

**KIDS WORLD SCHOOL, NAGPUR**  
**SESSION – 2026-27**  
**CLASS -K.G. II**  
**SUBJECT –ENGLISH**

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1.	English Book	I Can Draw	Introduce Self	July (Day 1)	July	Clap Rhythm -Teacher starts a clap pattern like: Clap–Clap–Pause Children listen and repeat the same rhythm.	Play-way method -Passing the hat-introduction by wearing the hat, My name is ____.	CG-4 Develops emotional intelligence, i.e., responds positively to social norms.	C-4.1 Starts recognising 'self' as an individual. C-4.5 Understands and responds positively to social norms in the classroom and school.	Speaks in front of class with confidence.	
2.	Book of Rhymes and Stories Pg.No.15	I Can Draw	The Feeling Song	(Day 2)		“Guess My Feeling”- Teacher shows a face expression or acts: Smile, Pretend crying, angry face, surprised Students guess the feeling.	Action-based learning-TLT Children show actions with each feeling: Happy → smile, clap Sad → pretend crying Angry → stamp feet Surprised → open eyes wide.	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately C-4.3 Interacts comfortably with other children and adults.	Shows correct expressions with actions.	
3.	English Book Pg.No.9	I Can Draw	Drawing My Favourite Thing	(Day 3)		“Air Drawing Magic” All students stand in their place Teacher gives a command: “Draw a sun in the air!” All children use their finger and draw in the air together.	Activity based learning- Children draw their favourite thing (sun, toy, food, etc.) After drawing, they speak about it: “I like mango.” “This is my car.”	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Draws simple and familiar objects.	
4	English Book	Letters A to Z	The Alphabet Song	July (Day 1)	July	Copy My Move-Show a simple movement (jump, clap twice, turn around, march in place), and encourage the learners copy it.	Music and movement- Learning through songs with actions and body movement.	CG-3 Develops a fit and flexible body	C-3.2 Shows balance, coordination, and flexibility in various physical activities.	Sings alphabet song with actions Recognizes and names letters	
5	English Book Pg.No.10 and 11	Letters A to Z	Uppercase and Lowercase Letters.	(Day 2)		Jump to My Letter- Students jump to the correct uppercase letter when the teacher calls out a lowercase letter.	Activity-Based Learning (Play-way) Students learn uppercase and lowercase letters through active games like jumping and matching.	CG-9 Develops effective communication skills for day-today interactions in two languages1	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.	Matches letters with pictures/sounds	
6	English Book Pg.No.12 and 13	Letters A to Z	Objects Beginning Sounds	(Day 3)		Sound & Show” Teacher sings a welcome song “A says /a/... B says /b/...” 🎵 Show an object or picture (apple 🍎, ball 🏀)	Repetition and action-based learning.	CG-9 Develops effective communication skills for day-today interactions in two languages1	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.	Identify objects beginning with letters from A–Z in a picture.	
7	Rhymes and Stories Pg.No.7	The Finger Family	Rhyme	July (Day 1)	July	Sing a small action line: “Finger family, finger family, where are you?” Let children show their fingers and copy actions.	Action based learning-☑ Introduce each finger (Daddy, Mommy, Brother, Sister, Baby). Use hand actions + rhyme. Children repeat with actions.	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately C-4.3 Interacts comfortably with other children and adults	Children will identify and name different fingers while performing actions with the rhyme.	
8	English Book	Beginning Letters	Name Common Classroom Objects.	July (Day 1)	July	<b>Picture Talk</b> <b>Show a picture and name it.</b>	Play-based learning Group wise activity. Where Am I? game by calling out an object name and asking learners to stand near it.	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.1 Observes and understands different categories of objects and the relationships between them.	<ul style="list-style-type: none"> <li>Identify and name common classroom objects.</li> <li>Build vocabulary related to the English alphabet.</li> </ul>	

9	English Book Pg.No.14 and 15	Beginning Letters	Beginning Letter Of Familiar Pictures.	(Day 2)		“Letter Hop Floor Game” Stick big letters (A–Z) on the floor All students stand around the letters Teacher says a sound or shows a picture: “/a/ sound” or show	Activity-Based Learning - Students learn beginning letters through movement-based floor activities like hopping and identifying letters.	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	<ul style="list-style-type: none"> <li>Identify the beginning letter of familiar pictures.</li> <li>Write the correct beginning letter to complete picture names.</li> </ul>	
10	English Book	Special Letters	Letter a,e,i,o,u	July (Day 1)	July	“Vowel Action Fun” Teacher calls a vowel: “A!” All students say a word + action “A – apple!” (pretend eating) “E – elephant!” (make trunk) “I – ice cream!” (lick action) “O – orange!” (make round shape) “U – umbrella!” (open umbrella 🌂)	Phonics + Play-way Method - Students learn vowels through sounds, actions, and fun activities.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	<ul style="list-style-type: none"> <li>Associates vowels with simple words (apple, elephant, etc.)</li> <li>Pronounces vowel sounds correctly.</li> </ul>	
11	English Book Pg.No.16 and 17	Special Letters	Special Letters In The Middle Making Words (Reading)	(Day 2)		“Say the Missing Sound” Teacher says a word with a missing middle sound: “c _ t” All students say the word loudly: “cat!”	Phonics + Activity-Based Learning - Students learn to form words by identifying and blending middle vowel sounds through phonics activities and participation.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Children recognize and read words with special letters in the middle.	
12	English Book Pg.No.18	Special Letters	Write The Missing Letter In Each Word.	(Day 3)		Body Letters Game” Teacher shows a word with a missing letter: “b _ t” Students will Make letter “a” shape in air/body and Say: “a!” → “bat!”	Kinesthetic + Activity-Based Learning- Students learn by using body movements to identify and form missing letters.	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.	Children complete words by writing the correct missing letter.	
13	English Book Pg.No.19	Special Letters	Vowel Fill Words	(Day 4)		“Picture Pop!” Show a picture card (e.g. pin ). Ask: “What is this?” Students say: “Pin!” Say: p _ n Ask: “Which special letter is missing?” Students answer: “i!” All say together: “Pin!”	Phonics + Activity-Based Learning- Students learn to form words by identifying vowel sounds using pictures and phonics activities.	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.	Children fill in the correct vowel to complete simple words.	
14	English Book	A Word Families	Introduction	July (Day 1)	July	“Say My Family” Teacher says: -at All students say together: cat, bat, hat Teacher says: -an Students say: fan, man, pan	Phonics + Play-way Method- Learning through phonics and play-way activities.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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.	Children identify and say simple a word family words.	
15	English Book Pg.No20	A Word Families	Worksheet	(Day 2)		Word Family Train” Teacher starts with one family: -at First child says: cat Next child says: bat Next child says: hat	Phonics + Play-way Method- Students learn word families through sounds, repetition, and fun speaking activities.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables.	Children read and match a word family words correctly.	
18	English Book	E Word Families	Introduction	July (Day 1)	July	Sound Clap Clap and read: /e/ - /t/ = et pet, net, wet /e/-/d=ed Bed,fed,red	Activity-Based Learning - Teacher will show word cards mixed up. Students group same family words; hen,pen,ten (en family)	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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	Children identify and say simple e word family words.	
19	English Book (Pg.No.21)	E Word Families	Worksheet	(Day 2)		Pair Match Activity Match picture with correct word: hen → word card “hen”	Place word family cards on floor. Child jumps on one and says the word.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers	Children read and complete e word family words correctly.	

22	English Book	I Word Families	Introduction	July (Day 1)	July	<b>Picture Talk</b> Show a picture and name it.	<b>Visual learning – Use picture cards (pig, pin, sit).</b>	CG-11 Begins to read and write in Language 2	C-11.2 Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words.	Children identify and say simple i word family words.	
23	English Book Pg.No.22  My Book Of Phonics Pg.No.13 and 14	I Word Families	Worksheet  Read And Write	(Day 2)  (Day 3)		<b>Rhyme Time</b> Say rhyming words: pin–bin.	<b>Oral practice – Children repeat and read word from I families.</b>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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.	Children read and complete i word family words correctly.	Assessment for Learning
24	Rhymes and Stories Pg.No.9 to 14	Rani’s First Day at School	Story	July (Day 1)	July	<b>Ask: “Do you like coming to school?”</b> <b>Show happy/sad faces:</b>	<b>Storytelling method - Introduction &amp; Understanding</b> Tell the story with expressions and actions. Ask simple questions: “Who is Rani?” “Is she happy or scared?” Picture talk and short responses.	CG-10 Develops fluency in reading and writing in Language 1	C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own.	Children will be able to listen to the story and respond to simple questions.	
25	Rhymes and Stories Pg.No.9 to 14	Rani’s First Day at School	Story	(Day 2)		<b>School Bag Talk-</b> Children talk about their school bag. Teacher asks, “What did you bring in your school bag?” Students name simple items like book, pencil, lunch box.	<b>Activity-based learning- Practice &amp; Reinforcement</b> Role play (Rani, teacher, friends) Arrange story in order (first–next). Children retell in 1–2 lines.	CG-10 Develops fluency in reading and writing in Language 1	C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own.	Children will be able to retell the story in simple sentences and express their ideas.	
26	English Book	O Word Families	Introduction	August (Day 1)	August	<b>Find My Family Game</b> Mix word cards. Children group same family words together.	<b>Read together: op, ot, og.</b>	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Children identify and say simple o word family words.	
27	English Book Pg.No.23	O Word Families	Worksheet	(Day 2)		<b>Find My Family</b> Children will group words into families: dog, log, fog (og family)	<b>Matching Activity: Match picture to word (dog–dog, pot–pot).</b>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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.	Children read and complete o word family words correctly.	
28	Rhymes and Stories Pg.No.16 and 17	The Hokey Pokey	Rhyme	August (Day 1)	August	<b>Play a quick action game:</b> Say “Touch your nose”, “Clap your hands”, “Stamp your feet” Children follow actions → creates fun mood.	<b>Sing line by line and let children repeat</b> <b>Do actions together:</b> Put your hand in Take your hand out Turn around Clap and jump Use full body movements (hands, legs, whole body).	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.	Children perform actions with the rhyme and follow simple instructions.	
29	English Book	U Word Families	Introduction	August (Day 1)	August	<b>Sound Action</b> Say /u/ sound and children jump when they hear it. U Sound Clap	<b>Phonics Introduction – Introduce the U sound through repetition.</b>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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.	Children identify and say simple u word family words.	

30	English Book Pg.No.24  My Book of Phonics Pg.No.17 and 18	U Word Families	Worksheet   Read And Write	(Day 2)   (Day 3)		<b>Teacher says words (sun, cat, mug, pen). Children clap only for U words.</b>	<b>Picture Association – Match word cards with pictures.</b>	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Children read and complete u word family words correctly.	
31	My Book of Phonics Pg.No.7 and 8	Revision of Words Families	<b>Reinforcement</b>	(Day 3)		<b>Magic Bag Take out picture cards and name them.</b>	<b>Interactive Game – Say and write the missing letter(s). Worksheet Practice.</b>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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.	Children revise and read word family words confidently.	
32	Rhymes and Stories Pg.No.8	If You Are Happy And You Know It	Rhyme	August (Day 1)	August	<b>Say and Do - Teacher says: “Jump / Clap / Turn” Children listen and do.</b>	<b>Action-based learning - Teacher sings the song with actions (clap hands, stamp feet, say hooray). Children watch and follow simple actions.</b>	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately C-4.3 Interacts comfortably with other children and adults	Children will be able to follow simple actions and express feelings through the song.	
33	English Book Pg.No.25	Rhyming Words	Introduction	August (Day 1)	August	<b>Rhyming Train- Examples: sun – fun – bun log – dog – fog</b>	<b>Introduction through sound – Introduce rhyming words by listening to similar ending sounds.</b>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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.	Children identify and say simple rhyming words.	
34	English Book Pg.No.26	Rhyming Words	Worksheet	(Day 2)		<b>Pair and Say using Flash Cards.</b>	<b>Reinforce with picture matching or circle the rhyming pair worksheet.</b>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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	Children match and complete rhyming word pairs correctly.	
35	English Book Pg.No.27	Magic E	Introduction	August (Day 1)	August	Clap Rhythm -Teacher starts a clap pattern like: Clap–Clap–Pause Children listen and repeat the same rhythm.	Introduction through demonstration – Show how adding e changes the word.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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	Children identify and read words with silent e ( <b>magic e</b> ).	
36	English Book Pg.No.28	Magic E	Worksheet	(Day 2)		<b>Thumbs Up Game Show cub–cube. Thumbs up if Magic e changes the word.</b>	Repeat through oral reading.	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	Children read and complete <b>magic e (silent e)</b> words correctly.	

37	Activity Book Pg.No.23  My Book of Phonics Pg.No.19 and 20	Magic Words	Activity  Say And Write The Words	August (Day 1)  (Day 2)	August	<b>Sound Hunt Game”</b> <b>Teacher shows picture flashcards (apple, car, dog, kite, etc.)</b> <b>Children say the first sound loudly</b> <b>Example: “Apple → /a/ /a/ /a/”</b> <b>Do action for each sound</b> <b>A → open mouth wide</b> <b>C → pretend driving a car</b> <b>D → bark like a dog 🐶</b> <b>Pass a soft ball → child holding it says a beginning sound</b>	Show worksheet and explain in simple words “Look, say, and write the first letter” Picture Talk: Ask: “What is this?” “What sound does it start with?” Children complete worksheet Paste correct stickers in big box Teacher walks around and supports.	CG-10 Develops fluency in reading and writing in Language 1	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 beginning sounds Recognize letter–sound relation Improve listening skills Speak sounds clearly Develop early decoding skills.	
38	English Book Pg.No.29	The Sun Is In The Sky	Rhyme	August (Day 1)	August	Sky Action Game -Talk about sun, sky, clouds.	Action recitation – Recite poem with actions and gestures. Use Cutouts.	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.	Children listen to, recite, and enjoy the rhyme <b>“The Sun Is in the Sky.”</b>	
39	English Book PgNo.30 and 31	Words With sh-, ch-, wh-,th-	Introduction	August (Day 1)	August	Clap the Sound If you hear sh in ship, clap. If you hear ch in chair, clap.	Sound Introduction Say each sound aloud: shhh, ch-ch, wh, th. Children repeat.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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 sounds of sh, ch, wh, th. Listens and repeats blend sounds.	Assessment for Learning
40	English Book PgNo.32 and 33	Words With sh-, ch-, wh-,th-	Worksheet	(Day 2)		Sound Echo Game Teacher says sh, children repeat shhh! Teacher says ch, children repeat ch-ch!	Picture Association Show picture cards of ship, chair, whale, thumb.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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 blends in given words. Reads simple words with blends. Speaks words using sh, ch, wh, th.	
41	My Book of Phonics Pg.No.29	Digraphs	- Words With sh-, ch-, wh-,th	(Day 3)		Game: Listen and Jump Teacher says a word: ship → jump for sh chair → clap for ch whale → raise hands for wh thumb → tap desk for th	Interactive Activity Circle or match words with correct sound.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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	Reads blend words confidently. Identifies digraphs in sentences. Completes simple words correctly	
42	My Book of Phonics Pg.No.30 and 31	Digraphs	Reinforcement	(Day 4)		Thumbs Up Game Show a word. Children give thumbs up if it has sh, ch, wh, th.	Worksheet practice -Write the missing letters, complete the words and Complete the sentences.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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	Reads digraph words fluently. Identifies digraphs in sentences. Uses digraph words in short sentences.	

43	Rhymes and Stories Pg.No.18 to 25	Goldilocks And The Three Bears	Story	August (Day 1)	August	<b>Big–Medium–Small Fun”</b> Show 3 objects (big bowl, medium bowl, small bowl) Ask: “Which is big? Which is small?” Let children touch and answer.	<b>Introduction &amp; Story Listening</b> Show pictures/puppets of Goldilocks and 3 bears Introduce characters: Papa Bear, Mama Bear, Baby Bear, Goldilocks Narrate story with actions and voice modulation Use props (3 bowls, 3 chairs, 3 beds) Ask simple questions: Who came to the house? Which porridge was hot/cold? Children will repeat key words: <i>big, small, hot, cold</i>	CG-10 Develops fluency in reading and writing in Language 1	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 to the story and respond to simple questions. Identify characters from the story.	
44	Rhymes and Stories Pg.No.18 to 25	Goldilocks And The Three Bears	Story	(Day 2)		<b>“Who Am I?” Game</b> Teacher acts like a character (Papa Bear / Mama Bear / Baby Bear / Goldilocks) Use actions: Big steps → Papa Bear Gentle walking → Mama Bear Small steps → Baby Bear Pretend eating → Goldilocks Ask: “Who am I?” Children guess and say the character name.	<b>Recall &amp; Reinforcement</b> Quick recap using flashcards Role play: children act as bears and Goldilocks Sequencing activity: First – Goldilocks enters Next – eats porridge Last – runs away	CG-10 Develops fluency in reading and writing in Language 1	C-10.5 Reads short stories and comprehends their meaning by identifying characters, storyline and what the author wants to say on their own.	Recall story events in correct order. Identify big, medium, and small objects.	
45	English Book PgNo.34 and 37  English Book Pg.No 38  My Book of Phonics Pg.No.32,33 and 34	Special Sounds	(Special Sounds: bl, cl, gl, sl, pl, fl)  Worksheet  Consonant Clusters	September (Day 1)  (Day 2)  (Day 3)	September	Action Sound Game: Show actions and let children do with you: Clap,clap! (Children clap hands) Sleep (Children pretend to sleep)  Pair and Say using flash cards.  Thumbs Up Game Show a word. Children give thumbs up if it has : bl, cl, gl, sl, pl, fl	Phonics Blending – b + l = bl, c + l = cl. Using Picture Cards.  Worksheet: Name the pictures and complete the words and trace the sentences.  Worksheet: Listen, circle and write.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables.	Students recognize and read special sounds words.	
46	English Book PgNo.35and 39  English Book PgNo.40  My Book of Phonics Pg.No.35,36 and 37	Special Sounds	(Special Sounds: br, cr, dr, fr, gr, pr)	September (Day 1)  (Day 2)	September	Listen and Repeat Children repeat the blend sounds after teacher.  Thumbs Up Game Show a word. Children give thumbs up if it has br, cr, dr, fr, gr, pr.	Picture Talk – Show picture and identify word.  Worksheet: Name the pictures and complete the words and trace the sentences.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables.	Identify, read and speak words with r blends.	

47	Rhymes and Stories Pg.No.26	Fruits And Vegetables	Rhyme	September (Day 1)	September	<b>Fruit or Vegetable?" Game</b> 🍎🥕 Show real items or flashcards (apple, carrot, banana, potato) Ask: "Fruit or Vegetable?" Children answer by: Raising right hand → Fruit Raising left hand → Vegetable Let children name their favourite one.	Play-way method -Show fruits and vegetables like a <b>surprise basket</b> 🛒 Sing the rhyme with <b>actions and expressions</b> Children repeat with <b>clap and action fun</b> 🎉 <b>Group recitation game</b> Quick " <b>Fruit or Vegetable?" shout game</b> End with <b>sorting game</b> (put in correct basket).	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 with actions Identify fruits and vegetables correctly	
48	English Book PgNo.36 and 41  English Book Pg.No.42  My Book of Phonics Pg.No.38 to 43	Special Sounds	(Special Sounds: sn, sp, sl, sk, sm)  Worksheet  Reinforcement	September (Day 1)  (Day 2)  (Day 3 and Day 4)	September	Picture Talk Show picture and ask: "What is this?"  Pair and Say using flash cards.  Recap Game Teacher: "I say br..." Children: "bridge!" Teacher: "I say gr..." Children: "grass!"	Action-Based Learning Use actions for each word.  Worksheet: Reading with pictures and write the missing letters.  Match picture to word. Circle the Blend Circle words beginning with gl, gr,sm and sk.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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	Identify beginning blends sn, sp, sl, sk, sm. Read simple words with blend sounds.  Recognize and differentiate special sound words. Develop phonemic awareness through listening and repetition.	
49	English Book Pg.No.43,44,45and 46	The Smart Fox	Story	September (Day 1)	September	Action Warm-Up Children act like a fox: Walk like a fox Jump like a fox Think like a smart fox (tap head)	Storytelling Method: Show a fox puppet and make it talk. Narrate the story with voice modulation. Use actions and expressions.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Understand the story, identify the smart fox's actions, and respond to simple questions through puppet interaction.	
50	English Book Pg.No.47	New Words With 'e' and 'o'	(ee Sound)	September (Day 1)	September	Sound Action Game Teacher says "ee" and children repeat "eeee" like a bee buzzing. Actions: Bee – Buzz like a bee. Sleep – Pretend to sleep.	Phonics Blending Read: ee says /ee/. Picture Talk Show pictures and ask: What is this? This is a bee.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Students will be able to identify, read, and pronounce words with the ee sound.	
51	English Book Pg.No.48 and 49  My Book of Phonics Pg.No. 9 ,10,15,16  Pg.No.58 and 59	New Words With 'e' and 'o'  Pure Long Vowel Sounds	(oo Sound)  Reinforcement	(Day 2)  (Day 3and Day4)	September	Activity Time (High Energy) 1. Run to the Sound Put pictures around class Say: "book" Children run and touch correct picture.  <b>Jump on the Sound</b> Make two corners: <b>ee</b> and <b>oo</b> . Say a word, children jump to the correct sound corner.	Magic Word Box Take a small box Put picture cards (book, cook, hook) Child picks one and says the word Everyone repeats loudly: "book!"  Worksheet practice: Circle the words ,write the missing letters ee and oo to complete the words.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Students will be able to identify, read, and pronounce words with the oo sound.  Identify, read, and pronounce words with <b>ee</b> and <b>oo</b> sound patterns correctly.	

52	Rhymes and Stories Pg.No.31	Found A Peanut	Rhyme	September (Day 1)	September	<b>“Pass the Peanut” game</b> Children sit in a circle Pass a small ball/peanut while clapping When music stops, the child holding it says: “I found a peanut!” All repeat with actions.	<b>Play-way Method</b> Show a peanut or picture and ask a simple question Sing the rhyme with actions (pick, crack, eat) Children repeat line by line with actions Group singing with fun expressions Quick Q&A and draw a peanut activity.	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.	Children recite the rhyme with actions and answer simple questions.	
53	English Book Pg.No.50  My Book of Phonics Pg.No. 46 and 47 Pg.No.48 and 49  My Book of Phonics Pg.No. 50 and 51	Words With ai	Introduction  Worksheet	September (Day 1)  (Day 2)	September	<b>Magic Sound Train</b> Show picture cards: rain, train, mail, snail. Ask children to repeat: <b>“ai says /ā/.”</b> Children make a train and say the words while moving  <b>Warm-up Game:</b> <b>Clap if you hear ai</b> Rain Cat Mail Sun	Introduce <b>ai</b> as two letters making one sound: <b>a + i = ai</b> . Use flashcards and phonics repetition (rain, tail, pail.  Worksheet practice: Match pictures with words. Look at the pictures and write correct words.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	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 ai sound in words Listens and repeats ai sound ☑ Identifies ai in beginning words	Assessment of Learning
54	Rhymes and Stories Pg.No.27 to 30	Different Meals Of The Day	Story	September (Day 1)	September	<b>“What did you eat?” talk</b> Ask: <b>“What did you eat in the morning?”</b> <b>Children answer (milk, roti, fruits)</b> <b>Show pictures of breakfast foods.</b>	<b>Play-way Method)</b> Show pictures of <b>breakfast, lunch, dinner</b> Introduce story using simple talk (morning–afternoon–night) Narrate story with expressions and gestures Use actions: Morning → wake up/stretch Lunch → eating action Dinner → sleepy action Ask simple questions during story.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children listen to the story and identify different meals of the day.	
55	Rhymes and Stories Pg.No.27 to 30	Different Meals Of The Day	Story	(Day 2)	Setember	<b>Meal Sorting Game”</b> <b>Show food flashcards</b> <b>Children sort into breakfast/lunch/dinner.</b>	<b>Practice &amp; Reinforcement)</b> Quick recap with questions Retell story with children participation Worksheet: match food to correct meal Role play: “I eat ___ in the morning”.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children name meals and match foods with the correct time of the day.	
56	English Book Pg.No.51  My Book of Phonics Pg.No. 11 and 12  Pg.No.60 and 61	Words With ea	Introduction  Worksheet	October (Day 1)  (Day 2)	October	<b>Action Rhyme</b> <b>“Tea to drink, Sea to see, Read a book with me!”</b>  <b>Jump and Read</b> <b>Place ea words on floor cards.</b> <b>Children jump and read the word.</b>	Introduce the <b>ea</b> sound through flashcards and pictures.  Worksheet practice: children will read, repeat, match, and circle <b>ea</b> words in worksheet.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Students will be able to recognize the <b>ea</b> sound.  Students will be able to identify, read, and use simple words with the <b>ea</b> sound.	

57	English Book Pg.No.52  English Book Pg.No.53  My Book Of Phonics Pg.N. 44 and 45	Words With ay	Introduction          Reinforcement	October (Day 1)          (Day 3)	October	<b>Ation Game</b> <b>Do actions for ay words:</b> <b>Play – pretend to play</b> <b>Jump – jump and say “yay!”</b> <b>Pray – fold hands</b>  <b>Picture Talk</b> <b>Show pictures of a tray, day, playground and let children identify the words.</b>	Show them Flashcards. Blend sounds: <b>p-l-ay = play, s-ay = say.</b>       Reinforce through repetition, phonics games, and oral practice.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Students will be able to recognize the ay sound.          Students will be able to recognize, read, and identify simple words with <b>ai, ea, and ay</b> sound patterns.	
58	Rhymes and Stories Pg.No.32	The Muffin Man	Rhyme	October (Day 1)	October	<b>“Pretend Baking Fun” game</b> <b>Ask children: “Who likes to eat muffins?”</b> <b>Children show thumbs up.</b> <b>Do a quick action: mixing, stirring, baking</b> <b>Say: “Let’s become bakers!” and act together</b>	<b>Play-way Method</b> Show picture of a baker and muffins Introduce word “muffin” Sing the rhyme with actions (walking, pointing) Children repeat line by line Add actions: “Do you know” → hand near ear “Muffin man” → pretend baking Group singing (boys/girls) Pair activity → sing and act Quick Q&A: Who is the muffin man? Where does he live?	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	Children recite the rhyme with actions and respond to simple questions.	
59	English Book Pg.No.54          My Book of Phonics Pg.No. 52	Words With oi	Introduction          Worksheet	October (Day 1)          (Day 2)	October	<b>Action Fun</b> <b>Boil — pretend to stir a pot</b> <b>Point — point to objects</b> <b>Join — hold hands with a friend.</b>  <b>Sound Hunt</b> <b>Say oi words and children raise hands when they hear the oi sound: coin, soil, boil.</b>	Introduce <b>oi</b> through pictures and phonics flashcards.          Let children read, match, circle, and identify <b>oi</b> words in worksheets.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Recognize, read, and identify simple words with the <b>oi</b> sound.	
60	English Book Pg.No.55          My Book of Phonics Pg.No. 53	Words With oy	Introduction          Worksheet	October (Day 1)          (Day 2)	October	<b>Hear the Sound</b> <b>Say: toy, boy, joy</b> <b>Children repeat the oy sound loudly.</b>          <b>Jump for Oy</b> <b>When you say an oy word, children jump once.</b>	Phonics blending, and picture association- Introduce <b>oy</b> through pictures and phonics flashcards.          Worksheet: Match picture cards with the correct oy word.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Recognize, read, and identify simple words with the <b>oy</b> sound.	

61	Rhymes and Stories Pg.No.33 to37	The Hare And The Tortoise	Story	October (Day 1)	October	<p><b>“Fast or Slow” game</b> Ask children to move fast like a hare 🐰 Then move slow like a tortoise 🐢 Ask: “Who is fast? Who is slow?”</p>	<p><b>(Play-way Method)</b> Show pictures of hare and tortoise Ask simple questions (Who runs fast?) Narrate the story with actions and expressions Use actions: Hare → running fast Tortoise → walking slowly Pause and ask simple questions during story Emphasize moral in simple words.</p>	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.5 Understands and responds positively to social norms in the classroom and school.	Children listen to the story and identify fast and slow characters.
62	Rhymes and Stories Pg.No.33 to37	The Hare And The Tortoise	Story	(Day 2)		<p><b>“Race Game”</b> Make two lines: fast (running in place) and slow (walking slowly) Children act and enjoy.</p>	<p><b>Practice &amp; Reinforcement)</b> Quick recap of story Children retell with teacher support Role play: one child = hare, one = tortoise Worksheet: tick fast/slow animals Ask simple questions: Who won the race? Why did the tortoise win?</p>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children retell the story and state the moral in simple words.
63	English Book Pg.No.56  My Book of Phonics Pg.No. 54 to 57  English Book Pg.No.57	Words With ow	Introduction  Worksheet  Reinforcement	November (Day 1)  (Day 2)  (Day 3)	November	<p><b>Picture Talk</b> Show cow, owl, bow picture cards and let children name them.</p> <p><b>Sound Action Game</b> Show a picture of a cow and ask children to say “Moo!”</p> <p><b>Jump to the Sound</b> Say a word. If it has oi, jump once. If it has oy, jump twice. If it has ow, jump three times.</p>	<p>Demonstrate the ow sound and encourage repetition.</p> <p>Worksheet practice: Match picture cards with the correct ow word.</p> <p>Reinforce learning through a simple worksheet (matching/circling) and oral repetition.</p>	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	<p>Identify, read, and say simple words with the ow sound.</p> <p>Identify, read, and pronounce words with oi, oy, and ow sounds.</p>
64	Rhymes and Stories Pg.No.38 to39	Five Little Monkeys	Rhyme	November (Day 1)	November	<p><b>“Jumping Monkeys” game</b> Ask children to jump like monkeys on the spot Count jumps together: 1, 2, 3, 4, 5 Say: “Oh no! One fell down!” (sit down action)</p>	<p><b>Play-way Method)</b> Show picture of monkeys and a bed Introduce counting (1 to 5) Sing the rhyme with actions: Jumping → jump Fell down → sit/hold head Mama called doctor → pretend calling Children repeat line by line Use finger counting while singing Group singing and action performance.</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	Children recite the rhyme with actions and practice counting 1 to 5.

65	English Book Pg.No.58  My Book of Phonics Pg.No.25 and 26  Pg.No. 62 and 63	New Words With U	Introduction	November (Day 1)  (Day 2)	November	<b>Sound Action</b> <b>Say /you/ and children point to themselves when they hear the sound.</b>	Introduce new words with u where u makes the /you/ sound. Display words together (uniform, unicorn, utensils) and let children observe the common sound.	CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes or syllables into words and segment words into phonemes or syllables	Identify and pronounce words where u makes the /you/ sound.	
66	English Book Pg.No.59 to 62	The Fox And The Stork	Storytelling	November (Day 1)	November	<b>Animal Sounds and Actions</b> <b>Children act like a fox and a stork.</b>	Role play :Introduce the story through pictures, puppets, and discussion. Narrate the story with voice modulation and actions.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Identify the characters, and understand the moral of fairness and kindness.	
67	English Book Pg.No.63  English Book Pg.No.64  English Book Pg.No.65  My Book of Phonics Pg.No. 27and 28	A and An	Use of A (words beginning with consonant sounds)  Use of An (words beginning with vowel sounds)  Worksheet	November (Day 1)  (Day 2)  (Day 3)	November	Clap and Say Teacher says a word, children say it with a: a pen, a bat, a sun.  <b>Pass and Say</b> <b>Pass picture cards and children say the word with an.</b>  Magic Bag Game Take out objects/pictures (apple, ball, umbrella). Children say an apple, a ball, an umbrella.	Introduce A before words that begin with consonant sounds through picture cards.  Introduce An before words beginning with vowel sounds through picture cards. Explain with examples: an apple, an orange, an umbrella.  Worksheet practice: Write a or an before the words.	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	Identify and use a with words beginning with consonant sounds.  Identify and use an with words beginning with vowel sounds.  Children will use A and An correctly with simple words.	Assessment for Learning

68	Rhymes and Stories Pg.No.40 to 43	The Cap Seller And The Monkeys	Story	November (Day 1)	November	<p><b>“Copy Me” game</b> Teacher does actions (clap, touch head, jump) Children copy the same actions Connect: “Monkeys also copy!”</p>	<p><b>(Play-way Method)</b> Show caps and monkey pictures Ask: “Who wears a cap?” Narrate the story with actions and expressions Use actions: Seller sleeping → pretend sleep Monkeys → naughty jumping Throwing caps → action Pause and ask simple questions Highlight idea: monkeys copy actions.</p>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children listen to the story and identify characters and actions.	
69	Rhymes and Stories Pg.No.40 to 43	The Cap Seller And The Monkeys	Story	(Day 2)		<p><b>“Monkey See, Monkey Do”</b> One child does an action, others copy Make it fun and fast</p>	<p><b>(Practice &amp; Reinforcement)</b> Quick recap with questions Children retell story with teacher help Role play: cap seller &amp; monkeys Activity: draw and colour caps Ask: What did monkeys do? What did the cap seller do?</p>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children retell the story and respond to simple questions.	
70	English Book Pg.No.66  English Book Pg.No.67	One And More Than One	Introduction  Worksheet	December (Day 1)  (Day 2)	December	<p><b>Finger Count Game</b> <b>Show 1 finger and ask, “What is one more than 1?”</b> <b>Children show 2 fingers. Repeat with more numbers.</b></p> <p><b>Jump One More</b> <b>Teacher says a number (like 3).</b> <b>Children make 3 jumps, then one more jump and say 4.</b></p>	<p>Introduce the concept using concrete objects like blocks, beads, or counters. Show one object, then add one more to demonstrate the idea.</p> <p>Use number cards and picture counting for visual understanding.</p>	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	Identify and tell one more than a given number  Use number cards and picture counting to identify one more than a given number.	



73	English Book Pg.No.70  English Book Pg.No.71	These And Those	Use of These and Those  Worksheet	December (Day 1)  (Day 2)	December	<b>Touch and Point Activity</b> <b>Touch near objects for these and point to far objects for those.</b>  <b>Action Song -</b> <b>Sing a short action rhyme with clap, jump, and stretch.</b>	Introduce these and those through real objects-Hold two pencils near you and say, These are pencils. Point to books far away and say, Those are books.  Worksheet Practice Picture Sorting Activity Children look at pictures and circle whether they show these or those. (Example: near apples — these / far kites — those)	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	Identify these and those through classroom objects and understand near and far objects.  Apply their understanding of these and those by solving worksheet-based activities correctly.
74	English Book Pg.No.72 and 73  English Book Pg.No.74  English Book Pg.No.75	Opposite Words  Read And Write	Identifying Opposites  Worksheet  Worksheet	December (Day 1)  (Day 2)  (Day 3)	December	<b>Big and Small Game</b> Show a big ball and a small ball. Ask children to tell the difference.  <b>Tall and Short Action</b> Stand tall, then bend down short. Children copy the action.  <b>Action Opposites Game</b> Teacher says and shows actions: stand up – sit down, open – close, fast – slow. Children do the opposite action and say the opposite word aloud.	Introduce opposite words through real objects pictures, and actions.  Explain simple pairs like big-small, hot-cold, up-down. Encourage children to observe, speak, and repeat the opposite pairs.  (Reinforcement): Revise opposite words using flashcards and real objects. Conduct a matching activity (big-small, hot-cold, tall-short)	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	Identifies opposite words Matches words with opposites. Uses opposite words in speaking
75	Rhymes and Stories Pg.No.45 to 49	The Boy Who Cried Wolf	Story	December (Day 1)	December	<b>“True or False” game</b> Teacher says simple sentences Children show 👍 for true, 👎 for false Connect: “Today’s story is about telling truth!”	<b>(Play-way Method)</b> Show pictures of boy, sheep, wolf Ask: “What does a wolf say?” (howl sound) Narrate the story with expressions Use actions: Boy shouting → “Wolf! Wolf!” Villagers running → running action Pause and ask simple questions Introduce idea: telling lies.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children listen to the story and identify characters and main events.

76	Rhymes and Stories Pg.No.45 to 49	The Boy Who Cried Wolf	Story	(Day 2)		<b>“Act and Guess”</b> Teacher/child acts (crying, shouting, running) Others guess the action.	<b>Practice &amp; Reinforcement</b> Quick recap of story Children retell with teacher support Role play: boy, villagers, wolf Ask questions: What did the boy say? Did the villagers believe him? Emphasize moral in simple words (always tell the truth)	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children retell the story and understand the importance of telling the truth.	
77	English Book Pg.No.76	See And Read	Sight Word	January (Day 1)	January	Clap and Read Game Show simple sight words like the, is, am, we. Children clap once and read each word aloud.	Introduce sight words using flashcards. Read the words aloud and children repeat. Use Look, Say, Trace, Read method.	CG-10 Develops fluency in reading and writing in Language 1	C-10.3 Recognises all the letters of the alphabets of the script, and uses this knowledge to read and write words.	☑ Recognizes common sight words . ☑ Reads sight words correctly.	Assessment for Learning
78	English Book Pg.No.77 to 80	The Red Raincoat	Story Telling	January (Day 1)	January	Mystery Question Bag Show an object or picture (ball, book, toy) and ask simple questions: What is this? Where is it? When do we use it? Why do we need it? Children answer orally and repeat the question words.	Demonstration Method (pointing to coloured question words) Begin with story reading and point to the coloured question words in the story. Highlight what, when, why, where as special asking words. Read the story again and let children clap when they hear a question word.	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.	Children identify and use question words what, when, why, and where in simple oral sentences.	
79	English Book Pg.No.81  English Book Pg.No.82	Question Words	Some Words We Use To Ask Questions  Reinforcement	January (Day 1)  (Day 2)	January	Show and Ask Show a picture (apple, school, park) and ask: What is this? Where is it? Children answer orally.  Question Ball Game Pass a ball and ask simple questions: What is your name? Where is your bag? When do you eat lunch? Why do we wash hands? Children answer orally.	Visual Method (using picture cards)-Introduce asking words through simple oral questions. Use picture cards and ask what, where, when, why questions.  Reinforcement Method (revising and strengthening learning) Reinforce through oral practice and a simple worksheet.	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.	Children recognize and respond to simple question words what, where, when, and why.	
80	Rhymes and Stories Pg.No.50 and 51	Got Me A Pet	Rhyme	January (Day 1)	January	<b>“Guess the Pet” game</b> Make animal sounds (dog, cat, bird) Children guess the pet Ask: “Who has a pet?”	(Play-way Method) ☑ Show pictures of different pets ☑ Introduce names of pets (dog, cat, fish) ☑ Sing the rhyme with actions: ☑ Pet actions → bark, meow, flap hands ☑ Children repeat line by line ☑ Add actions and sounds for each pet ☑ Group singing with expressions ☑ Quick Q&A: “Which pet do you like?”	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	Children recite the rhyme with actions and identify different pets.	

81	<p>English Book Pg.No.83</p> <p>English Book Pg.No.84 My Book of Phonics Pg.No. 23 and 24</p>	Action Words	Introduction	<p>January (Day 1)</p> <p>(Day 2)</p>	January	<p>Action Game Teacher says: jump, clap, run, sit and children do the action.</p> <p>Simon Says Action Game “Simon says jump, clap, walk...”</p>	<p>Demonstration Method (show actions) Activity-Based Learning (children perform actions) Introduce action words through actions and picture cards.</p> <p>Questioning Method Worksheet Method Match action words with pictures / circle correct action.</p>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.2 Creates simple songs and poems on their own.	<p>Children identify simple action words.</p> <p>Children read and match action words correctly.</p>	
82	Rhymes and Stories Pg.No.52 to 57	The Tortoise And The Geese	Story	January (Day 1)	January	<p><b>“Talk or Quiet” game</b> Ask children to say “Hello” loudly Then show finger on lips 🤐 (stay quiet) Repeat 2–3 times Connect: “Today’s story is about staying quiet!”</p>	<p><b>(Play-way Method)</b> Show pictures of tortoise and geese Ask: “Who can fly? Who walks slowly?” Narrate the story with actions and expressions Use actions: Flying → flap hands Holding stick → pretend hold Talking → hand near mouth Pause and ask simple questions Highlight idea: keep quiet when needed.</p>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children listen to the story and identify characters and actions.	
83	Rhymes and Stories Pg.No.52 to 57	The Tortoise And The Geese	Story	(Day 2)		<p><b>“Follow the Rule” game</b> Give simple instructions: “Clap”, “Jump”, “Be quiet” Children follow actions quickly.</p>	<p><b>(Practice &amp; Reinforcement)</b> Quick recap of story Children retell with teacher help Role play: tortoise and geese Activity: draw and colour the scene Ask questions: ☐ What did the tortoise do? ☐ Why should we stay quiet?</p>	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children retell the story and understand the importance of listening and staying quiet when needed.	



88	Rhymes and Stories Pg.No.59 to 63	The Bee And The Elephant	Story	February (Day 1)	February	<b>“Big or Small” game</b> Show actions: big (stretch arms wide), small (make tiny shape) Ask: “Who is big? Who is small?”	<b>(Play-way Method)</b> Show pictures of bee and elephant Ask: “Who is big? Who is small?” Narrate the story with expressions and actions Use actions: Elephant → big steps Bee → buzzing sound “bzzzz” Pause and ask simple questions Highlight idea: even small can be strong.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children listen to the story and identify big and small characters.	
89	Rhymes and Stories Pg.No.59 to 63	The Bee And The Elephant	Story	(Day 2)		<b>“Sound Game”</b> Teacher makes sounds (buzz, stomp) Children guess the animal.	<b>(Practice &amp; Reinforcement)</b> Quick recap of story Children retell with teacher support Role play: bee and elephant. Activity: draw and colour big and small animals. Ask questions: Who is big? Who is small?	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children retell the story and understand that everyone is important.	
90	English Book Pg.No.89 and 90	Read, Draw And Colour	Drawing Related Objects	February (Day 1)	February	<b>Guess and Draw Game</b> <b>Show a picture of a dog and ask, “What does the dog need?” (Bone)</b> <b>Children answer and do air drawing with fingers before worksheet work.</b>	<b>Activity-Based Learning –</b> Introduce the pictures through flashcards and discussion. Read simple instructions aloud. Children identify what to draw and colour.	CG-7 Makes sense of the world around through observation and logical thinking.  CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	Children will read simple instructions, relate objects to pictures, and improve drawing, colouring, and observation skills.	
91	English Book Pg.No.91 and 92	See And Write	Picture Naming And Sentence Completion	February (Day 1)	February	<b>Picture Talk — Show a picture and ask, “What is this?” Children name the picture aloud.</b>	Introduce pictures through flashcards-Help children identify the picture and write the missing word to complete the story. Guide children to read the completed sentence 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	Children will identify pictures, write simple words, and complete short sentences meaningfully.	
92	English Book Pg.No.93 and 94	I Can Write	Make Sentences	February (Day 1 and Day 2)	February	<b>Pass the Word Card — Each child holds and reads one word in sequence.</b>	<b>Play-Way Method Jumbled Words Game —</b> Write 3 word cards (I / am / Sam). Mix them and let children arrange in correct order.	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-9.2 Creates simple songs and poems on their own.	Children will arrange words in correct order and form simple meaningful sentences.	

93	Rhymes and Stories Pg.No.64	I'm A Little Teapot	Rhyme	February (Day 1)	February	<b>"Be a Teapot" game</b> Ask children to stand like a teapot One hand = handle, one hand = spout Bend and pretend to pour tea Say: "I'm a little teapot!"	<b>(Play-way Method)</b> Show a real teapot or picture Ask: "What do we make in a teapot?" Introduce words: handle, spout Sing the rhyme with actions: Handle → one hand on waist Spout → other hand out ☒ Tip me over → bend sideways ☒ Children repeat line by line ☒ Group singing with actions ☒ Pair activity → perform together.	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	Children recite the rhyme with actions and identify parts of a teapot.
94	English Book Pg.No.95	Max Loves To Play	Reading And Filling Missing Words	March (Day 1)	March	<b>Action Game – Children do actions like jump, run, play when the teacher says the words from the story.</b>	Picture reading and worksheet-based learning. Students read the short story, identify missing words, and complete the sentences with teacher support.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	Children will read simple sentences and write missing words to complete the story correctly.
95	Rhymes and Stories Pg.No.65 to 67	The Happy Plant	Story	March (Day 1)	March	<b>"Grow Like a Plant" game</b> Children sit like seeds Slowly stand up like growing plants Stretch hands like leaves.	<b>Play-way Method</b> Show a real plant or picture Ask: "What do plants need?" (water, sunlight) ☒ Narrate the story with actions and expressions ☒ Use actions: Watering → pretend pour water☒ Sunlight → show sun with hands ☒ Pause and ask simple questions ☒ Highlight idea: plants need care.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children listen to the story and identify needs of a plant.
96	Rhymes and Stories Pg.No.65 to 67	The Happy Plant	Story	(Day 2)		<b>What do plants need?" game</b> Show pictures (water, sun, food) Children choose correct ones for plants .	<b>(Practice &amp; Reinforcement)</b> Quick recap of story Children retell with teacher help☒ Role play: plant, sun, water ☒ Activity: draw and colour a happy plant. Ask questions: What makes the plant happy? What do plants need?	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Children retell the story and explain how to take care of plants.

97	English Book Pg.No.96  My Book Of Phonics Pg.No.64	The Apple Tree	Reading Comprehension And Sentence Completion	March (Day 1)	March	<b>Fruit Basket Talk – Show/apple picture or real apple and ask children: <i>What is this? What colour is it? Where does it grow?</i></b>	Picture discussion, guided reading, and worksheet practice. Children read the short story, identify missing words, and complete the sentences with teacher support.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	Children will read simple sentences and write missing words to complete the story correctly.	
98	English Book Pg.No.97 and 98  English Book Pg.No.99 and 100	Picture Talk	Picture Reading And Sentence Writing	March (Day 1)  (Day 2)	March	<b>See and Say – Show a picture and ask children to name things they can see in it.</b>	Observation- Children observe the picture, discuss what they see, and write 5 simple sentences with teacher support.	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.2 Creates simple songs and poems on their own. C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others.	Children will observe a picture and write simple meaningful sentences.	
99	Rhymes and Stories Pg.No.68	Months In A Year	Rhyme	March (Day 1)	March	<b>“Clap the Months” game</b> <b>Ask children: “How many months are there?”</b> <b>Clap 12 times together</b> <b>Say any month (Jan, Feb...) and children repeat</b>	<b>(Play-way Method)</b> Show a calendar/chart of months Introduce months in sequence ☑ Sing the rhyme with rhythm and actions ☑ Children repeat line by line ☑ Use actions: ☑ Count months on fingers ☑ Tap shoulders while saying months ☑ Group singing (boys/girls) ☑ Quick recall: “Tell any one month”	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	Children recite the rhyme and name months of the year.	Assessment of Learning