

**KIDS WORLD SCHOOL, NAGPUR**

**SESSION – 2026-27**

**CLASS - VI**

**SUBJECT –ENGLISH**

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
Unit 1:	Fables and Folk Tales	A Bottle of Dew	----	July (Day 1)	July	<b>The Action:</b> Ask every student to shout out one word that comes to mind when they hear the title (e.g., "Water," "Magic," "Glass," "Morning," "Treasure").	<b>Activity-Based Learning:</b> Students participate in storytelling, role-play, sequencing activities, and group tasks to understand the theme and moral of the lesson.	<b>CG-1</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials) Ability to read aloud with correct pronunciation and expression.	Students will map the plot structure, identify the "turning point" of the story, and argue the importance of practical wisdom (Madhumati's plan).	
		A Bottle of Dew	----	(Day 2)		"Raise your hand if you like finishing your work as fast as possible so you can play." "Raise your hand if you prefer taking a long time to make sure the work is absolutely perfect."	<b>Learner-Centered Approach:</b> Students actively share their ideas, experiences, and interpretations while the teacher facilitates the learning process.	<b>CG-1</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will enhance their reading and comprehension skills.	
		A Bottle of Dew	----	(Day 3)		The teacher performs simple actions (e.g., pretending to dig soil, watering plants, counting money, sleeping lazily). Students silently observe and mimic the action together. Repeat with 3–4 different actions.	<b>Experiential Learning:</b> Students relate the message of hard work and perseverance in the story to real-life situations and personal experiences.	<b>CG-3</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will distinguish between "illusion" and "reality," explaining why the sage's "magic" was actually a lesson in diligence and sustainable effort.	

		<b>A Bottle of Dew</b>		<b>(Day 4)</b>		<b>Fast Counting Game</b> Class counts numbers one by one—if two speak together, restart.	<b>Competency-Based Learning:</b> Students develop listening, speaking, reading, writing, comprehension, and critical thinking skills through meaningful tasks.	<b>CG-3</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will utilize new vocabulary (e.g., sage, prosperous, illusion, dew, persistence) in original sentences and demonstrate understanding of context clues.
		<b>A Bottle of Dew</b>		<b>(Day 5)</b>		<b>Stand If...</b> “Stand if you like pizza... reading... games...” (quick energy boost)	<b>Collaborative Learning:</b> Students work in pairs and groups to discuss characters, events, and the lesson's moral values.	<b>CG-3</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will relate the lesson to their own life by identifying situations where effort brings results.
		<b>A Bottle of Dew</b>		<b>(Day 6)</b>		<b>Rapid Fire Questions</b> Ask quick fun questions: “Favorite food?” “Dream place?”	<b>Discussion-Based Learning:</b> Students engage in guided discussions to analyze the moral and values conveyed in the story.	<b>CG-3</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will express their thoughts through short writing tasks, such as writing the moral or a similar experience.

		<b>A Bottle of Dew</b>		<b>(Day 7)</b>		<b>Clap Pattern Copy</b> Teacher claps a pattern, students repeat. Increase difficulty.	<b>Reflective Learning:</b> Students reflect on how the lesson's message can be applied in their daily lives.	<b>CG-3</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will systematically complete their notes and exhibit a thorough understanding of the lesson by confidently articulating the central ideas, themes, and character analysis in their own words.
<b>Unit 1:</b>	<b>Fables and Folk Tales</b>	<b>The Raven and The Fox</b>	----	<b>July (Day 1)</b>	<b>July</b>	<b>One Word About Me</b> Students say one word that describes them (funny, honest, foodie, etc.).	<b>Activity-Based Learning:</b> Students participate in poem recitation, role-play, and vocabulary games to understand the poem in an engaging manner. <b>Poetry Recitation:</b> Students recite the poem individually and in groups, using appropriate voice modulation and expressions to understand its mood, theme, and emotions.	<b>CG-2</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.2</b> Identifies literary devices (simile, metaphor, personification ( <i>Alankara</i> ), hyperbole ( <i>Athishayokthi</i> ), alliteration ( <i>Anuprasa</i> ), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will recite the poem with clarity and expression. Discuss the sequence of events in the poem using picture ordering. Analyze the characters of the raven and the fox. Identify and discuss the moral of the poem.
		<b>The Raven and The Fox</b>		<b>(Day 2)</b>		Student says 3 statements; others guess the lie.	<b>Learner-Centered Approach:</b> Students express their opinions about the characters and the moral of the poem through interactive discussions. <b>Experiential Learning:</b> Students connect the theme of flattery and wisdom to situations they encounter in everyday life.	<b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.1:</b> Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Students will identify all rhyming pairs in the poem and label the rhyme scheme as A/B/A/B.

		<b>The Raven and The Fox</b>		<b>(DAY 3 )</b>		<b>Name + Action</b> Say your name with an action (jump, clap). Others repeat.	<b>Inquiry-Based Learning:</b> Students explore why the fox succeeded and what the raven could have done differently. <b>Competency-Based Learning:</b> Students strengthen pronunciation, reading fluency, vocabulary, comprehension, and creative expression.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and while applies them writing.	Students will answer comprehension and inference questions using evidence from the poem.
<b>Unit 1:</b>	<b>Fables and Folk Tales</b>	<b>Rama to the Rescue</b>		<b>July (Day 1)</b>	<b>July</b>	<b>Stand If...</b> “Stand if you like pizza... reading... games...” (quick energy boost)	<b>Storytelling Pedagogy:</b> Students learn language concepts and values through engaging storytelling sessions that enhance listening skills, imagination, comprehension, and emotional connection with the text. <b>Role Play and Dramatization:</b> Students enact characters and situations from the lesson, enabling them to develop communication skills, creativity, confidence, and a deeper understanding of the content.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response literary devices.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will summarize "Rama to the Rescue" in five sentences covering all key events in sequence.
		<b>Rama to the Rescue</b>		<b>(DAY 2)</b>		<b>Clap Pattern Copy</b> Teacher claps a pattern, students repeat. Increase difficulty.	<b>Experiential Learning:</b> Students connect classroom concepts with real-life experiences through observation, reflection, hands-on activities, and practical application of knowledge.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.3:</b> Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, and formal/informal questions relevant to context with sensitivity).	Students will relate the lesson to their own life by identifying situations where effort brings results.

		Rama to the Rescue		(DAY 3)		<p><b>Pass the Smile</b> One student smiles at another—keep passing it around quickly.</p>	<p><b>Competency-Based Learning:</b> Students develop essential language competencies such as listening, speaking, reading, writing, comprehension, vocabulary, critical thinking, and effective communication through meaningful learning experiences.</p>	<p><b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p><b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>The students will write notes and model answer demonstration by presenting key value points and systematically structured long-answer responses to develop clarity, coherence, and effective writing skills.</p>
<b>Unit 2:</b>	<b>FRIENDSHIP</b>	<b>The Unlikely Best Friends</b>		<b>August (DAY 1)</b>	<b>August</b>	<p><b>Name + Action</b> Say your name with an action (jump, clap). Others repeat.</p>	<p><b>Collaborative Learning:</b> Students work in pairs and groups to discuss the characters, their relationships, and the values of friendship, promoting teamwork and peer learning.</p> <p><b>Learner-Centered Learning:</b> Students actively share their opinions, experiences, and interpretations of friendship while the teacher facilitates meaningful learning experiences.</p>	<p><b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p><b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).</p>	<p>Students will retell the four key events of "The Unlikely Best Friends" in sequence using their own words. Students will explain why this friendship is described as "unlikely" and justify their answer with two pieces of textual evidence.</p>
		<b>The Unlikely Best Friends</b>		(DAY 2)		<p><b>Clap Pattern Copy</b> Teacher claps a pattern, students repeat. Increase difficulty.</p>	<p><b>Activity-Based Learning:</b> Students participate in role-plays, friendship charts, storytelling activities, and group tasks to understand the lesson in an engaging and interactive manner.</p>	<p><b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary device.</p>	<p><b>C-2.1:</b> Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.</p>	<p>Students will identify and discuss the qualities (loyalty, care, joy) that made the elephant-dog friendship genuine.</p>

		<b>The Unlikely Best Friends</b>		<b>(DAY 3)</b>		<b>Stand If...</b> “Stand if you like pizza... reading... games...” (quick energy boost.	<b>Discussion-Based Learning:</b> Students engage in guided discussions on the qualities of true friendship, mutual respect, and cooperation as depicted in the lesson. <b>Experiential Learning:</b> Students relate the events and emotions in the story to their own experiences of friendship and social interactions.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets and expresses their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings.	Students will answer T/F comprehension questions about the leopard-and-cow listening story with justification.
		<b>The Unlikely Best Friends</b>		<b>(DAY 4)</b>		Number Counting in Hindi & English 1, do, 3,.....	<b>Reflective Learning:</b> Students reflect on the importance of friendship, empathy, and acceptance and express how these values can be applied in their daily lives.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify and discuss the qualities (loyalty, care, joy) that made the elephant-dog friendship genuine.
		<b>The Unlikely Best Friends</b>		<b>(DAY 5)</b>		<b>One Word About Me</b> Students say one word that describes them (funny, honest, foodie, etc.).	<b>Competency-Based Learning:</b> Students develop listening, speaking, reading, writing, comprehension, critical thinking, and communication skills through various learning activities based on the lesson.	<b>CG-5:</b> Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the languages.	<b>C-5.2:</b> Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.	The students will write notes and model answer demonstration by presenting key value points and systematically structured long-answer responses to develop clarity, coherence, and effective writing skills.

Unit 2:	FRIENDSHIP	A Friend's Prayer		August (DAY 1)	August	<b>Emotion anchor:</b> Students silently write the name of their most trusted friend and one word that captures why they trust that person.	<b>Poetry Recitation:</b> Students recite the poem with proper pronunciation, rhythm, intonation, and expression to enhance fluency, confidence, and appreciation of poetry.	<b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.1:</b> Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Students will recite the poem with correct pronunciation, rhythm, and expression.	
		A Friend's Prayer		(DAY 2)		<b>Fast Counting Game</b> Class counts numbers one by one—if two speak together, restart.	<b>Reflective Learning:</b> Students reflect on the message and emotions conveyed in the poem and connect them with their own thoughts, feelings, and experiences. <b>Discussion-Based Learning:</b> Students participate in meaningful discussions to explore the poem's theme, poetic expressions, and underlying message.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will enhance vocabulary by understanding new words and using them in meaningful sentences.	
		A Friend's Prayer		(DAY 3)		<b>Name + Action</b> Say your name with an action (jump, clap). Others repeat.	<b>Value-Based Learning:</b> Students develop values such as kindness, empathy, gratitude, respect, and positive relationships through the ideas presented in the poem. <b>Competency-Based Learning:</b> Students strengthen their listening, speaking, reading, vocabulary, comprehension, interpretation, and creative expression skills through poem-based activities	<b>CG-5:</b> Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	<b>C-5.2:</b> Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.	Students will answer textual and inferential questions through model responses and structured writing practice to develop coherent expression and critical thinking.	<b>Assessment As Learning</b>

Unit 2:	FRIENDSHIP	The Chair		September (DAY 1)	September	Teacher will point to a classroom chair and ask: "If this chair could speak, what would it say? Which student does it prefer? What is it tired of?" Students write 2–3 imaginative sentences from the chair's point of view ..	<p><b>Storytelling Pedagogy:</b> Students engage with the narrative through storytelling and guided reading, enhancing comprehension, imagination, and understanding of the characters and events.</p> <p><b>Collaborative Learning:</b> Students work in pairs and groups to discuss the story, analyze characters, and share their viewpoints, promoting teamwork and peer learning.</p>	<b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.1:</b> Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Students will be able to read the lesson fluently with correct pronunciation and intonation.	Assessment for Learning
		The Chair		(DAY 2)		<p><b>Fast Counting Game</b> Class counts numbers one by one—if two speak together, restart.</p>	<p><b>Inquiry-Based Learning:</b> Students ask questions, predict outcomes, analyze characters' actions, and explore the deeper meanings and messages conveyed in the story.</p>	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will answer textual and inferential questions through model responses and structured writing practice to develop coherent expression and critical thinking.	
		The Chair		(DAY 3)		<p><b>Stand If...</b> "Stand if you like pizza... reading... games..." (quick energy boost)</p>	<p><b>Learner-Centered Approach:</b> Students actively express their ideas, experiences, and interpretations, while the teacher facilitates learning according to their needs and interests.</p>	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will develop writing skills by framing structured answers and expressing ideas clearly.	

		The Chair		<b>(DAY 4)</b>		<b>Clap Pattern Copy</b> Teacher claps a pattern, students repeat. Increase difficulty.	<b>Competency-Based Learning:</b> Students develop listening, speaking, reading, writing, comprehension, critical thinking, and communication skills through meaningful and interactive learning experiences.	<b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.2:</b> Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will develop writing skills by framing structured answers and expressing ideas clearly.	
<b>Unit 3:</b>	<b>Nurturing Nature</b>	<b>Neem Baba</b>		<b>September (DAY 1)</b>	<b>September</b>	Number Counting in Hindi & English 1, do, 3,.....	<b>Experiential Learning:</b> Students learn through direct experiences such as observing plants, nature walks, and interacting with their surroundings to understand the importance of neem in daily life.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials)	Learners will read the lesson fluently with correct pronunciation and intonation.	
		<b>Neem Baba</b>		<b>(DAY 2)</b>		<b>One Word About Me</b> Students say one word that describes them (funny, honest, foodie, etc.).	<b>Nature-Based Learning:</b> Students explore the natural environment by studying plants, especially neem, and understanding their uses, benefits, and role in maintaining ecological balance.	<b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.1:</b> Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Learners will interpret and explain the content of the lesson paragraph-wise in their own words.	

		Neem Baba		(DAY 3)		<p><b>Fast Counting Game</b> Class counts numbers one by one—if two speak together, restart.</p>	<p><b>Inquiry-Based Learning:</b> Students ask questions, investigate the uses of neem, and explore its medicinal and environmental significance through guided discovery.</p> <p><b>Environmental Education:</b> Students develop awareness about environmental conservation, sustainability, and the importance of trees in maintaining a healthy ecosystem.</p>	<p><b>CG-4:</b> Develops the ability to write reviews and uses the library to find references.</p>	<p><b>C-4.1:</b> Reads, responds, and critically reviews books of varied genres (fiction and non-fiction).</p>	Learners will identify the main idea, supporting details, and sequence of events in the text.	
		Neem Baba		(DAY 4)		<p><b>Stand If...</b> “Stand if you like pizza... reading... games...” (quick energy boost)</p>	<p><b>Competency-Based Learning:</b> Students enhance their listening, speaking, reading, writing, comprehension, and critical thinking skills through meaningful tasks based on the lesson.</p>	<p><b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p><b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	Learners will develop writing skills by framing structured answers and expressing ideas clearly.	
<b>Unit 3:</b>	<b>Nurturing Nature</b>	<b>What a Bird Thought</b>		<b>September (DAY 1)</b>	<b>September</b>	<p><b>Pass the Smile</b> One student smiles at another—keep passing it around quickly.</p>	<p><b>Poetry Recitation:</b> Students recite the poem with proper rhythm, intonation, and expression to understand its mood, improve fluency, and appreciate its poetic beauty.</p> <p><b>Experiential Learning:</b> Students connect the bird’s journey and experiences in the poem with real-life situations of growth, learning, and exploration.</p>	<p><b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p><b>C-2.1:</b> Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing from various cultures and time periods.</p>	Students will recite the poem with correct pronunciation, rhythm, and expression.	

		<b>What a Bird Thought</b>		<b>(DAY 2)</b>		<b>Name + Action</b> Say your name with an action (jump, clap). Others repeat.	<b>Learner-Centered Approach:</b> Students express their thoughts, interpretations, and feelings about the poem while actively participating in discussions and activities. <b>Reflective Learning:</b> Students reflect on the message of curiosity, freedom, and learning from experiences and relate it to their own life.	<b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.2</b> Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will enhance vocabulary by understanding new words and using them in meaningful sentences.	
		<b>What a Bird Thought</b>		<b>(DAY 3)</b>		<b>Fast Counting Game</b> Class counts numbers one by one—if two speak together, restart.	<b>Competency-Based Learning:</b> Students develop listening, speaking, reading, vocabulary, comprehension, and creative expression skills through meaningful engagement with the poem.	<b>CG-3</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Learners will develop writing skills by framing structured answers and expressing ideas clearly.	Assessment of Learning
<b>Unit 3:</b>	<b>Nurturing Nature</b>	<b>Spices that Heal Us</b>		<b>November (DAY 1)</b>	<b>November</b>	<b>One Word About Me:</b> Students say one word that describes them (funny, honest, foodie, etc.).	<b>Experiential Learning:</b> Students learn through real-life experiences by observing spices at home, tasting, smelling, and identifying their medicinal uses in daily life.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials)	Students will identify 10 common Indian spices by their English and regional names.	

		Spices that Heal Us		(DAY 2)		<p><b>Fast Counting Game</b> Class counts numbers one by one—if two speak together, restart.</p>	<p><b>Multidisciplinary Learning:</b> Students connect English with Science and Health by understanding the medicinal properties of spices and their role in promoting good health and nutrition.</p>	<p><b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p><b>C-3.1</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will enhance their vocabulary by learning new words, meanings, synonyms, and antonyms.</p>
		Spices that Heal Us		(DAY 3)		<p><b>Clap Pattern Copy</b> Teacher claps a pattern, students repeat. Increase difficulty.</p>	<p><b>Inquiry-Based Learning:</b> Students explore questions about different spices, investigate their uses, and discover how they help in preventing and curing common ailments.</p>	<p><b>CG-4:</b> Develops the ability to write reviews and uses the library to find references.</p>	<p><b>C-4.2:</b> Uses books and other media resources effectively to find references to use in projects and other activities.</p>	<p>Students will participate in speaking and listening activities such as discussion, role play, and narration.</p>
		Spices that Heal Us		(DAY 4)		<p>Number Counting in Hindi &amp; English 1, do, 3,.....</p>	<p><b>Collaborative Learning:</b> Students work in groups to discuss spices, share home remedies, and prepare presentations, promoting teamwork and communication. <b>Competency-Based Learning:</b> Students develop language skills including listening, speaking, reading, writing, comprehension, and vocabulary through meaningful and practical tasks</p>	<p><b>CG-4:</b> Develops the ability to write reviews and uses the library to find references.</p>	<p><b>C-4.2:</b> Uses books and other media resources effectively to find references to use in projects and other activities.</p>	<p>Students will identify the theme, message, and values conveyed through the lesson.</p>

Unit 4:	Sports and Wellness	Change of Heart		November (DAY 1)	November	<p><b>Pass the Smile</b> One student smiles at another—keep passing it around quickly.</p>	<p><b>Experiential Learning:</b> Students connect the situations in the lesson with real-life experiences where attitudes and opinions change through understanding and empathy. <b>Value-Based Learning:</b> Students learn important values such as kindness, forgiveness, empathy, respect, and positive behavior towards others.</p>	<p><b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p><b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials)</p>	<p>Students will summarize "Change of Heart" in five points covering each stage of Prabhat's journey.</p>	
		Change of Heart		(DAY 2)		<p><b>Stand If...</b> "Stand if you like pizza... reading... games..." (quick energy boost)</p>	<p><b>Activity-Based Learning:</b> Students participate in role-plays, character enactments, and group tasks to understand the transformation in the characters' attitudes. <b>Discussion-Based Learning:</b> Students engage in guided discussions about behavior, conflicts, and how misunderstandings can be resolved through communication.</p>	<p><b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p><b>C-2.2</b> Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.</p>	<p>Students will enhance vocabulary by learning new words, meanings, synonyms, and antonyms.</p>	
		Change of Heart		(DAY 3)		<p><b>Fast Counting Game</b> Class counts numbers one by one—if two speak together, restart.</p>	<p><b>Learner-Centered Learning:</b> Students actively share their ideas, emotions, and interpretations while the teacher facilitates learning based on their responses and needs.</p>	<p><b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p><b>C-3.1</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will write systematically organized notes, including summary, theme, character sketch, and important points, to support effective understanding and note-making.</p>	

		Change of Heart		(DAY 4)		<b>Stand If...</b> “Stand if you like pizza... reading... games...” (quick energy boost)	<b>Competency-Based Learning:</b> Students develop listening, speaking, reading, writing, comprehension, and critical thinking skills through meaningful engagement with the lesson.	<b>CG-5:</b> Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	<b>C-5.3:</b> Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, Antakshari, anagrams, crosswords, etc.	Students will develop writing skills by framing structured answers and expressing ideas clearly.	
<b>Unit 4:</b>	<b>Sports and Wellness</b>	<b>The Winner</b>		<b>December (DAY 1)</b>	<b>December</b>	<b>Fast Counting Game</b> Class counts numbers one by one—if two speak together, restart.	<b>Poetry Recitation:</b> Students recite the poem with proper pronunciation, rhythm, intonation, and expression to enhance fluency, confidence, and appreciation of poetry. <b>Reflective Learning:</b> Students reflect on the poem's message of perseverance, determination, and a positive attitude, and relate it to their own experiences and goals.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials	1.Students will recite the poem with correct pronunciation, rhythm, and expression. 2.Students will summarize and explain the meaning of the poem stanza-wise in their own words.	
				(DAY 2)		<b>Pass the Smile</b> One student smiles at another—keeps passing it around quickly.	<b>Discussion-Based Learning:</b> Students engage in discussions about success, hard work, resilience, and the qualities that contribute to becoming a winner	<b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.2:</b> Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will express their thoughts, feelings, and personal responses related to the poem through speaking and writing	

				(DAY 3)		Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	<b>Competency-Based Learning:</b> Students develop listening, speaking, reading, vocabulary, comprehension, interpretation, and critical thinking skills through poem-based activities.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.2:</b> Writes prose, poetry, and drama using appropriate style and language.	Students will infer the theme, central idea, and moral/message of the poem.	
<b>Unit 4:</b>	<b>Sports and Wellness</b>	<b>YOGA – A Way of Life</b>		<b>December (DAY 1)</b>	<b>December</b>	Number Counting in Hindi & English 1, do, 3, .....	<b>Experiential Learning:</b> Students learn about the benefits of yoga through direct participation in simple yoga practices and by reflecting on their impact on physical and mental well-being. <b>Activity-Based Learning:</b> Students engage in demonstrations, yoga sessions, group activities, and poster-making to understand the importance of yoga in daily life.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials) C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will read the lesson fluently with correct pronunciation and intonation.	
		<b>YOGA – A Way of Life</b>		(DAY 2)		<b>One Word About Me:</b> Students say one word that describes them (funny, honest, foodie, etc.).	<b>Health and Wellness Education:</b> Students develop awareness of healthy lifestyle habits and understand how yoga contributes to physical fitness, mental peace, emotional balance, and overall well-being.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing	Students will summarize and explain the content of the lesson paragraph-wise in their own words and will get aware of healthy lifestyle habits.	

		<b>YOGA – A Way of Life</b>		<b>(DAY 3)</b>		<b>Clap Pattern Copy</b> Teacher claps a pattern, students repeat. Increase difficulty.	<b>Inquiry-Based Learning:</b> Students explore questions related to yoga, investigate its benefits, and discuss its role in maintaining a healthy and disciplined life. <b>Competency-Based Learning:</b> Students enhance their listening, speaking, reading, writing, comprehension, and critical thinking skills through meaningful activities and discussions related to yoga and healthy living.	<b>CG-4:</b> Develops the ability to write reviews and uses the library to find references	<b>C-4.2:</b> Uses books and other media resources effectively to find references to use in projects and other activities.	Students will enhance their vocabulary by learning new words, meanings, synonyms, and antonyms. Students will be able to answer comprehension questions accurately based on textual understanding.	
		<b>YOGA – A Way of Life</b>		<b>(DAY 4)</b>		<b>Name + Action</b> Say your name with an action (jump, clap). Others repeat.	<b>Multidisciplinary Learning:</b> Students connect concepts from English, Physical Education, Science, and Health Education to understand yoga as a holistic practice for wellness.	<b>CG-4:</b> Develops the ability to write reviews and uses the library to find references.	<b>C-4.2:</b> Uses books and other media resources effectively to find references to use in projects and other activities.	Students will identify the theme, message, and values conveyed through the lesson.	
<b>Unit 5:</b>	<b>Culture and Tradition</b>	<b>Hamara Bharat – Incredible India</b>		<b>January (DAY 1)</b>	<b>January</b>	<b>Fast Counting Game</b> Class counts numbers one by one—if two speak together, restart.	<b>Collaborative Learning:</b> Students work in groups to gather information, share ideas, and prepare presentations on different aspects of India's diversity and rich heritage.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will read the lesson fluently with correct pronunciation and intonation.	

		Hamara Bharat – Incredible India		(DAY 2)		<p><b>One Word About Me:</b> Students say one word that describes them (funny, honest, foodie, etc.).</p>	<p><b>Multidisciplinary Learning:</b> Students connect English with Social Science, Geography, Art, and Culture to gain a comprehensive understanding of India's unity in diversity.</p> <p><b>Experiential Learning:</b> Students relate the lesson to their own cultural experiences, local traditions, and observations of India's diverse customs and practices.</p>	<p><b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p><b>C-2.1:</b> Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time period.</p> <p><b>C-2.3:</b> Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings.</p>	Students will identify the main idea, supporting details, and sequence of events in the text.	
		Hamara Bharat – Incredible India		(DAY 3)		<p><b>Fast Counting Game</b> Class counts numbers one by one—if two speak together, restart.</p>	<p><b>Discussion-Based Learning:</b> Students participate in meaningful discussions on India's cultural richness, national identity, traditions, and the importance of respecting diversity.</p>	<p><b>CG-4:</b> Develops the ability to write reviews and uses the library to find references.</p>	<p><b>C-4.1:</b> Reads, responds, and critically reviews books of varied genres (fiction and non-fiction)</p>	Students will answer comprehension questions accurately based on textual understanding.	
		Hamara Bharat – Incredible India		(DAY 4)		<p><b>Name + Action</b> Say your name with an action (jump, clap). Others repeat.</p>	<p><b>Competency-Based Learning:</b> Students develop listening, speaking, reading, writing, research, presentation, and critical thinking skills through various learning activities based on the lesson.</p>	<p><b>CG-5:</b> Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.</p>	<p><b>C-5.2:</b> Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.</p>	<p>1. Students will identify the theme, message, and values conveyed through the lesson.</p> <p>2. Students will develop writing skills by framing structured answers and expressing ideas clearly.</p>	
		Hamara Bharat – Incredible India		(DAY 5)		<p>Number Counting in Hindi &amp; English 1, do, 3, .....</p>	<p><b>ICT-Integrated Learning:</b> Students use digital resources such as videos, and online information to explore India's heritage, monuments, and cultural diversity.</p>	<p><b>CG-4:</b> Develops the ability to write reviews and uses the library to find references.</p>	<p><b>C-4.1:</b> Reads, responds, and critically reviews books of varied genres (fiction and non-fiction)</p>	Students will apply grammatical concepts and language skills in context.	Assessment As Learning

Unit 5:	Culture and Tradition	The Kites		January (DAY 1)	January	Teacher shows a colorful kite image on the board and asks: 'Have you ever flown a kite? Where? How did it feel?' Students share.	<p><b>Art-Integrated Learning:</b> Students express their understanding of the poem through creative activities such as drawing kites, making paper kites, coloring, and illustrating scenes inspired by the poem.</p> <p><b>Poetry Recitation:</b> Students recite the poem with proper pronunciation, rhythm, intonation, and expression to appreciate its musical quality and enhance fluency in language.</p>	<b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.2:</b> Identifies literary devices (simile, metaphor, personification, hyperbole, alliteration, idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will recite the poem with correct pronunciation, rhythm, and expression. Students will summarize and explain the meaning of the poem stanza-wise in their own words and draw kites, make paper kites of different shapes.	
		The Kites		(DAY 2)		Number Counting in Hindi & English 1, do, 3, .....	<p><b>Experiential Learning:</b> Students connect the imagery and emotions of the poem with their own experiences of flying kites and observing the beauty of the sky and nature.</p> <p><b>Learner-Centered Learning:</b> Students actively share their thoughts, feelings, and interpretations of the poem while exploring its themes through discussion and creative expression.</p>	<b>CG-5:</b> Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	<b>C-5.2:</b> Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.	Students will identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.	
		The Kites		(DAY 3)		<p><b>Name + Action</b> Say your name with an action (jump, clap). Others repeat.</p>	<p><b>Competency-Based Learning:</b> Students develop listening, speaking, reading, vocabulary, comprehension, interpretation, and creative thinking skills through meaningful engagement with the poem.</p>	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.2:</b> Writes prose, poetry, and drama using appropriate style and language.	Students will express their thoughts, feelings, and personal responses related to the poem through speaking and writing.	Assessment As Learning

<b>Unit 5:</b>	<b>Culture and Tradition</b>	<b>Ila Sachani: Embroidering Dreams with her Feet</b>		<b>February (DAY 1)</b>	<b>February</b>	<b>Rapid Fire Questions</b> Ask quick fun questions: "Favorite food?" "Dream place?"	<b>Storytelling Pedagogy:</b> Students engage with the inspiring life story of Ila Sachani through storytelling and guided reading, enhancing comprehension, imagination, and emotional connection with the text.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials)	Students will read the lesson fluently with correct pronunciation and intonation.	
		<b>Ila Sachani: Embroidering Dreams with her Feet</b>		<b>(DAY 2)</b>		<b>Object Around Me</b> Students pick any object near them and describe it in one sentence	<b>Inspirational Learning:</b> Students learn from Ila Sachani's determination, resilience, and achievements, motivating them to overcome challenges and pursue their goals with confidence.	<b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.3:</b> Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings.	Students will interpret and explain the content of the lesson paragraph-wise in their own words.	
		<b>Ila Sachani: Embroidering Dreams with her Feet</b>		<b>(DAY 3)</b>		<b>Clap Pattern Copy</b> Teacher claps a pattern, students repeat. Increase difficulty.	<b>Experiential Learning:</b> Students connect the experiences and struggle of the protagonist with real-life situations, developing a deeper understanding of perseverance and self-belief.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will summarize and explain the content of the lesson paragraph-wise in their own words.	

		Ila Sachani: Embroidering Dreams with her Feet		(DAY 4)		<p><b>Pass the Smile</b> One student smiles at another—keep passing it around quickly.</p>	<p><b>Discussion-Based Learning:</b> Students participate in meaningful discussions on overcoming obstacles, inclusion, talent, and the importance of hard work and dedication.</p> <p><b>Reflective Learning:</b> Students reflect on the lessons learned from Ila Sachani’s journey and express how these values can guide them in their own lives.</p>	<p><b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p><b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	Students will answer comprehension questions accurately based on textual understanding.	
		Ila Sachani: Embroidering Dreams with her Feet		(DAY 5)		<p><b>Name + Action</b> Say your name with an action (jump, clap). Others repeat.</p>	<p><b>Competency-Based Learning:</b> Students develop listening, speaking, reading, writing, comprehension, critical thinking, and communication skills through activities based on the lesson.</p> <p><b>Value-Based Learning:</b> Students cultivate values such as determination, courage, perseverance, self-confidence, empathy, and respect for the abilities and achievements of others.</p>	<p><b>CG-4:</b> Develops the ability to write reviews and uses the library to find references.</p>	<p><b>C-4.1:</b> Reads, responds, and critically reviews books of varied genres (fiction and non-fiction)</p>	Students will identify the theme, message, and values conveyed through the lesson. Students will develop writing skills by framing structured answers and expressing ideas clearly.	Assessment For Learning

Unit 5:	Culture and Tradition	National War Memorial		February (DAY 1)	February	<b>Object Around Me</b> Students pick any object near them and describe it in one sentence	<b>Experiential Learning:</b> Students connect with the significance of the National War Memorial through virtual visits, observations, and reflections on the sacrifices made by the armed forces for the nation. <b>Inquiry-Based Learning:</b> Students investigate the purpose, design, and significance of the National War Memorial by asking questions, researching facts, and drawing conclusions	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials)	Students will recite the poem with correct pronunciation, rhythm, and expression.	
		National War Memorial		(DAY 2)		<b>Rapid Fire Questions</b> Ask quick fun questions: "Favorite food?" "Dream place?"	<b>ICT-Integrated Learning:</b> Students use digital resources such as videos, virtual tours, documentaries, and online information to explore the history and importance of the National War Memorial. <b>Collaborative Learning:</b> Students work in groups to collect information, prepare presentations, and discuss the role of the armed forces in safeguarding the nation.	<b>CG-2:</b> Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	<b>C-2.1:</b> Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Students will identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.	

		<b>National War Memorial</b>		<b>(DAY 3)</b>		<b>One Word About Me:</b> Students say one word that describes them (funny, honest, foodie, etc.).	<b>Competency-Based Learning:</b> Students develop listening, speaking, reading, writing, research, comprehension, critical thinking, and communication skills through meaningful learning activities. <b>Value-Based Learning:</b> Students develop values such as patriotism, respect, gratitude, responsibility, courage, and appreciation for the sacrifices made by the nation's heroes.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1.Students will infer the theme, central idea, and moral/message of the poem. 2.Students will express their thoughts, feelings, and personal responses related to the poem through speaking and writing.	Assessment Of Learning
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UNIT		Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No	Name		Starting	Closing						
01.	SENTENCES		JULY (DAY 01)	JULY	<b>One-Word Check-In</b> Ask each student to describe how they feel in one word. Example: excited, sleepy, curious.	<b>Grammar-in-Context Approach:</b> Sentences will be taught through meaningful language contexts, sentence-building activities, and guided discovery of sentence patterns.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify the subject and predicate in different types of sentences.	

		<b>SENTENCES</b>	<b>(DAY 02)</b>		<b>Would You Rather?</b> Give two fun choices. Example: Would you rather fly or be invisible?	<b>Constructivist Learning, Activity-Based Learning:</b> Learners will explore different types of sentences and their structures through group discussions, role-play, and writing tasks. This approach helps develop sentence formation skills and promotes accurate and purposeful language use.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1.Students will distinguish between complete and incomplete sentences.  2. Students will construct meaningful sentences using correct subject–predicate structure.	
<b>02.</b>	<b>NOUNS</b>		<b>JULY (DAY 01)</b>	<b>JULY</b>	<b>Two Truths and a Wish</b> Students say 2 true things about themselves and 1 wish they have.	<b>Grammar-in-Context Approach:</b> Nouns will be taught through contextual reading passages, picture-based activities, and guided observation of language use.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1.Students will identify nouns in spoken and written language.  2.Students will classify nouns into different types such as proper, common, collective, and abstract nouns.	
		<b>NOUNS</b>	<b>(DAY 02)</b>		<b>Rapid Fire Questions</b> Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	<b>Inductive Method, Activity-Based Learning:</b> Learners will identify, classify, and use different types of nouns through interactive exercises, games, and collaborative tasks. This approach helps develop a clear understanding of naming words and their role in effective communication.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will use nouns appropriately in sentences.	

19.	WRITING SKILLS	PARAPHRASING AND SUMMARISING	JULY (DAY 01)	JULY	<b>This or That</b> Students choose between two options by raising hands. Example: Pizza or burger?	<b>Process Writing Approach:</b> Paraphrasing will be taught through guided reading, discussion, and practice in expressing ideas using different words and sentence structures.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will restate ideas in their own words without changing the original meaning.	
		PARAPHRASING AND SUMMARISING	(DAY 02)		<b>Quick Draw</b> Give 30 seconds to draw something simple like a house, tree, or smiley	<b>Constructivist Learning, Collaborative Learning:</b> Learners will analyze texts, identify key ideas, and restate information through individual and group activities. This approach helps develop comprehension, vocabulary, and effective written communication skills.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1. Students will use appropriate vocabulary and sentence structure while paraphrasing.  2. Students will demonstrate understanding of a given text through effective paraphrasing.	
		PARAPHRASING AND SUMMARISING	(DAY 03)		<b>Name + Action</b> Students say their name with one action; class repeats.	<b>Process Writing Approach:</b> Summarizing will be taught through close reading, identification of main ideas, and guided practice in condensing information.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will identify the main ideas and supporting details in a passage.	

		<b>PARAPHRASING AND SUMMARISING</b>	<b>(DAY 04)</b>		<b>Memory Chain</b> First student says a word, next repeats it and adds another.	<b>Inquiry-Based Learning, Activity-Based Learning:</b> Learners will engage in reading tasks, group discussions, and writing activities to extract and organize essential points. This approach helps develop critical thinking, comprehension, and concise writing skill.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1. Students will condense information into a brief and clear summary.  2. Students will present the essence of a text in a logical and coherent manner.	
<b>03.</b>	<b>NOUNS: NUMBER</b>		<b>AUGUST (DAY 01)</b>	<b>AUGUST</b>	<b>Spot the Difference</b> Two students change one small thing; class guesses the difference.	<b>Inductive Method:</b> Noun number will be taught through observation of singular and plural forms in everyday language contexts.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will differentiate between singular and plural nouns.	
	<b>NOUNS: NUMBER</b>		<b>(DAY 02)</b>		<b>Quick Draw</b> Give 30 seconds to draw something simple like a house, tree, or smiley.	<b>Experiential Learning, Activity-Based Learning:</b> Learners will identify patterns, apply rules, and practice usage through sorting activities, language games, and collaborative exercises. This approach helps develop a practical understanding of number forms and their correct application in communication.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while	1. Students will apply rules for changing singular nouns into plural forms.  2. Students will use singular and plural nouns correctly in oral and written communication.	

04.	ADJECTIVES		AUGUST (DAY 01)	AUGUST	<b>Name + Action</b> Students say their name with one action; class repeats.	<b>Grammar-in-Context Approach:</b> Adjectives will be taught through contextual reading passages, descriptive activities, and guided observation of language patterns.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify adjectives in sentences.	
		ADJECTIVES	(DAY 02)		<b>This or That</b> Students choose between two options by raising hands. Example: Pizza or burger?	<b>Inductive Method, Activity-Based Learning:</b> Learners will identify, classify, and use adjectives effectively through interactive exercises, games, and collaborative tasks. This approach helps develop a clear understanding of descriptive language and enhances learners' speaking and writing skills.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1.Students will describe nouns using suitable adjectives. 2.Students will differentiate between types of adjectives, degrees and use them appropriately.	
20.	WRITING SKILLS	PICTURE COMPOSITION AND COMIC STRIP	AUGUST (DAY 01)	AUGUST	<b>Spot the Difference</b> Two students change one small thing; class guesses the difference.	<b>Process Writing Approach:</b> Picture composition will be taught through observation, discussion, and guided writing activities based on visual prompts.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.2:</b> Writes prose, poetry, and drama using appropriate style and language.	1. Students will observe and interpret details in a picture. 2.Students will organize and express ideas in a clear, meaningful paragraph.	

		<b>PICTURE COMPOSITION AND COMIC STRIP</b>	<b>(DAY 02)</b>		<b>Word Association</b> Say a word; students quickly respond with the first related word.	<b>Visual Learning, Activity-Based Learning:</b> Learners will interpret images, organize their ideas, and create coherent compositions through individual and collaborative tasks. This approach helps develop creativity, observation skills, vocabulary, and structured written expression.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.2:</b> Writes prose, poetry, and drama using appropriate style and language.	Students will use correct grammar, vocabulary, and sentence structure in picture-based writing.	
		<b>PICTURE COMPOSITION AND COMIC STRIP</b>	<b>(DAY 03)</b>		<b>Guess Who?</b> Give clues about a student/classmate; others guess who it is.	<b>Visual Learning, Creative Writing Approach:</b> Comic strip writing will be taught through the analysis of visual sequences, storytelling activities, and guided practice in creating dialogues and narratives.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.2:</b> Writes prose, poetry, and drama using appropriate style and language.	1. Students will create dialogues suitable for characters and situations. 2. Students will sequence events logically to form a clear storyline.	
		<b>PICTURE COMPOSITION AND COMIC STRIP</b>	<b>(DAY 04)</b>		<b>5-Second Challenge</b> Students name 3 things in 5 seconds. Example: 3 red fruits!	<b>Collaborative Learning:</b> Learners will interpret images, sequence events, and express ideas creatively through comic strip tasks and group projects. This approach helps develop imagination, narrative skills, and effective written communication.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.2:</b> Writes prose, poetry, and drama using appropriate style and language.	Students use concise, creative, and engaging language in comic writing.	

05.	ARTICLES		AUGUST (DAY 01)	AUGUST	<b>Back-to-Back Drawing</b> One student describes a shape; another draws without looking.	<b>Grammar-in-Context Approach:</b> Articles will be taught through meaningful language contexts and guided discovery of their usage in sentences.	<b>CG-5:</b> Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	<b>C-5.1:</b> Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will identify and apply the correct use of the articles a, an, and the in speaking and writing.	
		ARTICLES	(DAY 02)		<b>Act It Out</b> Students silently act out an animal, profession, or emotion.	<b>Inductive Method, Experiential Learning:</b> Learners will explore the correct use of articles through reading activities, sentence-completion tasks, and group exercises. This approach helps develop grammatical accuracy and promotes effective language use in both oral and written communication.	<b>CG-5:</b> Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	<b>C-5.1:</b> Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will distinguish between definite and indefinite articles.	

18.	COMPREH- ENSION		AUGUST (DAY 01)	AUGUST	<b>Color Hunt</b> Ask students to quickly find something of a certain color.	<b>Guided Reading Method, Question-Answer Technique, Scaffolding Technique:</b> Comprehension skills will be developed through guided reading, vocabulary support, and structured questioning activities to enhance learners' understanding, interpretation, and analytical thinking.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	1. Students will read and understand the given passage with clarity and confidence. 2. Students will express their understanding through oral or written responses.	
29.	LISTEN AND SPEAK		AUGUST (DAY 01)	AUGUST	<b>This or That</b> Students choose between two options by raising hands. Example: Pizza or burger?	<b>Communicative Language Teaching (CLT), Audio-Lingual Method:</b> Role Play Method Listening and speaking skills will be developed through audio activities, interactive conversations, role plays, and real-life communication tasks to enhance fluency, accuracy, and confidence in oral communication.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will improve their vocabulary and communication skills.	Assessment As Learning

06.	PRONOUNS		SEPTEMBER (DAY 01)	SEPTEMBER	<b>Word Association</b> Say a word; students quickly respond with the first related word.	<b>Grammar-in-Context Approach:</b> Pronouns will be taught through contextual sentences.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify pronouns and their usage in sentences.	
		PRONOUNS	(DAY 02)		<b>Balloon Question (imaginary)</b> Pretend to pass a balloon—whoever catches answers a fun question	<b>Interactive Teaching Method:</b> Pronouns will be taught through contextual sentences, substitution activities.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will use different kinds of pronouns correctly in context.	
		PRONOUNS	(DAY 03)		<b>Color Hunt</b> Ask students to quickly find something of a certain color.	<b>Activity-Based Learning:</b> Pronouns will be taught through substitution activities, and interactive classroom exercises to help learners understand their correct usage and avoid repetition in communication.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will replace nouns with suitable pronouns to avoid repetition.	
07.	AUXILIARY AND MODAL VERBS		SEPTEMBER (DAY 01)	SEPTEMBER	<b>Rapid Fire Questions</b> Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	<b>Grammar-in-Context Approach:</b> Auxiliary and modal verbs will be taught through contextual sentence analysis, guided discovery, and interactive language activities.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1.Students will identify auxiliary and modal verbs in sentences and distinguish between their functions. 2. Students will use auxiliary and modal verbs correctly in speaking and writing for different purposes such as ability, permission, and obligation.	Assessment for Learning

		<b>AUXILIARY AND MODAL VERBS</b>	<b>(DAY 02)</b>		<p><b>One-Word Check-In</b> Ask each student to describe how they feel in one word. Example: excited, sleepy, curious.</p>	<p><b>Inductive Method, Activity-Based Learning:</b> Learners will identify and use helping verbs and modal verbs to express tense, possibility, ability, permission, obligation, and necessity through role-plays, group discussions, and sentence-construction exercises. This approach helps develop grammatical accuracy and enhances learners' ability to communicate ideas effectively in both spoken and written language.</p>	<p><b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p><b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1. Students will develop confidence in constructing meaningful sentences using appropriate auxiliary and modal verbs. 2. Students will improve their grammatical accuracy by applying auxiliary and modal verbs in real-life contexts.</p>	
<b>21.</b>	<b>WRITING SKILLS</b>	<b>PARAGRAPH WRITING</b>	<b>SEPTEMBER (DAY 01)</b>	<b>SEPTEMBER</b>	<p><b>Memory Chain</b> First student says a word, next repeats it and adds another.</p>	<p><b>Guided Writing Method:</b> Paragraph writing will be taught through brainstorming.</p>	<p><b>CG-4:</b> Develops the ability to write reviews and uses the library to find references.</p>	<p><b>C-4.2:</b> Uses books and other media resources effectively to find references to use in projects and other activities.</p>	<p>Students will organize ideas into a structured paragraph. Students will write clear and coherent paragraphs on familiar topics.</p>	

		<b>PARAGRAPH WRITING</b>	<b>(DAY 02)</b>		<p><b>Spot the Difference</b> Two students change one small thing; class guesses the difference.</p>	<p><b>Learner-Centered Pedagogy, Process Writing Approach:</b> Paragraph writing will be taught through brainstorming, structured planning, and drafting. Paragraph writing will be taught through structured planning, drafting, and revising activities to help learners develop coherence, organization, and clarity in written expression.</p>	<p><b>CG-4:</b> Develops the ability to write reviews and uses the library to find references.</p>	<p><b>C-4.2:</b> Uses books and other media resources effectively to find references to use in projects and other activities.</p>	<p>1. Students will apply correct grammar, punctuation, and sequencing in paragraph writing. 2. Students will participate in guided writing activities where they brainstorm ideas, organize them logically, and draft short paragraphs on simple themes.</p>	
<b>08.</b>	<b>Verbs: Finite and non-finite</b>		<b>SEPTEMBER (DAY 01)</b>	<b>SEPTEMBER</b>	<p><b>Word Association</b> Say a word; students quickly respond with the first related word.</p>	<p><b>Grammar-in-Context Approach, Activity-Based Learning, Inductive Method:</b> Finite and non-finite verbs will be taught through contextual examples, sentence analysis, and interactive grammar activities to help learners identify and use different verb forms correctly in sentences.</p>	<p><b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p><b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1. Students will identify and differentiate between finite and non-finite verbs in sentences. 2. Students will understand the grammatical role of finite verbs in showing tense and agreement, and non-finite verbs in expressing incomplete action.</p>	

		<b>Verbs: Finite and non-finite</b>	<b>(DAY 02)</b>		<b>Guess Who?</b> Give clues about a student/classmate; others guess who it is.	<b>Contextual Teaching Method, Activity-Based Learning:</b> Finite and non-finite verbs will be taught through contextual sentence examples, action-based activities.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will use finite and non-finite verbs correctly in sentence construction.	
		<b>Verbs: Finite and non-finite</b>	<b>(DAY 03)</b>		<b>5-Second Challenge</b> Students name 3 things in 5 seconds. Example: 3 red fruits!	<b>Interactive Teaching Method:</b> Finite and non-finite verbs will be taught through action-based activities. and interactive exercises to help learners distinguish between verbs that require objects and those that do not.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will enhance their language skills by applying these verbs forms effectively in writing and communication.	
<b>26.</b>	<b>WRITING SKILLS</b>	<b>LETTER WRITING (INFORMAL LETTER)</b>	<b>SEPTEMBER (DAY 01)</b>	<b>SEPTEMBER</b>	<b>Name + Action</b> Students say their name with one action; class repeats.	<b>Process Writing Approach:</b> Informal letter writing will be taught through the exploration of authentic letter formats, guided writing activities, and peer interaction.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials). <b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will learn the format and purpose of informal letter writing.	

		<b>LETTER WRITING (INFORMAL LETTER)</b>	<b>(DAY 02)</b>		<b>Memory Chain</b> First student says a word, next repeats it and adds another.	<b>Communicative Language Teaching:</b> Learners will identify the features of informal letters, organize their ideas, and express personal thoughts and experiences through structured writing tasks.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will practice writing concise and clear messages, focusing on brevity, accuracy, and relevance of information.	
		<b>LETTER WRITING (INFORMAL LETTER)</b>	<b>(DAY 03)</b>		<b>Would You Rather?</b> Give two fun choices. Example: Would you rather fly or be invisible?	<b>Activity-Based Learning:</b> This approach helps learners develop written communication skills, creativity, and the ability to write effectively for real-life purposes.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will demonstrate effective written communication skills in practical contexts.	Assessment Of Learning
<b>09.</b>	<b>TENSES</b>		<b>NOVEMBER (DAY 01)</b>	<b>NOVEMBER</b>	<b>Name + Action</b> Students say their name with one action; class repeats.	<b>Contextual Teaching Method:</b> Tenses will be taught through daily-life situations, and timelines.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify different types of tenses in sentences.	
	<b>TENSES</b>		<b>(DAY 02)</b>		<b>5-Second Challenge</b> Students name 3 things in 5 seconds. Example: 3 red fruits!	<b>Activity-Based Learning:</b> Tenses will be taught through timelines, and interactive sentence practice to help learners understand and use correct verb forms effectively in communication.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will differentiate between past, present, and future actions.	

		<b>TENSES</b>	<b>(DAY 03)</b>		<b>Guess Who?</b> Give clues about a student/ classmate; others guess who it is.	<b>Communicative Approach:</b> Tenses will be taught through interactive sentence practice to help learners understand and use correct verb forms effectively in communication.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will use correct tense forms in speaking and writing.	
		<b>TENSES</b>	<b>(DAY 04)</b>		<b>Memory Chain</b> First student says a word, next repeats it and adds another.	<b>Activity-Based Learning:</b> Tenses will be taught through timelines, and interactive sentence practice to help learners understand and use correct verb forms effectively in communication.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1.Students will use correct tense forms in speaking and writing. 2.Students will construct meaningful sentences using appropriate tenses.	
<b>23.</b>	<b>WRITING SKILLS</b>	<b>WRITING NOTICES</b>	<b>NOVEMBER (DAY 01)</b>	<b>NOVEMBER</b>	<b>Spot the Difference</b> Two students change one small thing; class guesses the difference.	<b>Communicative Language Teaching (CLT):</b> Notice writing will be taught through practical writing tasks and real-life communication situations.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will learn and identify the format and essential features of notice writing.	
		<b>WRITING NOTICES</b>	<b>(DAY 02)</b>		<b>This or That</b> Students choose between two options by raising hands. Example: Pizza or burger?	<b>Functional Writing Approach, Task-Based Learning:</b> Learners will engage in structured exercises that focus on clarity, accuracy, and proper format. This approach helps develop concise and formal writing skills for effective communication.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	1. Students will be able to draft clear, concise, and well-structured notices for different purposes. 2.Students will use appropriate language and presentation skills in notice writing.	

10.	<b>TRANSITIVE AND INTRANSITIVE VERBS</b>		<b>DECEMBER (DAY 01)</b>	<b>DECEMBER</b>	<b>Balloon Question (imaginary)</b> Pretend to pass a balloon—whoever catches answers a fun question.	<b>Grammar-in-Context Approach:</b> Transitive and intransitive verbs will be taught through contextual sentence analysis, guided observation, and interactive language activities.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will distinguish between transitive and intransitive verbs based on sentence structure.	
	<b>TRANSITIVE AND INTRANSITIVE VERBS</b>		<b>(DAY 02)</b>		<b>Back-to-Back Drawing</b> One student describes a shape; another draws without looking.	<b>Inductive Method:</b> Learners will identify and differentiate between verbs that require an object and those that do not through sentence-building exercises, group tasks, and real-life language examples.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will correctly identify and use both types of verbs in oral and written communication.	
	<b>TRANSITIVE AND INTRANSITIVE VERBS</b>		<b>(DAY 03)</b>		<b>One-Word Check-In</b> Ask each student to describe how they feel in one word. Example: excited, sleepy, curious.	<b>Activity-Based Learning:</b> This approach helps students develop a clear understanding of verb usage, sentence structure, and grammatical accuracy in both spoken and written communication.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will improve sentence construction by applying appropriate verb usage in different contexts.	
24.	<b>WRITING SKILLS</b>	<b>REPORT WRITING</b>	<b>DECEMBER (DAY 01)</b>	<b>DECEMBER</b>	<b>Rapid Fire Questions</b> Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	<b>Process Writing Approach:</b> Report writing will be taught through observation-based activities, structured planning, and guided drafting exercises.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will understand the purpose and importance of report writing in academic and real-life contexts.	Assessment as Learning

		<b>REPORT WRITING</b>	<b>(DAY 02)</b>		<b>Would You Rather?</b> Give two fun choices. Example: Would you rather fly or be invisible?	<b>Guided Writing Method:</b> Learners will practice organizing facts and events in a clear and formal manner.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	1.Students will identify and apply the correct format and structure of a report. 2.Students will develop the ability to present facts in a clear, concise, and organized manner.	
		<b>REPORT WRITING</b>	<b>(DAY 03)</b>		<b>This or That</b> Students choose between two options by raising hands. Example: Pizza or burger?	<b>Experiential Learning:</b> This approach will help develop accurate, concise, and well-structured reporting skills.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	1.Students will demonstrate creativity and critical thinking while presenting information effectively. 2. Students will produce well-structured and coherent reports suitable for different purposes.	
<b>28.</b>	<b>WORDS</b>		<b>DECEMBER (DAY 01)</b>	<b>DECEMBER</b>	<b>Memory Chain</b> First student says a word, next repeats it and adds another.	<b>Storytelling Method, Interactive Teaching Method, Multisensory Approach:</b> Vocabulary development will be encouraged through storytelling, word games, contextual activities, and interactive learning experiences to improve learners' word knowledge and language usage.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.5:</b> Creates content for audio, visual or both, for different audiences and purposes.	1.Students will understand the meaning of new words and use them appropriately in sentences. 2. Students will improve their vocabulary and communication skills.	
<b>11.</b>	<b>VOICE</b>		<b>JANUARY (DAY 01)</b>	<b>JANUARY</b>	<b>Memory Chain</b> First student says a word, next repeats it and adds another. <b>Spot the Difference</b> Two students change one small thing; class guesses the difference.	<b>Grammar-in-Context Approach:</b> Active and passive voice will be taught through contextual sentence transformation, and guided demonstrations.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify active and passive voice in different types of sentences.	

		<b>VOICE</b>	<b>(DAY 02)</b>		<b>One-Word Check-In</b> Ask each student to describe how they feel in one word. Example: excited, sleepy, curious.	<b>Demonstration Method:</b> Active and passive voice will be taught through interactive practice exercises to help learners understand how the focus of a sentence changes while retaining meaning.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will transform sentences accurately between active and passive forms.	
		<b>VOICE</b>	<b>(DAY 03)</b>		<b>Memory Chain</b> First student says a word, next repeats it and adds another.	<b>Activity-Based Learning:</b> Active and passive voice will be taught through interactive practice exercises to help learners understand how the focus of a sentence changes while retaining meaning.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will apply the concept of voice correctly in speaking and writing tasks.	
<b>22.</b>	<b>WRITING MESSAGES</b>		<b>JANUARY (DAY 01)</b>	<b>JANUARY</b>	<b>One-Word Check-In</b> Ask each student to describe how they feel in one word. Example: excited, sleepy, curious.	<b>Activity-Based Learning:</b> Message writing will be taught through situational activities and practical communication exercises.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will learn the format and purpose of message writing.	Assessment as Learning
	<b>WRITING MESSAGES</b>		<b>(DAY 02)</b>		<b>Would You Rather?</b> Give two fun choices. Example: Would you rather fly or be invisible?	<b>Experiential Learning, Communicative Approach:</b> Learners will practice conveying information clearly and briefly to develop effective written communication skills.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.1:</b> Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	Students will demonstrate effective written communication skills in practical contexts.	

12.	<b>SUBJECT – VERB AGREEMENT</b>		<b>JANUARY (DAY 01)</b>	<b>JANUARY</b>	<b>Color Hunt</b> Ask students to quickly find something of a certain color.	<b>Grammar-in-Context Approach:</b> Subject–verb agreement will be taught through contextual sentence analysis, guided discovery of grammatical patterns, and interactive language activities.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify subjects and verbs accurately in sentences.	
	<b>SUBJECT – VERB AGREEMENT</b>		<b>(DAY 02)</b>		<b>Word Association</b> Say a word; students quickly respond with the first related word.	<b>Inductive Method:</b> Learners will identify and apply rules of agreement between subjects and verbs through sentence correction exercises, collaborative tasks, and real-life language examples.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will apply subject–verb agreement rules correctly in oral and written communication.	
	<b>SUBJECT – VERB AGREEMENT</b>		<b>(DAY 03)</b>		<b>Act It Out</b> Students silently act out an animal, profession, or emotion.	<b>Activity-Based Learning:</b> This approach helps students develop grammatical accuracy, sentence fluency, and effective communication in both spoken and written language.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C-3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will create grammatically correct sentences independently with confidence.	

25.	WRITING SKILLS	DIARY ENTRY	JANUARY (DAY 01)	JANUARY	<b>Balloon Question (imaginary)</b> Pretend to pass a balloon—whoever catches answers a fun question.	<b>Reflective Learning Approach:</b> Diary entry writing will be encouraged through personal reflection, imaginative expression, and guided writing practice.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will identify the structure and key elements of a diary entry.	
		DIARY ENTRY	(DAY 02)		<b>Two Truths and a Wish</b> Students say 2 true things about themselves and 1 wish they have	<b>Creative Writing Approach, Learner-Centered Pedagogy:</b> Learners will develop emotional expression and creativity while recording thoughts and experiences in a structured manner.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will write a diary entry expressing personal thoughts, emotions, and experiences in a clear and creative manner.	
13.	ADVERBS		JANUARY (DAY 01)	JANUARY	<b>This or That</b> Students choose between two options by raising hands. Example: Pizza or burger?	<b>Grammar-in-Context Approach, Activity-Based Learning:</b> Adverbs will be taught through contextual examples, sentence modification activities, and interactive grammar exercises.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C- 3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify adverbs in given sentences and learn how adverbs describe verbs, adjectives, or other adverbs.	

		<b>ADVERBS</b>	<b>(DAY 02)</b>		<b>Would You Rather?</b> Give two fun choices. Example: Would you rather fly or be invisible?	<b>Interactive Teaching Method:</b> Learners will practice identifying and using adverbs correctly to describe actions, time, place, manner, and degree effectively.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1.Students will recognize the function of adverbs and how they modify words.  2.Students will use types of adverbs correctly in their own sentences.	Assessment for Learning
26.	<b>WRITING SKILLS</b>	<b>LETTER WRITING (FORMAL LETTER)</b>	<b>FEBRUARY (DAY 01)</b>	<b>FEBRUARY</b>	<b>This or That</b> Students choose between two options by raising hands. Example: Pizza or burger?	<b>Communicative Language Teaching (CLT):</b> Formal letter writing will be taught through real-life communication tasks and structured writing practice. Learners will follow prescribed formats, plan content logically, and use appropriate formal language.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will distinguish between formal and informal letter formats and their purposes.	
		<b>(FORMAL LETTER)</b>	<b>(DAY 02)</b>		<b>Quick Draw</b> Give 30 seconds to draw something simple like a house, tree, or smiley.	<b>Task-Based Learning:</b> Learners will follow prescribed formats, plan content logically, and use appropriate formal language.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will compose clear and well-structured letters using suitable language and tone.	
		<b>(FORMAL LETTER)</b>	<b>(DAY 03)</b>		<b>5-Second Challenge</b> Students name 3 things in 5 seconds. Example: 3 red fruits!	<b>Guided Writing Method:</b> This approach helps students develop clarity, correctness and effective written communication skills.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will demonstrate effective written communication through accurate expression of ideas.	

14.	PREPOSITIONS		FEBRUARY (DAY 01)	FEBRUARY	<b>Color Hunt</b> Ask students to quickly find something of a certain color.	<b>Activity-Based Learning:</b> Prepositions will be taught through object-based activities, picture interpretation, and visual demonstrations.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C- 3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify common prepositions and understand their usage in sentences.	
		PREPOSITIONS	(DAY 02)		<b>Guess Who?</b> Give clues about a student/classmate; others guess who it is.	<b>Audio-Visual Teaching Method:</b> Prepositions will be taught through object-based activities, picture interpretation, and visual demonstrations.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C- 3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will participate actively in activities and apply prepositions in speaking and writing tasks.	
		PREPOSITIONS	(DAY 03)		<b>Back-to-Back Drawing</b> One student describes a shape; another draws without looking.	<b>Experiential Learning:</b> Learners will practice using prepositions correctly to show relationships of place, time, and direction in sentences.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will construct meaningful sentences using correct prepositions in different contexts.	

15.	CONJUNCTI ONS		FEBRUARY ( DAY 01)	FEBRUARY	<b>One-Word Check-In</b> Ask each student to describe how they feel in one word. Example: excited, sleepy, curious.	<b>Activity-Based Learning, Collaborative Learning:</b> Conjunctions will be taught through sentence-combining exercises, group activities, and contextual examples.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify and classify different types of conjunctions in given sentences.	
		CONJUNCTIONS	(DAY 02)		<b>This or That</b> Students choose between two options by raising hands. Example: Pizza or burger?	<b>Grammar-in-Context Approach:</b> Learners will develop sentence fluency and coherence through guided practice and collaborative activities.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will construct clear and grammatically correct sentences using appropriate conjunctions.	
27.	WRITING SKILLS	INVITATIONS	FEBRUARY ( DAY 01)	FEBRUARY	<b>Name + Action</b> Students say their name with one action; class repeats.	<b>Experiential Learning, Activity-Based Learning:</b> The teacher connects the concept of invitation writing with real-life situations such as birthdays, school functions, and family celebrations. Students examine different invitation cards and identify their key components through classroom activities.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	1. Students will learn the structure and language of invitation writing. 2. Students will be able to write clear, organized, and appropriate invitations for various occasions.	

		<b>INVITATIONS</b>	<b>(DAY 02)</b>		<b>Memory Chain</b> First student says a word, next repeats it and adds another.	<b>Collaborative Learning, Art Integration:</b> Students work in pairs or groups to discuss the format, language, and purpose of invitations. Students design creative invitation cards using colors, drawings, and decorative elements.	<b>CG-1:</b> Develops the capacity for effective communication using language skills for description, analysis and response.	<b>C-1.4:</b> Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will develop creativity and communication skills through effective written expression.	
<b>16.</b>	<b>PUNCTUATION</b>		<b>FEBRUARY (DAY 01)</b>	<b>FEBRUARY</b>	<b>Rapid Fire Questions</b> Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	<b>Demonstration Method:</b> Punctuation skills will be developed through editing tasks, visual examples, and guided writing activities.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify and name common punctuation marks correctly.	
		<b>PUNCTUATION</b>	<b>(DAY 02)</b>		<b>Two Truths and a Wish</b> Students say 2 true things about themselves and 1 wish they have.	<b>Activity-Based Learning, Visual Learning Method:</b> Learners will improve clarity and accuracy in writing through consistent practice and application of correct punctuation rules.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1. Students will use punctuation marks appropriately in sentences to improve clarity and meaning.  2. Students will demonstrate improved reading and writing skills through correct punctuation usage.	
<b>17.</b>	<b>DIRECT AND INDIRECT SPEECH</b>		<b>FEBRUARY (DAY 01)</b>	<b>FEBRUARY</b>	<b>Would You Rather?</b> Give two fun choices. Example: Would you rather fly or be invisible?	<b>Demonstration Method:</b> Direct and indirect speech will be taught through teacher demonstrations and contextual examples.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify the difference between Direct and Indirect Speech in various contexts.	

		<b>DIRECT AND INDIRECT SPEECH</b>	<b>(DAY 02)</b>		<b>Quick Draw</b> Give 30 seconds to draw something simple like a house, tree, or smiley.	<b>Interactive Teaching Method:</b> Learners will practice transforming dialogues from direct to indirect speech through guided exercises.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will learn and apply the grammatical rules involved in speech transformation.	
		<b>DIRECT AND INDIRECT SPEECH</b>	<b>(DAY 03)</b>		<b>Color Hunt</b> Ask students to quickly find something of a certain color.	<b>Interactive Teaching Method:</b> Learners will practice transforming dialogues from direct to indirect speech through guided exercises.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will convert sentences accurately from Direct to Indirect Speech and vice versa.	
		<b>DIRECT AND INDIRECT SPEECH</b>	<b>(DAY 04)</b>		<b>Guess Who?</b> Give clues about a student/classmate; others guess who it is.	<b>Practice-Based Learning:</b> Interactive activities and practice sessions will help reinforce correct usage and sentence structure.	<b>CG-3:</b> Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	<b>C -3.1:</b> Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will participate actively in discussions, pair work, and practice exercises. 2.Students will use reported speech effectively in speaking and writing tasks.	Assessment Of Learning