme I is for ice, cold and nice I is for ink, we write and think! Students will repeat after teacher with action.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Recognizes new words beginning with Ii, identifies letter Ii through Flashcardsss.

34	English Book	Letter Ii	Letter I Letter i(with Phonics) pg.no.34 and 35	(Day 2)		Jump Game Jump If you hear letter I sound(say words like Ice, cat, insect, igloo)	TLT(teaching learning tools) First, the teacher will explain on the board to draw capital I by drawing a standing line. For small i, they will draw a short standing line and add a dot on top—first in the air and then in the worksheet.”	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Recognizes new words beginning with Ii, identifies letter Ii through Flashcardsss.	
35	English Book	Letter Jj	Letter J Letter j(with Phonics) pg.no.36 and 37	August (Day 1)	August	Clap and Freeze Play music and ask students to move around, when you say Freeze they stop like Statues.	Story Telling Jack has a jar of jam. Jack likes to jump and say “yum yum!” Jack shares the jam with his friends. J is for Jack and jam! Story telling with action. Students will listen and answer. Using flash cards to identify Letter Jj with phonic sound.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. -10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Jj, say J sound words, and read simple Jj words.	
36	English Book	Letter Jj	Letter J Letter j(with Phonics) pg.no.36 and 37	(Day 2)		Air writing Kids Trace Jj in the air with figure. Repeat letter Jj with Phonic sound.	Demonstration Teacher will demonstrate first and ask students to read and trace the letter Jj.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Jj, say J sound words, and read simple Jj words.	Assessment for Learning

37	English Book	Picture Talk	Story Pg.no. 38	September (Day 1)	September	Magic eyes Show the picture for a few seconds and hide it and ask what did you see?	Using ICT, the teacher will display a picture and ask students to observe it and share what they see.	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.1 Starts recognising 'self' as an individual belonging to a family and community. C-4.5 Understands and responds positively to social norms in the classroom and school.	Learners observe the picture carefully, understand simple questions, and respond correctly using "Yes" or "No."
38	Rhymes and Stories	Hand Wash	Handwashing Habit Pg.no. 19	September (Day 1)	September	Teacher will say Germs are hiding in our hands students pretend to catch germs Then wash hands saying "Go away germs, go away!"	Demonstration Teacher will demonstrate each step of handwashing (rub, clean, rinse). Students will follow the steps and wash their hands properly.	CG-1 Develops habits that keep them healthy and safe. CG-10 Develops fluency in reading and writing in Language 1.	C-1.2 Practises basic self-care and hygiene. C-10.6 Reads short poems and begins to appreciate a poem for its choice of words and imagination.	Students are able to understand and perform proper handwashing steps and recite the handwashing poem along with the teacher.
39	Rhymes and Stories	Hand Wash	Handwashing Habit Pg.no. 19	(Day 2)		Teacher will pretend hands are dirty with colors (mud, paint). and say "Oh no! Our hands are dirty!" Students pretend to clean them properly.	Teacher will ask When do we wash hands? (Before eating, after toilet, after playing) students will repeat.	CG-1 Develops habits that keep them healthy and safe. CG-10 Develops fluency in reading and writing in Language 1.	C-1.2 Practises basic self-care and hygiene. C-10.6 Reads short poems and begins to appreciate a poem for its choice of words and imagination.	Students are able to understand and perform proper handwashing steps and recite the handwashing poem along with the teacher.
40	English Book	Rhyming Words	Mat, Rat pg.no.39	September (Day 1)	September	Thumbs Up Teacher will say rhyming words, and students will give a thumbs up if they rhyme and thumb down if they do not.(Box—Fox, Cup--Tub)	Action Rhyme Hop---Top (students hop) Sit — Hit (students sit) Rhyme with actions.	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms. CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-4.1 Starts recognising 'self' as an individual belonging to a family and community. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students are able to identify rhyming words, repeat them aloud with correct sound, and match words that have the same ending sound independently.

41	English Book	Rhyming Words	Mat, Rat pg.no.39	(Day 2)		Wave Your Hands Ask students to Wave your hands, touch your nose, tap your head!	Teacher says: “cat... bat... hat” (with rhythm) Students repeat like an echo. box....fox, tap...cap	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms. CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-4.1 Starts recognising ‘self’ as an individual belonging to a family and community. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students are able to identify rhyming words, repeat them aloud with correct sound, and match words that have the same ending sound independently.	
42	English Book	Story Time	Story pg.no.40 and 41	September (Day 1)	September	Act and Guess Teacher will act like animals (lion, cat, dog, hen) students will guess.	Using ICT to read story and listen carefully. Students will Answer the question.	CG-9 Develops effective communication skills for day-to day interactions in two language.	C-9.1 Listens to and appreciates simple songs, rhymes, and stories.	Students listen to the story carefully and answer simple questions correctly.	
43	English Book	Letter Kk	Letter K Letter k(with Phonics) pg.no.42 and 43	September (Day 1)	September	Kick and say K with Phonic sound. Students will kick gently and say Letter Kk with phonic sound.	Play-way Method Make a kite using hands. Students will use their hands to make a diamond (kite)shape.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Kk, say K sound words, and read simple Kk words.	
44	English Book	Letter Kk	Letter K Letter k(with Phonics) pg.no.42 and 43	(Day 2)		Echo Game Teacher says “Hello” Students repeat like an echo.	Demonstration Do air writing with finger Practice lines: Standing line () Slanting lines (/ \) Teacher Say: “Up, down, slant!” Teacher will demonstrate first and ask students to read and trace the letter Kk.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Kk, say K sound words, and read simple Kk words.	

45	English Book	Letter Ll	Letter L Letter l(with Phonics) pg.no.44 and 45	September (Day 1)	September	L is for Lion” Roar Game Teacher says: “L says /l/ /l/ /l/ like Lion!” Students roar like a lion and walk proudly.	Visual Learning Recognize letter L (capital & small) through Flash cards Identify /l/ phonics sound and use simple words (lion, leaf, lemon)with picture.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Ll, say L sound words, and read simple L words.
46	English Book	Letter Ll	Letter L Letter l(with Phonics) pg.no.44 and 45	(Day 2)		Make “L” with Body Students use fingers or arms to form letter L. Which Show: one standing line + one sleeping line.	Demonstration Letter Formation Show on board: One standing line down One sleeping line across Teacher and students Say together: Down... across. Teacher will demonstrate first and ask students to read and trace the letter small and capital Ll.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Ll, say L sound words, and read simple L words.

47	English Book	Letter Mm	Letter M Letter m(with Phonics) pg.no.46 and 47	September (Day 1)	September	Teacher says: “M says like Monkey!” students jump and act like monkeys.	Action-Based Teaching with body movements: Teacher will ask to make, Mountain Shape: Use hands to make two peaks (like M) Mouse Action: Pretend to be a tiny mouse saying “mmm” Eating Action: Rub tummy and say “mmm yummy!”	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Mm, say M sound words (phonics), and read simple M words.	
48	English Book	Letter Mm	Letter M Letter m(with Phonics) pg.no.46 and 47	(Day 2)		Sound Tip Ask students to close their lips Make humming sound: “mmmmmm” for letter Mm. Thumbs Up / Down students show thumbs up for correct sound, and show thumb down for wrong Fox example: A is for Bat, M is for apple	Action Rhyme G says– goat runs fast H says– hat on my head I says– ice cream is sweet J says– jump with your feet K says– kite in the sky L says– lion roars loud M says– monkey says hi. Students will repeat the actions and rhyme together with the teacher.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Mm, say M sound words (phonics), and read simple M words.	

49	English Book	Letter Nn	Letter N Letter n (tracing) Pg.no.48 and 49	September (Day 1)	September	Air Writing Students use finger to draw N in the air With phonics sound.	Play- way “N Sound Hunt” Spread picture cards in the classroom and students pick only those with N sound Example: nest, apple.	CG-10 Develops fluency in reading and writing in Language 1.	C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students can trace and write letter Nn, recognize its sound, and read simple N words.	
50	English Book	Letter Nn	Letter N Letter n (tracing) Pg.no.48 and 49	(Day 2)		Teacher will say a word with N, nod your head. Words: Nose, Apple, Nest, Ball students listen and respond with nodding action.	Yes or No Game Teacher shows picture (e.g., nest, cat) using flash card and ask: “Is this N?” Students say: YES (for N words) and tracing letter Nn Demonstration Teacher will demonstrate first and ask students to read and trace the letter small and capital Nn.	CG-10 Develops fluency in reading and writing in Language 1.	C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students can trace and write letter Nn, recognize its sound, and read simple N words.	
51	Rhymes and Stories	Two Little Feet	Poem Pg.no.20	September (Day 1)	September	Warmup Teacher will ask students to stand tall like a tree. Stretch hands up and sway left-right.	Student repeat the rhyme with teacher using actions. Use rhythm and action like Hopping, nodding, bend, stretch and spin to make it fun.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Recite the rhyme “Two Little Feet” with correct actions, showing coordination, rhythm, and understanding of body movements.	Assessment of Learning
52	English Book	Letter Oo	Letter O Letter o (tracing) pg.no.50 and 51	September (Day 1)	September	Make O Shape with Body” Ask students to make a big O shape using their hands or whole body And explain “O is round!”	Demonstration Draw O in air with finger Draw O on board TLT(teaching learning tools) and using flash cards (orange, octopus)	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Oo, say O sound words (phonics), and read simple O words.	

53	English Book	Letter Oo	Letter O Letter o (tracing) pg.no.50 and 51	(Day 2)		Stretch Up High Teacher will give instructions, and students will follow and do the actions.” “Reach up to the sky!” “Touch your toes!”	Circle the Letter Worksheet with mixed letters Students identify the picture and circle the correct letter.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Oo, say O sound words (phonics), and read simple O words.	
54	English Book	Look and Circle	Identify and Circle pg.no.52	September (Day 1)	September	Warmup Teacher will give commands to students “Sit!”-students will sit down “Stand!”-students will stand up.	Demonstration Teacher will demonstrate first and ask students to look at the picture and circle the letter.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Recognise and identify letters A to M, circle the correct letter, and recall letters.	
55	English Book	Letter Pp	Introduction- Letter P Letter p Look At the Picture And Read pg.no.53 and 54	October (Day 1)	October	Penguin Walk Teacher will ask students to walk like Penguin and say “P is for Penguin!	Play-way Pick the P Object or Flashcards. The teacher will show Flashcards and students will pick the correct Flashcards. (pen, apple, pig, ball)	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Pp, say P sound words (phonics), and read simple P words.	

56	English Book	Letter Pp	Introduction- Letter P Letter p Look At the Picture And Read pg.no.53 and 54	(Day 2)		Clap and Say the Sound Teacher will say P with phonics sound Students will repeat and clap 3 times.	Story telling Pam the Pig Pam was a little pig. She loved to play in the park. One day, she found a pink ball. “Pop! Pop!” she played happily. Pam said, “P is for Pig, Play, and Park!” Using Letter P Flash Card and ball for explanation.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Pp, say P sound words (phonics), and read simple P words.
57	Rhymes and Stories	My Friends	Story Pg.no. 21,22,23,24,25 and 26	October (Day 1)	October	Stretch Up High Teacher will give instructions, and students will follow and do the actions.” “Reach up to the sky!” “Touch your toes!”	Demonstration Teacher will tell the story with expressions, voice modulation, and actions. Use simple language and gestures to keep students engaged.	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms. CG-10 Develops fluency in reading and writing in Language 1.	C-4.1 Starts recognising ‘self’ as an individual belonging to a family and community. c -10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation.	Identify the characters and discuss about the story and answer simple questions.
58	English Book	Letter Qq	Introduction- Letter Q Letter q Look At the Picture And Read pg.no.55and 56	October (Day 1)	October	Warmup Teacher will ask students to stand tall like a tree. Stretch hands up and sway left-right.	Play-way Teacher will show Flashcards (Queen, Quilt, Duck, Dog, Ball) and ask students “Which one starts with Q?” Students will point or pick the correct card.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Qq , say Q sound words (phonics), and read simple Q words.
59	English Book	Letter Qq	Introduction- Letter Q Letter q Look At the Picture And Read pg.no.55and 56	(Day 2)		Quiet-Quack Game Teacher will say “Quiet!” → Students stay silent “Quack!” → Students act like a duck and say “Quack! Quack!”	Demonstration Tracing Practice Trace letter Q in air, or workbook Say phonic sound while tracing: “/kw/ /kw/”	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Qq , say Q sound words (phonics), and read simple Q words.

60	English Book	Letter Rr	Introduction- Letter R Letter r(with Phonics) pg.no.57and 58	October (Day 1)	October	Robot Action Game Teacher says: "R is for Robot!" Students move like robots in classroom and say "Beep! Beep!"	Demonstration Teacher will show colorful pictures on ICT Rabbit, Rain, Rainbow and Robot . Say clearly: "R says /r/... R for Rabbit" Let kids repeat 2-3 times with action (growling "rrr..." like a motor)	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify and trace the letter Rr , say R sound words (phonics), and read simple R words.
61	English Book	Letter Rr	Introduction- Letter R Letter r(with Phonics) pg.no.57and 58	(Day 2)		Rainbow Stretch Say: "R is for Rainbow!" Kids raise hands and make a big rainbow shape	Demonstration Write big Rr on the blackboard(capital and small) Show step-by-step: One straight line One curve One slant line Students will repeat after teacher while writing: "Down, curve, slant" Students trace Rr in air with finger.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify and trace the letter Rr , say R sound words (phonics), and read simple R words.
62	English Book	Letter Ss	Introduction- Letter S Letter s Look at the Picture, Read, and Trace pg.no.59 and 60	October (Day 1)	October	Snake sound game Teacher says: "S is for Snake!" Students will move their hands like a snake and say "sssssss"	Demonstration Draw S on board (big and small) Show curve movement slowly Let students trace in air and then on worksheet.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Ss , say S sound words (phonics), and read simple S words.
63	English Book	Letter Ss	Introduction- Letter S Letter s Look At the Picture And Read And Tracing pg.no.59 and 60	(Day 2)		Warmup Teacher will give commands to students "Sit!" - students will sit down "Stand!" - students will stand up.	Play-way Find the S Object" Show Flashcards of sun, spoon, ball, star Students pick only S sound Flashcards. Use ICT to explain.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Ss , say S sound words (phonics), and read simple S words.

64	English Book	Letter Tt	Introduction- Letter T Letter t Look At the Picture And Read And Tracing pg.no.61 and 62	October (Day 1)	October	Tick-Tock Time Game Teacher makes clock sound: “tick-tock, tick-tock” Students repeat and move their heads left to right like a clock.	Play-way Students will walk around teacher says “T sound!” Students freeze and say “T says tttt!”(with phonics)	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Tt , say T sound words (phonics), and read simple T words.
65	English Book	Letter Tt	Introduction- Letter T Letter t Look At the Picture And Read And Tracing pg.no.61 and 62	(Day 2)		Warm-up Teacher says words, students do actions: Tiger – roar and claw hands Train – move like train Tree – stand tall and stretch arms.	Storytelling “Tommy the Tiger” Story: Once there was a tiger named Tommy. Tommy loved to ride a train He lived near a big tree One day, Tommy met a tiny turtle They played together and said: “Tttt, T is fun!” Teacher will tell story with action. Worksheet Practice Using ICT to explain and solve the worksheet using colours.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Tt , say T sound words (phonics), and read simple T words.

66	English Book	Letter Uu	Introduction- Letter U Letter u Look At the Picture And Read And Tracing Pg.no.63 and 64	October (Day 1)	October	“Umbrella Action Fun” Teacher pretends to open an umbrella Say “U says uuu!” Students repeat: “uuu!” with action Open arms above head like an umbrella and pretend it is raining.	Visual Method Teacher will show Flashcards for letter U is for Umbrella / Unicorn Teacher says: “U says uuu” with Phonics sound Students repeat with actions.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify and trace the letter Uu , say U sound words (phonics), and read simple U words.	
67	English Book	Letter Uu	Introduction- Letter U Letter u Look At the Picture And Read And Tracing Pg.no.63 and 64	(Day 2)		Clap and Move Teacher will clap slowly: clap... clap... Students will repeat Teacher will Clap fast: clap clap clap! Students will repeat.	Demonstration Teacher shows worksheet and explain step-by-step: “This is U” “We will match letter Uu with picture.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify and trace the letter Uu , say U sound words (phonics), and read simple U words.	

68	Rhymes and Stories	Good Manners	Poem Pg.no.27	October (Day 1)	October	Teacher will act like Pushing someone and Helping a friend Students will show Thumbs up for good manners Thumbs down for bad manners.	Role play Two students will come and do action One child will bumps says "Sorry" One child will helps says "Thank you" Pair activity for practice.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students are able to recite the good manners poem with actions and use polite words like "please," "sorry," and "thank you" in daily life.	Assessment for Learning
69	English Book	Beginning Letter	Words That Start With A Letter Pg.no.65	October (Day 1)	October	Color Touch Game Teacher says: "Touch something red!" "Touch something blue!" Students quickly find colors in the classroom and touch the object.	Worksheet Students will solve the worksheet under teacher guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to identify pictures and write the correct beginning letter.	
70.	Rhymes and Stories	The Dog And His Bone	Story Pg.no.28,29,30 and 31	November (Day 1)	November	Teacher will say "Clap 1 time and say Hello!" Then Clap 2 times "Good Morning" Clap 3 times "How are you?" Students repeat with actions.	Teacher will explain the story using voice modulation, facial expressions, and actions to make it interesting and engaging for students.	CG-10 Develops fluency in reading and writing in Language 1.	C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation. C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own.	Students are able to listen to the story, and understand the moral "Do not be greedy."	
71	English Book	Letter Vv	Introduction- Letter V Letter v(with phonics sound) Pg.no.66 and 67	November (Day 1)	November	V shape finger Students make a V shape with their fingers Teacher says make V students form V shape Shout V sound with phonics vvvv.	Play-way Teacher will ask students to find something that starts with Vv Show objects and ask is this Vv sound object or not?	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify and trace the letter Vv, say V sound words (phonics), and read simple V words.	

72	English Book	Letter Vv	Introduction- Letter V Letter v(with phonics sound) Pg.no.66 and 67	(Day 2)		Van Ride Pretend classroom is a van Students sit in a line and move like riding a van Teacher says Vroom vroom Students repeat Vvvvv.	Rhyme with Action Students will repeat the rhyme after teacher with actions. “V is for Van, Driving on the road. V is for Violin, Playing a sweet note!”	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify and trace the letter Vv, say V sound words (phonics), and read simple V words.
73	Rhymes and Stories	Polly Put The Kettle On	Poem Pg.no.32	November (Day 1)	November	Warm-Up Teacher will say “Sit down” Students will sit down “Stand up” Students will stand.	Teacher will show how to say lines or do actions with rhyme Uses Flashcards, pictures, or gestures.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Students are able to listen and recite the poem with actions.
74	English Book	Letter Ww	Introduction- Letter W Letter w pg.no.68 and 69	November (Day 1)	November	Water Splash Action Pretend to splash water. Teacher will Say: “W is for Water!” Students do splash action and repeat the sound Ww (phonic sound).	ICT Activity Show image of Ww words (whale, watch, water, wolf) on ICT Show big letter Ww Teacher will ask students “which letter is this?” students will answer with phonic sound.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify and trace the letter Ww, say W sound words (phonics), and read simple W words.

75	English Book	Letter Ww	Introduction- Letter W Letter w pg.no.68 and 69	(Day 2)		Teacher will Teach waving hand action to students and say “W is for Wave!” Students will wave to each other and say “Hello!”	Worksheet Activity Students will solve worksheet. Trace the letter Ww, match picture to letter Ww and write words starting from W.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify and trace the letter Ww, say W sound words (phonics), and read simple W words.
76	Rhymes and Stories	Chop, Chop, Choppity Chop	Poem Pg.no. 39	November (Day 1)	November	Warm-Up Teacher will say “Sit down” Students will sit down “Stand up” Students will stand.	Teacher will show how to say lines or do actions with rhyme Uses Flashcards, pictures, or gestures.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Students are able to listen and recite the poem with actions.
77	English Book	Letter Xx	Introduction- Letter Xx Look At the Picture And Read And Tracing. pg.no.70 and 71	November (Day 1)	November	Teacher will make a big X on the floor (with chalk). Teacher will Play music and students walk or dance around. When music stops, teacher will say “X marks the spot!” students quickly stand on the letter X.	Play-way Teacher will show a X Flashcards to students and say “Box... Fox... X is at the end!” Let student repeat with actions and phonic sound. Teacher will pretend to open a box and act like a fox.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify and trace the letter Xx, say X sound words (phonics), and read simple X words.

78	English Book	Letter Xx	Introduction- Letter Xx Look At the Picture And Read And Tracing. pg.no.70 and 71	(Day 2)		Make an X with your hands and body Teacher will say “Let’s make the letter Xx show how to stretch arms and legs wide to form an X shape and make X using hands. Students will copy the pose.	Worksheet Activity Students will solve worksheet. Trace the letter Xx, match picture to letter Xx and write words starting with X.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify and trace the letter Xx, say X sound words (phonics), and read simple X words.	
79	English Book	Letter Yy	Introduction- Letter Y Letter y pg.no.72 and 73	November (Day 1)	November	Yoga Time” The teacher will say, Y is for Yoga. The teacher will demonstrate simple yoga poses, and the students will copy the poses and say together, ‘Y, Y, Yoga.”	Play-way Yellow Hunt” Teacher will say Find something Yellow in your classroom. Students will look around and point to yellow objects and Teacher will say, ‘Yy is for Yellow	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Yy , say Y sound words (phonics), and read simple Y words.	

80	English Book	Letter Yy	Introduction- Letter Y Letter y pg.no.72 and 73	(Day 2)		Teacher will say food names like apple, ice-cream and chips Students will say “Yummy!”(yogurt, yam)	Rhyme Students will repeat the rhyme after teacher with actions. “Y is for Yo-yo, up and down, Y is for Yellow, bright in town, Y says /y/ all day long, Come on kids, sing this song!”	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Yy , say Y sound words (phonics), and read simple Y words.
81	English Book	Letter Zz	Introduction- Letter Z Letter z pg.no.74 and 75	November (Day 1)	November	Zig-Zag Walk Teacher will make a zig-zag path on the floor (with chalk) Students will walk on the line saying: “Zig-zag, Zig-zag!”	Demonstration Using TLT(teaching learning tools) Teacher will write Z and z on the blackboard Standing line sleeping line standing line (zig-zag style)	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Zz , say Z sound words (phonics), and read simple Z words.

82	English Book	Letter Zz	Introduction- Letter Z Letter z pg.no.74 and 75	(Day 2)		Draw Z in the Air Teacher shows how to draw Z in air (big hand movement) Students will copy and say: “Z, Z, Z with phonic.	Using ICT Teacher will show a short- animated video of Z words (zebra, zip, zoo). Play sound of /z/ and ask students to repeat. Show images like Zebra, Zoo and Zip Teacher instruction: Z with phonics	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Students are able to trace and write the letter Zz , say Z sound words (phonics), and read simple Z words.	
83	English Book	Look And Write	Write The Correct Letter pg.no.76	December (Day 1)	December	Jump on Command Teacher will give instructions like “Jump 2 times!” “Clap 3 times!” “Turn around!” Students will listen and act quickly.	Teacher will explain and students will identify pictures and relate them to beginning letters (phonics). Students will write the correct letter independently. Using ICT to explain.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Recognizes letters V to Z, connects them, identifies each picture, and completes missing letters with support.	
84	Rhymes and Stories	Animal Babies	Poem Pg.no. 44	December (Day 1)	December	Teacher will instruct students to clap two times, jump two times, and turn around once. Students will follow the instructions and perform the actions.	Demonstration Teacher will recites the poem clearly with Voice modulation, facial expressions and proper actions. Students watch and listen carefully and repeat.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Students are able to identify common animals and their babies (cat–kitten, dog–puppy).	Assessment for Learning
85	English Book	We Are Special	Introduction Of Vowels pg.no. 77	December (Day 1)	Dec	Vowel Action Game Teacher will say it first, and the students will repeat after the teacher with action A – Act like eating an apple E– Show big teeth and smile I –Point to your eyes O– Make a round “O” with mouth U– Pretend to open an umbrella.	Demonstration The teacher will show a picture to the students, explain it, and ask them questions. Apple - A Elephant - E Igloo - I Orange - O Umbrella -U.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to recognize and name vowels (A, E, I, O, U).	

86	My Book of Phonics	Vowel Sounds	Recall Of Vowel Sounds Pg.no. 07 and 08	(Day 2)		Warm-Up Teacher will say “Sit down” Students will sit down “Stand-up” Students will stand.	Worksheet Activity Students will solve worksheet and write the missing letters.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to recognize and name vowels (A, E, I, O, U).	
87	Rhymes and Stories	The Magic Pot	Story Pg.no. 33,34,35,36,37 and 37	December (Day 1)	December	Teacher will instruct students to clap two times, jump two times, and turn around once. Students will follow the instructions and perform the actions.	Teacher will narrate the story with voice modulation, expressions, and actions. Use props, Flashcards, or puppets to make it interesting.	CG-10 Develops fluency in reading and writing in Language 1.	C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation. C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own.	Students are able to listen and understand the story.	
88	English Book	Meet The A Word Families	‘A’ Word pg.no.78 and 79	December (Day 1)	December	Teacher says one A word, students do action. Airplane-fly Alligator -snap hands Astronaut- jump in slow motion.	Play-way Action & Fun Learning cat → act like a cat bag → pretend to carry a bag mat → pretend to sit on a mat.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to blend sounds to read simple A family words.	

89	English Book	Meet The A Word Families	'A' Word pg.no.78 and 79	(Day 2)		Rhymes and Stories(book) Animal Babies Pg.no. 44	Worksheet Activity Students will solve the worksheet with teacher guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to blend sounds to read simple A family words.	
90	My Book of Phonics	Consonant Sound	Listen, Repeat And Point Pg.no. 09 and 10	December (Day 1)	December	Action Circle Game Teacher will ask students to stand in a circle. Teacher will stand in the middle and gives fun action commands. Students listen carefully and perform the action.	Play-way Sing alphabet song (A–Z) Clap while saying letters (recall of letters)	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students are able to identify, write, and say missing letters in simple words.	
91	My Book of Phonics	Consonant Sound	Listen, Repeat And Point Pg.no. 09 and 10	(Day 2)		Letters Game Write letters on floor Remove one student guess the missing letter for example- E-- -G and ask students Which number is missing?	Worksheet Activity Students will say and write the missing letters.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students are able to identify, write, and say missing letters in simple words.	
92	Rhymes and Stories	The Lion And The Mouse	Story Pg.no. 40	Dec (Day 1)	Dec	Teacher will instruct students to clap two times, jump two times, and turn around once. Students will follow the instructions and perform the actions.	Teacher will narrate the story with voice modulation, expressions, and actions. Use props, Flashcards, or puppets to make it interesting.	CG-10 Develops fluency in reading and writing in Language 1.	C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation. C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own.	Students are able to listen and understand the story.	

93	English Book	Word Families at, an	Learning And Identifying Word Families Pg.no. 80	December (Day 1)	December	Teacher will say “c-at” students clap and say “cat” Teacher will say “m-an” students clap and say “man”.	Rhyme Teacher will recite the rhyme, and then students will say it after. “cat, bat, hat in a row, man, fan, can now we know!”	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify “at” family words (cat, bat, mat) and “an” family word (man, fan, pan). Students are able to read “at” and “an” words by blending sounds.	
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94	My Book of Phonics	Short A Family(-at)	Sound At Words Pg.no.11 and 12	(Day 2)		<p>Action Word Fun Teacher will say a word and does an action, students repeat. For Examples: AT family: “Cat” pretends to meow “Bat” pretends to hit a ball AN family: “Fan” moves hands like a fan “Man” stands tall like a ma</p>	<p>Worksheet The teacher will explain each activity step by step and ask students to circle the correct picture. Teacher will demonstrate one example on the board and ask students to trace and read AT family words and then students will complete the worksheet.</p>	<p>CG-9 Develops effective communication skills for day-to day interactions in two languages1.</p> <p>CG-10 Develops fluency in reading and writing in Language 1.</p>	<p>C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary</p> <p>C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.</p>	<p>Identify “at” family words (cat, bat, mat) and “an” family words (man, fan, pan). Students are able to read “at” and “an” words by blending sounds.</p>	
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95	My Book of Phonics	Short A Family(-an)	Sound An Words Pg.no.13 and 14	(Day 3)		<p>Action Word Fun Teacher will say a word and does an action, students repeat. For Examples: AT family: “Cat” pretends to meow “Bat” pretends to hit a ball AN family: “Fan” moves hands like a fan “Man” stand tall like a ma</p>	<p>Worksheet The teacher will explain each activity step by step and ask students to circle the correct picture. Teacher will demonstrate one example on the board and ask students to trace and read AT and AN family words and then students will complete the worksheet.</p>	<p>CG-9 Develops effective communication skills for day-to day interactions in two languages1.</p> <p>CG-10 Develops fluency in reading and writing in Language 1.</p>	<p>C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.</p> <p>C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.</p>	<p>Identify “at” family words (cat, bat, mat) and “an” family words (man, fan, pan). Students are able to read “at” and “an” words by blending sounds.</p>	
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96	Rhymes and Stories	Hippity Hoppity Hop	Poem Pg.no.49	December (Day 1)	December	<p>Warm-up Teacher will ask students to bounce up and down Jump side to side Jump high and spin around</p>	<p>Demonstration Teacher will recites the poem clearly with Voice modulation, facial expressions and proper actions. Students watch and listen carefully and repeat.</p>	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Listen and recite the poem with actions.	
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97	English Book	Word Families ab, ad	Learning And Identifying Word Families Pg.no. 81	December (Day 1)	December	Jump and Read Teacher will write ab and ad on floor(using chalk) Teacher will say a word (tab, dad) students will jump on correct word family.	Demonstration The teacher will write ab and ad on the board and demonstrate blending by saying “a+b = ab” and “a+d = ad.” Teacher will form and read words like “cab, dab, sad, mad” with the students.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify “ab” family words (tab, cab) and “ad” family words (dad, sad). Students are able to read “ab” and “ad” words by blending sounds.	
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98.	English Book	Word Families ab, ad	Learning And Identifying Word Families Pg.no. 81	(Day 2)		Repeat After Me Chant Teacher chants, students repeat with actions “ab–ab–cab!” (drive action) “ad–ad–sad!” (sad face)	Worksheet Teacher will demonstrate first and ask students to Circle correct picture, trace words, match pictures and then students will complete the worksheet with teacher’s guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify “ab” family words (tab, cab) and “ad” family words (dad, sad). Students are able to read “ab” and “ad” words by blending sounds.	
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99	English Book	Word Families ag,ap,am	Learning And Identifying Word Families Pg.no. 82	December (Day 1)	December	Sound Chant Teacher chants, students will repeat with actions: “ag–ag–bag!” (carry bag) “ap–ap–clap!” (clap hands) “am–am–jam!” (eat action)	Visual Demonstration (ICT) Teacher will Show pictures on screen: ag: bag, tag ap: cap, map am: jam, yam Teacher will Demonstrates first, then ask students to come forward and read the word by looking at the picture.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify “ag” family words (tag) and “ap” family words (tap) and am family words (jam). Students are able to read ag,ap and am words by blending sounds.	
100.	My Book of Phonics	Short A Family(-am)	Word Families (ag,ap,am) Pg.no. 15 and 16	(Day 2)		Breathing Balloon Teacher will say “Let’s become a balloon!” Inhale ---raise hands up Exhale --bring hands down. Students will follow the teacher’s actions and repeat the warm-up exercise.	Worksheet(ICT) Teacher will demonstrate first and ask students to write the missing letter, colour the pictures and then students will complete the worksheet with teacher’s guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify “ag” family words (tag) and “ap” family words (tap) and am family words (jam). Students are able to read ag,ap and am words by blending sounds.	

101	My Book of Phonics	Short A Family(-ag) Short A Family(-ap)	Word Families (ag,ap,am) Pg.no. 17,18,19 and 20	(Day 3)		Freeze & Move Teacher will play music and students will move and dance. When the music stops, students will freeze like statues.	Worksheet (ICT) Teacher will demonstrate first and ask students to write the missing letter, colour the pictures and then students will complete the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify "ag" family words (tag) and "ap" family words (tap) and am family words (jam). Students are able to read ag,ap and am words by blending sounds.	
102	English Book	Meet The E Word Families	Learning And Identifying Word Families Pg.no. 83	January (Day 1)	January	Clap for E Family Teacher will say different words and students clap when they hear E family words for example: red, pen, cat, bed, dog.	Speaking Practice The teacher will say simple sentences like "This is a net," "This is a jet." "This is a bed." Students will repeat after teacher.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to blend sounds to read simple E family words.	
103	English Book	Meet The E Word Families	Learning And Identifying Word Families Pg.no. 83	(Day 2)		E Sound Action Game Teacher will say E words, students do actions. for example: red-touch something red hen- flap like a hen jet - fly like a jet pen- pretend to hold pen.	(ICT) Teacher will demonstrate first and ask students to read and look at the picture and trace their names and students will complete the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to blend sounds to read simple E family words.	
104	English Book	Word Family :en	Word Families (en) Pg.no.84	January (Day 1)	January	Sunrise Stretch Teacher will give instructions, and students will follow. Students will stand straight, slowly raise their hands up like the sun rising, stretch tall, and say "Good morning to everyone." Then they will slowly bring their hands down.	Play-way Teacher will ask students to act like hen = chicken pen = writing in air ten = counting using their fingers.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify "en" family words (ten, den, hen and pen). Students are able to read en words by blending sounds.	

105	My Book of Phonics	Short E Family (-en)	Worksheet Pg.no.23 and 24	(Day 2)		Teacher will instruct students to clap two times, jump two times, and turn around once. Students will follow the instructions and perform the actions.	(ICT) Teacher will demonstrate first and ask students to circle the picture and trace. Look at the picture and colour students will complete the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify "en" family words (ten, den ,hen and pen) . Students are able to read en words by blending sounds.
106	Rhymes and Stories	Miss Polly Had A Dolly	Poem Pg.no. 54	January (Day 1)	January	Warm-up Teacher will ask students to bounce up and down Jump side to side, sit down and stand up, jump high and spin around	Demonstration Teacher will recite the poem clearly with Voice modulation, facial expressions and proper actions. Students watch and listen carefully and repeat.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Listen and recite the poem with actions.
107	English Book My Book of Phonics	Word Family :et,ed Short E Family (-et,-ed)	Word Families (et,ed) Pg.no.85 Worksheet Pg.no.21,22,25 and 26	January (Day 1, Day 2, Day 3)	January	Emoji Action Game Teacher will show action and facial expressions like bed--sleepy face, pet--happy face, wet-- Shake hands/body like water is falling Students will identify the emotions and act them out. Funny Voice Teacher will Say words in funny voices: whisper voice giant voice baby voice Students will repeat after teacher. Rhymes and Stories Miss Polly Had A Dolly	Story Telling One day, a little hen was sitting on her red bed. Near the bed, she saw a small net. In the net, there was a cute little pet bird. The hen said, "Oh! My red bed, the net, and my new pet are all my friends!" teacher will explain the story with action. ICT Teacher will demonstrate first and ask students to circle the picture and trace. Look at the picture and colour students will complete the worksheet with teacher's guidance. ICT Teacher will demonstrate first and ask students to circle the picture and trace. Look at the picture and colour students will complete the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify "et" and "ed" family words (yet, bed, red) . Students are able to read et and ed words by blending sounds.

108	My Book of Phonics	Short E Family (-et)	Worksheet Pg.no.21 and 22,	(Day 2)		Funny Voice Teacher will Say words in funny voices: whisper voice giant voice baby voice Students will repeat after teacher.	ICT Teacher will demonstrate first and ask students to circle the picture and trace. Look at the picture and colour students will complete the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify "et" and "ed" family words (yet, bed, red) . Students are able to read et and ed words by blending sounds.	
109	My Book of Phonics	Short E Family (-ed)	Worksheet Pg.no. 25 and 26	(Day 3)		Rhymes and Stories Miss Polly Had A Dolly	ICT Teacher will demonstrate first and ask students to circle the picture and trace. Look at the picture and colour students will complete the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify "et" and "ed" family words (yet, bed, red). Students are able to read et and ed words by blending sounds.	Assessment for Learning
110	Rhymes and Stories	The Dove And The Hunter	Story Pg.no.45,46,47 and 48	January (Day 1)	January	Teacher will say and students do action Rocket ready Count: 1...2...3... Jump up with hands high: "Blast off!" Come down slowly and repeat	Narrate the story with voice modulation and actions Use expressions for fear, kindness, and happiness.	CG-10 Develops fluency in reading and writing in Language 1.	C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation. C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own.	Listen and understand the story and learn express the moral value helping others and kindness.	
111	English Book	Meet The I Word Families	I Word Families Pg.no.86	January (Day 1)	January	Inside-Outside Action Game Draw a big circle on the floor. Teacher will say "Jump IN!" (students jump inside) "Jump OUT!" (students jump outside)	Action-Based Learning Teacher will ask students to do actions for each word: Zip -zip action Sip -drinking action Hit - soft tap Kit - pretend bag. And repeat with rhythm: "Zip-zip-zip sip-sip-sip." .	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to blend sounds to read simple I family words.	

112	English Book	Meet The I Word Families	I Word Families Pg.no.86	(Day 2)		Wave Dance Teacher will give instruction to move arms like ocean waves Step side to side slowly Smile and follow rhythm (water wave sound)	Demonstration Teacher will demonstrate first and ask students to trace and circle the picture.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to blend sounds to read simple I family words.	
113	English Book	Word Families it, ip	Words Ending With (it,ip) Pg.no.87	January (Day 1)	January	Act and Guess One student will act (sip/hit/zip) Other students will guess the word by action.	Play-way Phonics Blending Teacher will write on board: i + p = ip s + ip = sip i + t = it h + it = hit students repeat after teacher loudly and happily.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify “it” and “ip” family words (tip,kit and sit) Students are able to read it and ip words by blending sounds.	
114	My Book of Phonics	Short I family(-ip,-it)	Worksheet Pg.no.27,28,31 and 32	(Day 2)		.Teacher asks students to shake their hands, legs, and whole body for warm-up exercise.	ICT(demonstrate) Teacher will demonstrate first and ask students to circle the picture, trace and match students will complete the worksheet with teacher’s guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify “it” and “ip” family words (tip,kit and sit) Students are able to read it and ip words by blending sounds.	
115	English Book	Word Families ig, id	Words Ending With (ig, id) Pg.no.88	January (Day 1, Day 2)	January	Rhymes Teacher will sing a rhyme, and the students will repeat it after the teacher with actions. Good morning, Rhyme “Good morning, good morning, How are you today? I’m happy, I’m ready, Let’s learn and play!	Story Telling “Once there was a pig who loved to dig. He found a lid and met a little kid. They became friends and played near a big fig tree!” Emphasize ig and id sounds. Teacher will explain the story with action.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify “ig” and “id” family words (lid, fig) Students are able to read ig and id words by blending sounds.	

116	My Book of Phonics	Short I family(-ig,-id)	Worksheet Pg.no.29,30,33 and 34	(Day 2)		Warm-up Dance on music and warm-up exercise.	Demonstration Teacher will demonstrate first and ask students to circle the picture, trace and match students will complete the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify "ig" and "id" family words (lid, fig) Students are able to read ig and id words by blending sounds.	
117	English Book	Word Families in, ix	Words Ending With (ig, id) Pg.no.88	January (Day 1)	January	Action Rhyme "Jump, jump, jump so high, touch your hands up to the sky! Turn around and touch the ground, now sit quietly without a sound!" Teacher will sing a rhyme, and the students will repeat after the teacher with actions.	Play-way Teacher will give instruction to the students "Mix"- pretend mixing "Fix"- pretend repairing "Six" - show fingers	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify "ig" and "id" family words (fig,dig) Students are able to read ig and id words by blending sounds.	
118	My Book of Phonics	Short I Family (-in,-ix)	Worksheet Pg.no.35,36	(Day 2)		Laughing Yoga Teacher will start laughing: "Ha ha ha!" students join and laugh together	Trace and write: Six, fix, mix, pin, bin Students say aloud while writing.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify "ig" and "id" family words (fig,dig) Students are able to read ig and id words by blending sounds.	
119	My Book of Phonics	Short I Family (-in,-ix)	Worksheet Pg.no.36	(Day 3)		Warm-up Dance on music and warm-up exercise.	Trace and write: Six, fix, mix, pin, bin Students say aloud while writing.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify "ig" and "id" family words (fig,dig) Students are able to read ig and id words by blending sounds.	

120	Rhymes and Stories	Who Will Bell The Cat?	Story Pg.no. 50,51,52 and 53	February (Day 1)	February	Teacher will ask students “Do you know what a cat does?” “Are mice afraid of cats?” Let students act like mice and a cat for fun.	Storytelling Narrate the story with voice modulation and expressions Use different voices for cat and mice Pause and ask: “What will happen next?” to build curiosity.	CG-10 Develops fluency in reading and writing in Language 1.	C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation. C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own.	Students are able to listen and understand the story.
121	English Book	Meet The O Word Families	Words Ending With og,-ot, -ox, -op,- od Pg.no- 90	February (Day 1)	February	Twist & Relax Teacher will give instruction and students do the action “Turn left... turn right” Sit or stand and Twist body gently.	Rhyme “Dog, dog, on the log, Hot, hot, in the pot, Fox, fox, in a box, Hop, hop, never stop, Nod, nod, yes we nod! Students will repeat after teacher.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to blend sounds to read simple O family words.
122	English Book	Meet The O Word Families	Words Ending With og,-ot, -ox, -op,- od Pg.no- 90	(Day 2)		Say & Clap Game Teacher will say “d-og” students clap and say “dog” “h-ot” students clap and say“hot”	Using TLT, ICT The teacher will explain words ending with -og, -op, -ot, -ox, and -od on board and show pictures.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to blend sounds to read simple O family words.
123	English Book	Word Family: og	Words Ending With og /worksheet Pg.no.91	February (Day 1)	February	Emotion Game Teacher will show face (happy/sad/sleepy) Students will copy and guess the emotion.	TLT + ICT Phonics Teaching Teacher will write o + g = og Blend: d + og = dog l + og = log f + og = fog students will repeat.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with “og” (dog, jog) Students are able to read og words by blending sounds.
124	My Book of Phonics	Short O family -og	Worksheet Pg.no.39,40	(Day 2)		Act & Say “dog” - bark “log” -pretend carrying wood “fog” -cover eyes like mist.	Demonstration Teacher will demonstrate first. Then the students will trace, match the pictures, listen, read, put a tick or cross in the box, and write the words.”	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with “og” (dog, jog)Students are able to read og words by blending sounds.

125	English Book	Word Families: od, ox	Words Ending With (od, ox) Pg.no.92	February (Day 1)	February	Jump on the Word Teacher will write od / ox words on the floor Fox, nod, pod, box Students will jump on the correct word.	Phonics Blending (TLT) Teacher will write on board c + od = cod f + ox = fox Students will repeat.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with od (pod,fox)Students are able to read od and ox words by blending sounds.
126	My Book of Phonics	Short O Family -ob,-od	Worksheet Pg.no.37,38	(Day 2)		Teacher will say and students do action Rocket ready Count: 1...2...3... Jump up with hands high: "Blast off!" Come down slowly and repeat.	Demonstration Teacher will demonstrate first. Then the students will trace, match the pictures, listen, read, put a tick or cross in the box, and write the words."	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with od (pod, fox)Students are able to read od and ox words by blending sounds.
127	Rhymes and Stories	Butterfly, Butterfly	Poem Pg.no.55	February (Day 1)	February	Warm-Up Teacher will say "Sit down" Students will sit down "Stand-up" Students will stand.	Teacher will show how to say lines or do actions with rhyme Uses Flashcards, pictures, or gestures. (ICT)	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Students are able to listen and recite the poem with actions.
128	English Book	Word Families: op, ot	Words Ending With (op, ot) Pg.no.93	February (Day 1)	February	Spin & Stop Game Students will spin slowly teacher will say "STOP like a tree!" 🌳 "STOP like a statue!" students will freeze.	Introduction (TLT / ICT) Teacher will show Flashcards or pictures and highlight the ending sound: h + ot = hot m + op = mop Students repeat after teacher.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with op and ot(pot, mop) Students are able to read op and ot words by blending sounds.

129	My Book of Phonics	Short O Family (-op, -ot)	Worksheet Pg.no.37,38	(Day 2)		Deep Breathing Teacher will ask students to do exercise Inhale deeply (fill tummy like balloon) Exhale slowly Repeat 3–5 times.	Demonstration Teacher will demonstrate first. Then the students will trace, match the pictures, listen, read, put a tick or cross in the box, and write the words.”	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with op and ot(pot, mop) Students are able to read op and ot words by blending sounds.	
130	English Book	Meet The U Word Families	Words Ending With ut,-ug, -un, -up,- ud Pg.no- 94, 95	February (Day 1)	February	Fun Actions: ug → Hug yourself -ut → Pretend to cut -un → Run in place -up → Jump up Students will listen and act accordingly.	Using (TLT) Teacher will write on the board: c+ up = cup s+ un = sun s+ um =sum The teacher will read first, and then students will repeat the words aloud.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to blend sounds to read simple U family words.	
131	English Book	Meet The U Word Families	Words Ending With ut,-ug, -un, -up,- ud Pg.no- 94, 95	(Day 2)		Wake Up–Sleep Game Teacher will say “Wake up!”- students jump and move Teacher will say “Sleep!”- students freeze or lie down Make it fast and funny!	Demonstration Teacher will demonstrate first. Then the students will solve the worksheet with teacher’s guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words	Students are able to blend sounds to read simple U family words.	
132	English Book	Word Families un, ug	Words Ending With un, ug Pg.no- 96	March (Day 1)	March	Fast–Slow Dance Teacher will Play music and say: “FAST!” students dance quickly say “SLOW!” students dance in slow motion.	Story Telling The Sun and the Bug” One day, the sun was shining bright. A little bug sat on a rug. The bug saw a boy who came to run. The boy had a mug and sat for fun. The bug said, “Let’s play in the sun!” They played and played—oh, what fun!	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify words ending with ug, un (sun, rug) Students are able to read ug and un words by blending sounds.	

133	My Book of Phonics	Short U Family -un	Worksheet Pg.no.49,50	(Day 2)		Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Demonstration Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet of the script, and uses this knowledge to read and write words.	Identify words ending with ug, un (sun, rug) Students are able to read ug and un words by blending sounds.	
134	English Book	Word Families ut,ub,ud	Words Ending With ut,ub,ud Pg.no- 97	March (Day 1)	March	Emotions Teacher will call out an emotion or action students will react Happy Angry Robot Statue.	Practice (TLT) Teacher will write on board and discuss c_t cut t_b tub m_d mud	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with ut, ub, ud (cut, cub, mud) Students are able to read ut, ub, ud words by blending sounds.	
135	My Book of Phonics	Short U Family -ub, -ud	Worksheet Pg.no.43,44,	(Day 2)		Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps. Rhyme Butterfly, Butterfly from Rhyme And Stories book	Demonstration Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with ut, ub, ud (cut, cub, mud) Students are able to read ut, ub, ud words by blending sounds.	
136	Rhymes and Stories	Twinkle, Twinkle, Traffic Light	Poem Pg.no- 60	March (Day 1)	March	Warm-up Teacher will ask "Have you seen stars at night?" and Let student make twinkling(star) actions with fingers.	Using ICT Show a short-animated video of stars at night.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Students are able to listen and recite the poem with actions.	

137	English Book	Word Families um, up	Words Ending With um, up Pg.no- 98	March (Day 1)	March	Teacher will say “Let’s open the magic box... 1, 2, 3!” Pull out an action (imaginary) like: Jumping frog Flying bird Sleeping baby Students will copy action and sound.	Play-way Sound Introduction Teacher will write on board: -UM → “mmm” (close lips) -UP → “puh” (pop sound)	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with up (cut, cub, mud) Students are able to read up words by blending sounds.
138	My Book of Phonics	Short U Family -ug -up, -ud	Worksheet Pg.no.45 and 46,	(Day 2)		Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Demonstration Teacher will demonstrate first. Then the students will solve the worksheet with teacher’s guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with up (cut, cub, mud) Students are able to read up words by blending sounds.
139	My Book of Phonics	Short U Family -ut -um	Worksheet Pg.no.47 and 48	(Day 3)		Rhymes and Stories Twinkle, Twinkle, Traffic Light	Demonstration Teacher will demonstrate first. Then the students will solve the worksheet with teacher’s guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1. CG-10 Develops fluency in reading and writing in Language 1.	C-9.3 Converses fluently and can hold a meaningful conversation. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary. C-10.3 Recognises all the letters of the alphabet (forms of Akshar) of the script, and uses this knowledge to read and write words.	Identify words ending with up (cut, cub, mud) Students are able to read up words by blending sounds.
140	English Book	Missing Letters	Complete the word Pg.no-99	March (Day 1)	March	Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Rhyme “Find the letter, fill the gap, Sound it out and give a clap! u-p is up, u-m is um, Learning letters is so fun!”	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Recognizes letters A to Z, connects them with familiar pictures, identifies each letter, and completes missing letters with support.

141	English Book	Read And Answer	Let Us Read Together Pg.no.100	(Day 2)		Teacher sings alphabet song with actions. Example: A – clap hands B – touch head C – jump Students will repeat after teacher	Demonstration (ICT) Teacher will demonstrate first. Then the students will answer the question with teacher’s guidance.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Recognizes letters A to Z, connects them with familiar pictures, identifies each letter, and completes missing letters with support.
142	Rhymes and Stories	The Big Oak Tree	Story Pg.no.56	March (Day 1)	March	Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps	Teacher will narrate the story with voice modulation, expressions, and actions. Use props, Flashcards, or puppets to make it interesting.	CG-10 Develops fluency in reading and writing in Language 1.	C-10.4 Reads stories and passages with accuracy and fluency, with appropriate pauses and voice modulation. C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own.	Students are able to listen and understand the story and moral.
143	Activity Book	Pots Of Words	Words Pg.no-25	March (Day 1)	March	Zumba Fun: Teacher will play fast beats and say: “Dance like a happy monkey!” Slow music: “Move like a sleepy bear” Freeze the music students must freeze like a statue!	Demonstration (ICT) Teacher will demonstrate first. Then the students will paste the stickers with teacher’s guidance.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Recognizes letters A to Z, connects them with familiar pictures, identifies each letter, and completes missing letters with support.
144	My Book of Phonics	One Letter Sight Words,	Sight Words Pg.no.51	March (Day 1)	March	Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Demonstration Teacher will demonstrate first. Then the students will solve the worksheet with teacher’s guidance.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students will be able to identify and speak one-letter simple words

145	My Book of Phonics	Two Letter Sight Words,	Sight Words Pg.no.52 and 53	(Day 2)		Rhymes and stories Twinkle, Twinkle, Traffic Light	Demonstration Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students will be able to repeat two-letter words after listening carefully.	
146	My Book of Phonics	Three Letter Sight Words,	Sight Words Pg.no.52 and 57	(Day 3)		Stretch and count Students stretch hands, legs, and count numbers aloud together.	Teacher will write letters or sight words on the board. Students will tap the correct word and read it aloud.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students will be able to repeat three-letter words after listening carefully.	
147	My Book of Phonics	Three Letter Sight Words,	Sight Words Pg.no.54 to 57	(Day 4)		Students hop around the class. When teacher says "Stop," everyone freezes.	Demonstration Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students will be able to identify and write three-letter simple words	
148	My Book of Phonics	Four Letter Sight Words,	Sight Words Pg.no.54 and 55	(Day 5)		Teacher will ask students to make happy, sad, sleepy, or surprised faces.	Teacher will write letters or sight words on the board. Students will tap the correct word and read it aloud.	CG-9 Develops effective communication skills for day-to day interactions in two languages1.	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others. C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary.	Students will be able to repeat four-letter words after listening carefully.	

