

KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS - VII

SUBJECT –ENGLISH

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
Unit1	Learning Together	The Day The River Spoke	----	JULY (Day 1)	JULY	<p>The Action: Ask every student to shout out one word that comes to mind when they hear the title (e.g., "Water," "Magic," "Glass," "Morning," "Treasure").</p>	<p>Activity-Based Learning: Students learn the concept through engaging classroom activities such as role-play, games, and group tasks, which make learning joyful and meaningful.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)</p> <p>Ability to read aloud with correct pronunciation and expression.</p>	Students will identify the main character's dream and explain why it is significant to Janhvi.	
		The Day The River Spoke	--	(Day 2)		<p>"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."</p>	<p>Learner-Centered Approach: Focuses on students' participation, interests, needs, and active involvement in learning.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)</p>	Students will enhance their reading and comprehension skills.	

		The Day The River Spoke	----	(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	Experiential Learning: Students are provided opportunities to learn through real-life experiences, observation, and reflection on their own actions.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing	Students will define and identify personification in the text with at least two examples.	
		The Day The River Spoke		(Day 4)		Fast Counting Game Class counts numbers one by one—if two speak together, restart.	Teacher-Centered Approach: Teacher explains the content while students listen and follow instructions.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will utilize new vocabulary in original sentences and demonstrate understanding of context clues.	

		The Day The River Spoke		(Day 5)		Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	Environmental Learning: Students develop awareness about the environment and learn to protect nature through observation and classroom activities.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will correctly classify nouns as common or proper using examples from the story.	
		The Day The River Spoke		(Day 6)		Rapid Fire Questions Ask quick fun questions: “Favorite food?” “Dream place?”	Collaborative Learning: Students work in groups to complete tasks, share ideas, and learn from each other through discussion and cooperation.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will express their thoughts through short writing tasks, such as writing the moral or a similar experience.	
		The Day The River Spoke		(Day 7)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	Collaborative Learning: Students work in groups to complete tasks, share ideas, and learn from each other through discussion and cooperation.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will systematically complete their notes and exhibit a thorough understanding of the lesson by confidently articulating the central ideas, themes, and character analysis in their own words.	

Unit 1	Learning Together	Try Again	---	JULY (Day 1)	JULY	One Word About Me Students say one word that describes them (funny, honest, foodie, etc.).	Poetry Recitation Method: Students recite the poem with proper rhythm, pronunciation, and expression to understand its meaning and beauty.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	1.Students will recite the poem with clarity and expression. Discuss the sequence of events in the poem using picture ordering. 2. Students will identify all rhyming pairs in the poem and label the rhyme scheme as ABAB / AABB etc.	
		Try Again		(Day 2)		Student says 3 statements; others guess the lie.	Learner-Centered Approach: The teaching process is designed to focus on students' participation, interests, and responses, while the teacher acts as a facilitator.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C – 3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will apply grammatical concepts and language skills in context.	

		Try Again		(DAY 3)	JULY	<p>Name + Action Say your name with an action (jump, clap). Others repeat.</p>	<p>Communicative Approach: Students actively participate in speaking and listening activities to develop effective communication skills in real-life situations.</p> <p>Motivational Learning: Students are inspired to develop positive attitude, confidence, and perseverance through encouraging lessons and activities.</p>	<p>CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will answer comprehension and inference questions using evidence from the poem.</p>	
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Unit 1	Learning Together	Three Days to See		JULY (DAY 1)	JULY	Blindfold one volunteer student for 2 minutes while classmates guide them around the room. Class reflects: 'What did you feel? What would you miss most if you couldn't see?'	Inquiry-Based Learning: Students are encouraged to ask questions, explore ideas, and investigate concepts to develop deeper understanding.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response literary devices.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials)	Students will relate the lesson to their own life by identifying situations where effort brings results.	
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		Three Days to See		(DAY 2)		<p>Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.</p>	<p>Reflective Learning: Students think back on their learning experiences to understand and improve their knowledge and skills.</p>	<p>CG-2: Appreciates the language and literary and cultural heritage related to it by exploring various forms of literary devices.</p>	<p>C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods . C-2.3: Expresses ideas and responses through speech and writing on the text's themes.</p>	<p>Students will summarize what Helen Keller would choose to see in three days and explain her reasons</p> <p>Students will participate in a structured speaking activity sharing their own three-days wish list.</p>	
		Three Days to See		(DAY 3)		<p>Pass the Smile One student smiles at another— keep passing it around quickly</p>	<p>Learner-Centered Approach: The teaching process is designed to focus on students' participation, interests, and responses, while the teacher acts as a facilitator.</p>	<p>CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will participate in a structured speaking activity sharing their own three-days wish list.</p>	

		Three Days to See		(DAY 4)		Name + Action Say your name with an action (jump, clap). Others repeat.	Experiential Learning: Students are provided opportunities to learn through real-life experiences, observation, and reflection on their own actions.	CG-3: Develops the ability to recognise basic linguistic aspects and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will apply grammatical concepts and language skills in context. Students will develop writing skills by framing structured answers and expressing ideas clearly.	ASSESSMENT AS LEARNING
Unit 2	Wit and Humour	Animals, Birds, and Dr. Dolittle		AUGUST (DAY 1)	AUGUST	Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	Storytelling Method: The lesson is taught through engaging storytelling to develop imagination, vocabulary, and listening skills.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarises from reading of the narrative text (news articles, reports, and editorials).	Students will read the lesson fluently with correct pronunciation and intonation.	

**Animals
, Birds,
and Dr.
Dolittle**

(DAY 2)

Stand If...
“Stand if you
like pizza...
reading...
games...”
(quick energy
boost)

**Activity-Based
Learning:**

Students learn the
concept through
engaging
classroom
activities such as
role-play, games,
and group tasks,
which make
learning joyful and
meaningful.

CG-2:
Appreciates the language
and literary and cultural
heritage related to it by
exploring various forms of
literary devices.

C-2.1: Identifies
and appreciates
narrative prose
from a western
literary tradition
and its humorous
style.

Students will identify the main
idea, supporting details, and
sequence of events in the text.
Students will enhance their
vocabulary by learning new
words, meanings, synonyms,
and antonyms.

		Animals , Birds, and Dr. Dolittle		(DAY 3)		Number Counting in Hindi & English 1, do, 3,.....	Learner-Centered Approach: The teaching process is designed to focus on students' participation, interests, and responses, while the teacher acts as a facilitator.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will apply grammatical concepts and language skills in context.	
		Animals , Birds, and Dr. Dolittle		(DAY 4)		One Word About Me Students say one word that describes them (funny, honest, foodie, etc.).	Communicative Approach: Students actively participate in speaking and listening activities to develop effective communication skills in real-life situations.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the languages.	C-5.2: Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.	Students will answer comprehension questions accurately based on textual understanding.	
		Animals , Birds, and Dr. Dolittle		(DAY 5)		Emotion anchor: Students silently write the name of their most trusted friend and one word that captures why they trust that person.	Collaborative Learning: Students work in groups to complete tasks, share ideas, and learn from each other through discussion and cooperation.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.3: Raises probing questions about social experiences using appropriate language (open-ended/closed ended, and formal/informal questions relevant to context with sensitivity).	Students will develop writing skills by framing structured answers and expressing ideas clearly.	

Unit 2	Wit and Humour	A Funny Man		AUGUST (DAY 1)	AUGUST	Fast Counting Game Class counts numbers one by one—if two speak together, restart.	Poetry Recitation Method: Students recite the poem with proper rhythm, pronunciation, and expression to understand its meaning and beauty.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	1.Students will recite the poem with correct pronunciation, rhythm, and expression. 2.Students will understand and explain the meaning of the poem stanza-wise in their own words.	
		A Funny Man		(DAY 2)		Name + Action Say your name with an action (jump, clap). Others repeat.	Art-Integrated Learning: Students express their understanding of the lesson through drawings, drama, music, and other art forms.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2 Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.	

		A Funny Man		(DAY 3)		<p>Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.</p>	<p>Activity-Based Learning: Students learn the concept through engaging classroom activities such as role-play, games, and group tasks, which make learning joyful and meaningful.</p> <p>Learner-Centered Approach: The teaching process is designed to focus on students' participation, interests, and responses, while the teacher acts as a facilitator.</p>	<p>CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will infer the theme, central idea, and moral/message of the poem.</p>	<p>Assessment for learning</p>
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Unit 2	Wit and Humour	Say the Right Thing		SEPTEMBER (DAY 1)	SEPTEMBER	Fast Counting Game Class counts numbers one by one—if two speak together, restart.	Communicative Approach: Students actively participate in speaking and listening activities to develop effective communication skills in real-life situations.	CG-1 Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials). C-1.3: Raises probing questions about social experiences using appropriate language (open- ended/closedende d, and formal/informal questions relevant to context with sensitivity).	Students will read the lesson fluently with correct pronunciation and intonation.	
		Say the Right Thing		(DAY 2)		Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	Role-Play Method: Students act out characters or situations from the lesson to enhance understanding and communication skills.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Students will identify the main idea, supporting details, and sequence of events in the text.	

		Say the Right Thing		(DAY 3)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	Learner-Centered Approach: The teaching process is designed to focus on students' participation, interests, and responses, while the teacher acts as a facilitator.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will develop writing skills by framing structured answers and expressing ideas clearly.	
		Say the Right Thing		(DAY 4)		Number Counting in Hindi & English 1, do, 3,.....	Value-Based Education: Lessons are taught with an emphasis on developing moral values, ethics, and positive attitudes among students.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Learners develop writing skills by framing structured answers and expressing ideas clearly.	
		Say the Right Thing		(DAY 5)		One Word About Me Students say one word that describes them (funny, honest, foodie, etc.).	Activity-Based Learning: Students learn the concept through engaging classroom activities such as role-play, games, and group tasks, which make learning joyful and meaningful.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will answer comprehension questions accurately based on textual understanding.	

		Say the Right Thing		(DAY 6)		Fast Counting Game Class counts numbers one by one—if two speak together, restart.	Collaborative Learning: Students work in groups to complete tasks, share ideas, and learn from each other through discussion and cooperation.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction).	Students will identify the theme, message, and values conveyed through the lesson.	
Unit 3	Dreams and Discoveries	My Brother's Great Invention		SEPTEMBER (DAY 1)	SEPTEMBER	Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	Inquiry-Based Learning: Students are encouraged to ask questions, explore ideas, and investigate concepts to develop deeper understanding.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials) C-1.3: Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, and formal/informal questions relevant to context with sensitivity).	Students will read the lesson fluently with correct pronunciation and intonation.	
		My Brother's Great Invention		(DAY 2)		Pass the Smile One student smiles at another—keep passing it around quickly	Project-Based Learning: Students engage in long-term projects where they research, plan, and present their findings on a given topic.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing from various cultures and time periods.	Students will identify the main idea, supporting details, and sequence of events in the text.	

		My Brother's Great Invention		(DAY 3)		Name + Action Say your name with an action (jump, clap). Others repeat.	Constructivist Approach: Students construct their own understanding of the lesson by connecting new knowledge with their prior experiences and ideas.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2 Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will enhance their vocabulary by understanding new words and using them in meaningful sentences.	
		My Brother's Great Invention		(DAY 4)		Fast Counting Game Class counts numbers one by one—if two speak together, restart.	Activity-Based Learning: Students learn the concept through engaging classroom activities such as role-play, games, and group tasks, which make learning joyful and meaningful.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will apply grammatical concepts and language skills in context.	

		My Brother's Great Invention		(DAY 5)		One Word About Me: Students say one word that describes them (funny, honest, foodie, etc.).	Learner-Centered Approach: The teaching process is designed to focus on students' participation, interests, and responses, while the teacher acts as a facilitator.	CG-3 Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will develop writing skills by framing structured answers and expressing ideas clearly.	Assessment of learning
Unit 3	Dreams and Discoveries	Paper Boats		NOVEMBER (DAY 1)	NOVEMBER	One Word About Me: Students say one word that describes them (funny, honest, foodie, etc.).	Experiential Learning: Students are provided opportunities to learn through real-life experiences, observation, and reflection on their own actions.	CG 2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods	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.	

		Paper Boats		(DAY 2)		Fast Counting Game Class counts numbers one by one—if two speak together, restart.	Creative Learning: Students express ideas in original ways through imagination, activities, and creative tasks.	CG 2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices	C-2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.	
		Paper Boats		(DAY 3)		Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	Poetry Recitation Method: Students recite the poem with proper rhythm, pronunciation, and expression to understand its meaning and beauty.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.2: Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.	Students will identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.	

		Paper Boats		(DAY 4)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	Art-Integrated Learning: Students express their understanding of the lesson through drawings, drama, music, and other art forms.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will develop writing skills by framing structured answers and expressing ideas clearly.	
Unit 3	Dreams and Discoveries	North, South, East, West		NOVEMBER (DAY 1)	NOVEMBER	Number Counting in Hindi & English 1, do, 3,.....	Activity-Based Learning: Students learn the concept through engaging classroom activities such as role-play, games, and group tasks, which make learning joyful and meaningful.	CG-1: Develops the capacity for effective skills for description, analysis communication using language and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)	Students will read the lesson fluently with correct pronunciation and intonation.	
		North, South, East, West		(DAY 2)		Pass the Smile One student smiles at another—keep passing it around quickly.	Experiential Learning: Students are provided opportunities to learn through real-life experiences, observation, and reflection on their own actions.	CG-1: Develops the capacity for effective skills for description, analysis communication using language and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)	Students will summarise what Shaana observed at each location in one sentence per postcard.	

		North, South, East, West		(DAY 3)		<p>Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)</p>	<p>ICT-Integrated Learning: Digital tools such as videos, PPTs, and online resources are used to make learning more interactive and effective.</p>	<p>CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p>C-2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.</p>	<p>Students will enhance their vocabulary by learning new words, meanings, synonyms, and antonyms.</p>	
		North, South, East, West		(DAY 4)		<p>Fast Counting Game Class counts numbers one by one—if two speak together, restart.</p>	<p>Learner-Centered Approach: The teaching process is designed to focus on students’ participation, interests, and responses, while the teacher acts as a facilitator.</p>	<p>CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will grammatical apply concepts and language skills in context.</p>	
		North, South, East, West		(DAY 5)		<p>Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)</p>	<p>Discussion Method: Students participate in guided classroom discussions to express opinions and develop critical thinking.</p>	<p>CG-4: Develops the ability to write reviews and uses the library to find references.</p>	<p>C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.</p>	<p>Students will develop writing skills by framing structured answers and expressing ideas clearly.</p>	

Unit 4	Travel and Adventure	The Tunnel		DECEMBER (DAY 1)	DECEMBER	Fast Counting Game Class counts numbers one by one—if two speak together, restart.	Storytelling Method: The lesson is taught through engaging storytelling to develop imagination, vocabulary, and listening skills.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials).	Students will explain Suraj's character and motivation for entering the tunnel.	
		The Tunnel		(DAY 2)		Pass the Smile One student smiles at another—keep passing it around quickly	Collaborative Learning: Students work in groups to complete tasks, share ideas, and learn from each other through discussion and cooperation.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2: Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will enhance vocabulary by learning new words, meanings, synonyms, and antonyms.	
		The Tunnel		(DAY 3)		Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	Learner-Centered Approach: The teaching process is designed to focus on students’ participation, interests, and responses, while the teacher acts as a facilitator.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.2: Writes prose, poetry, and drama using appropriate style and language.	Students will infer the theme, central idea, and moral/message of the lesson.	

		The Tunnel		(DAY 4)		Number Counting in Hindi & English 1, do, 3,	Activity-Based Learning: Students learn the concept through engaging classroom activities such as role-play, games, and group tasks, which make learning joyful and meaningful.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will answer comprehension questions accurately based on textual understanding.	
		The Tunnel		(DAY 5)		One Word About Me: Students say one word that describes them (funny, honest, foodie, etc.).	Communicative Approach: Students actively participate in speaking and listening activities to develop effective communication skills in real-life situations.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will answer comprehension questions accurately based on textual understanding.	
		The Tunnel		(DAY 6)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	Demonstration Method: The teacher demonstrates concepts or processes step by step to ensure clear understanding among students.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will answer comprehension questions accurately based on textual understanding.	

Unit 4	Travel and Adventure	Travel		DECEMBER (DAY 1)	DECEMBER	Name + Action Say your name with an action (jump, clap). Others repeat.	Poetry Recitation Method: Students recite the poem with proper rhythm, pronunciation, and expression to understand its meaning and beauty.	CG -2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates poetry as a literary form — travel poem with vivid imagery.	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. 3. Students will infer the theme, central idea, and moral/message of the poem.	
		Travel		(DAY 2)		Fast Counting Game Class counts numbers one by one—if two speak together, restart.	Experiential Learning: Students are provided opportunities to learn through real-life experiences, observation, and reflection on their own actions.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C -2.1: Identifies literary devices (personification (Alankara), hyperbole simile, metaphor, (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	Students will identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.	
		Travel		(DAY 3)		One Word About Me: Students say one word that describes them (funny, honest, foodie, etc.).	Art-Integrated Learning: Students express their understanding of the lesson through drawings, drama, music, and other art forms.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.2: Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.	Students will express their thoughts, feelings, and personal responses related to the poem through speaking and writing.	

		Travel		(DAY 4)		Fast Counting Game Class counts numbers one by one—if two speak together, restart.	Creative Learning: Students express ideas in original ways through imagination, activities, and creative tasks.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction).	1.Students will answer comprehension questions accurately based on textual understanding. 2.Students will grammatical apply concepts and language skills in context.	Assessment as learning
Unit 4	Travel and Adventure	Conquering the Summit		JANUARY 2027 (DAY 1)	JANUARY	Stand If... “Stand if you like pizza... reading... games...” (quick energy boost)	Motivational Learning: Students are inspired to develop positive attitude, confidence, and perseverance through encouraging lessons and activities.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorial.	Students will read the lesson fluently with correct pronunciation and intonation.	
		Conquering the Summit		(DAY 2)		Number Counting in Hindi & English 1, do, 3,	Experiential Learning: Students are provided opportunities to learn through real-life experiences, observation, and reflection on their own actions.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.3 Raises probing questions about social experiences using appropriate language (open-ended/closed ended, and formal/informal questions relevant to context with sensitivity).	Students will identify the main idea, supporting details, and sequence of events in the text.	

		Conquering the Summit		(DAY 3)		Rapid Fire Questions Ask quick fun questions: “Favorite food?” “Dream place?”	Reflective Learning: Students think back on their learning experiences to understand and improve their knowledge and skills.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.2: Identifies literary devices (simile, metaphor, personification, hyperbole, alliteration, idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing.	1. Students will analyse characters, their traits, and their roles in the lesson. 2. Students will enhance vocabulary by learning new words, meanings, synonyms, and antonyms.	
		Conquering the Summit		(DAY 4)		Number Counting in Hindi & English 1, do, 3,	Learner-Centered Approach: The teaching process is designed to focus on students’ participation, interests, and responses, while the teacher acts as a facilitator.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction).	Students will develop writing skills by framing structured answers and expressing ideas clearly.	
		Conquering the Summit		(DAY 5)		Name + Action Say your name with an action (jump, clap). Others repeat.	Collaborative Learning: Students work in groups to complete tasks, share ideas, and learn from each other through discussion and cooperation.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1 Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing. C-3.2: Writes prose, poetry, and drama using appropriate style and language.	1. Students will develop writing skills by framing structured answers and expressing ideas clearly. 2. Students will apply grammatical concepts and language skills in context.	

Unit 5	Brave- hearts	A Homage to Our Brave Soldiers		JANUARY (DAY 1)	JANUARY	Rapid Fire Questions Ask quick fun questions: “Favorite food?” “Dream place?”	Value-Based Education: Lessons are taught with an emphasis on developing moral values, ethics, and positive attitudes among students.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials).	Students will read the lesson fluently with correct pronunciation and intonation.	
		A Homage to Our Brave Soldiers		(DAY 2)		Object Around Me Students pick any object near them and describe it in one sentence.	Discussion Method: Students participate in guided classroom discussions to express opinions and develop critical thinking.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.3: Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings.	Students will explain the content of the lesson paragraph-wise in their own words.	
		A Homage to Our Brave Soldiers		(DAY 3)		Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.	ICT-Integrated Learning: Digital tools such as videos, PPTs, and online resources are used to make learning more interactive and effective.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will summarize and explain the content of the lesson paragraph-wise in their own words.	
		A Homage to Our Brave Soldiers		(DAY 4)		Pass the Smile One student smiles at another— keep passing it around quickly.	Learner-Centered Approach: The teaching process is designed to focus on students’ participation, interests, and responses, while the teacher acts as a facilitator.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will answer comprehension questions accurately based on textual understanding.	

		A Homage to Our Brave Soldiers		(DAY 5)		Name + Action Say your name with an action (jump, clap). Others repeat.	Collaborative Learning: Students work in groups to complete tasks, share ideas, and learn from each other through discussion and cooperation.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction).	1.Students will identify the theme, message, and values conveyed through the lesson. 2.Students will develop writing skills by framing structured answers and expressing ideas clearly.	Assessment As learning
Unit 5	Brave -hearts	My Dear Soldiers		FEBRUARY (DAY 1)	FEBRUARY	Pass the Smile One student smiles at another— keep passing it around quickly.	Poetry Recitation Method: Students recite the poem with proper rhythm, pronunciation, and expression to understand its meaning and beauty.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C- 2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Students will recite the poem with correct pronunciation, rhythm, and expression.	
		My Dear Soldiers		(DAY 2)		Rapid Fire Questions Ask quick fun questions: “Favorite food?” “Dream place?”	Emotional Learning: Students understand and express feelings while developing empathy, values, and positive relationships through learning experiences.	CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.	C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.	Students will identify and interpret poetic devices such as rhyme scheme, simile, metaphor, personification, and imagery.	

		My Dear Soldiers		(DAY 3)		One Word About Me: Students say one word that describes them (funny, honest, foodie, etc.).	Art-Integrated Learning: Students express their understanding of the lesson through drawings, drama, music, and other art forms.	CG-3: Develops the ability to recognise basic linguistic aspects (word and sentence structure them in oral and written expression), and use.	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.	
		My Dear Soldiers		(DAY 4)		Pass the Smile One student smiles at another— keep passing it around quickly.	Activity-Based Learning: Students learn the concept through engaging classroom activities such as role-play, games, and group tasks, which make learning joyful and meaningful.	CG-5 Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.2: Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable.	Students will develop writing skills by framing structured answers and expressing ideas clearly.	Assessment for learning
Unit 5	Brave -hearts	Rani Abbak-ka		FEBRUARY (DAY 1)	FEBRUARY	Name + Action Say your name with an action (jump, clap). Others repeat.	Story telling Method: The lesson is taught through engaging storytelling to develop imagination, vocabulary, and listening skills.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials).	Students will read the lesson fluently with correct pronunciation and intonation.	

				(DAY 2)	<p>Clap Pattern Copy Teacher claps a pattern, students repeat. Increase difficulty.</p>	<p>Role-Play Method: Students act out characters or situations from the lesson to enhance understanding and communication skills.</p>	<p>CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p>C-2.1: Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.</p>	<p>Students will identify the main idea, supporting details, and sequence of events in the text.</p>	
				(DAY 3)	<p>Object Around Me Students pick any object near them and describe it in one sentence.</p>	<p>Activity-Based Learning: Students learn the concept through engaging classroom activities such as role-play, games, and group tasks, which make learning joyful and meaningful.</p>	<p>CG-2: Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices.</p>	<p>C-2.3: Expresses ideas and appreciation through speech and writing on historical courage and cultural heritage -</p>	<p>Students will analyse characters, their traits, and their roles in the lesson.</p>	
				(DAY 4)	<p>Rapid Fire Questions Ask quick fun questions: “Favorite food?” “Dream place?”</p>	<p>Learner-Centered Approach: The teaching process is designed to focus on students’ participation, interests, and responses, while the teacher acts as a facilitator.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.3: Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, and formal/informal questions relevant to context with sensitivity).</p>	<p>Students will develop writing skills by framing structured answers and expressing ideas clearly.</p>	

				(DAY 5)		Name + Action Say your name with an action (jump, clap). Others repeat.	Historical Learning: Students learn about past events and personalities to understand history and develop awareness of heritage and culture.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will participate in speaking and listening activities such as discussion, role play, and narration.	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.	PHRASES, CLAUSES AND SENTENCES		JULY (DAY 01)	JULY	Two Truths and a Wish Students say 2 true things about themselves and 1 wish they have.	Grammar-in-Context Approach: Concepts related to phrases, clauses, and sentences will be taught through contextual examples, sentence construction activities, and collaborative grammar exercises.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify and differentiate between phrases, clauses, and complete sentences correctly.	

			(DAY 02)		<p>This or That Students choose between two options by raising hands. Example : Pizza or burger?</p>	<p>Activity-Based Learning, Collaborative Learning Phrases, clauses, and sentences will be taught through contextual examples, sentence-building activities, and group tasks to develop structural understanding of language.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1. Students will analyze sentences to recognize subject, predicate, and types of clauses.</p> <p>2. Students will apply their understanding in writing tasks like paragraph or short story writing.</p>	
02.	NOUN: CASE		JULY (DAY 01)	JULY	<p>One-Word Check-In Ask each student to describe how they feel in one word. Example : excited, sleepy, curious.</p>	<p>Inductive Method: The concept of noun cases will be introduced through examples, guided observation, and contextual sentence analysis to help students infer grammar rules independently.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will identify different cases of nouns in given sentences accurately.</p>	

			(DAY 02)		<p>Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?</p>	<p>Contextual Teaching Method: Noun cases will be introduced through examples, guided observation , and sentence analysis to help learners infer grammar rules.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will differentiate between nominative, objective, possessive, and vocative cases with examples.</p>	
			(DAY 03)		<p>Memory Chain First student says a word, next repeats it and adds another.</p>	<p>Interactive Teaching Method: Noun cases will be introduced through examples, guided observation , and sentence analysis to help learners infer grammar rules.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1.Students will use correct noun cases while speaking and writing simple sentences.</p> <p>2.Students will demonstrate understanding by constructing their own sentences using different noun cases.</p>	

21.	WRITING SKILLS	SUMMARY	JULY (DAY 01)	JULY	Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	Process Writing Approach: Summary writing skills will be developed through guided reading, drafting, editing, and concise expression activities.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials)	Students will practice identifying important information, participate in discussions, and apply strategies to summarize texts in their own words.	
			(DAY 02)		Quick Draw Give 30 seconds to draw something simple like a house, tree, or smiley	Guided Writing Method, Scaffolding Technique: Summary writing skills will be developed through guided reading, identification of key ideas, drafting, editing, and scaffolded practice to ensure clarity and conciseness.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials) C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will write short, coherent summaries that capture the main idea and key points of a passage independently.	

03.	ADJECTIVES		JULY (DAY 01)	JULY	Name + Action Student s say their name with one action; class repeats.	Activity- Based Learning: Adjectives will be taught through observation -based activities.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify adjectives in sentences.	
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			(DAY 02)		<p>Memory Chain First student says a word, next repeats it and adds another.</p>	<p>Grammar-in-Context Approach, Audio-Visual Teaching Method, Collaborative Learning: Adjectives will be taught through observation-based activities, descriptive passages, visual aids, and group tasks where students identify and use describing words in meaningful contexts to enhance language understanding and expression.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>1.Students will describe nouns using suitable adjectives.</p> <p>2.Students will differentiate between types of adjectives, degrees and use them appropriately.</p>	
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04.	ARTICLES		AUGUST (DAY 01)	AUGUST	Spot the Difference Two students change one small thing; class guesses the difference.	Inductive Method: Articles will be taught through contextual examples.	CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.	C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.	Students will identify and apply the correct use of the articles a, an, and the in speaking and writing.	
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			(DAY 02)		<p>Quick Draw Give 30 seconds to draw something simple like a house, tree, or smiley.</p>	<p>Grammar-in-Context Approach, Activity-Based Learning: Articles will be taught through guided observation, and interactive exercises to help learners understand their correct usage in sentences.</p>	<p>CG-5: Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language.</p>	<p>C-5.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.</p>	<p>Students will distinguish between definite and indefinite articles.</p>	
05.	PRONOUNS		AUGUST (DAY 01)	AUGUST	<p>Name + Action Students say their name with one action; class repeats.</p>	<p>Grammar-in-Context Approach: Pronouns will be taught through contextual sentences.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will identify pronouns and their usage in sentences.</p>	

			(DAY 02)		This or That Students choose between two options by raising hands. Example : Pizza or burger?	Interactive Teaching Method: Pronouns will be taught through contextual sentences, substitution activities.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will use different kinds of pronouns correctly in context.	
			(DAY 03)		Guess Who? Give clues about a student/classmate; others guess who it is.	Activity-Based Learning: Pronouns will be taught through substitution activities, and interactive classroom exercises to help learners understand their correct usage and avoid repetition in communication.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will replace nouns with suitable pronouns to avoid repetition.	

22.	WRITING SKILLS	PARAGRAPH WRITING	AUGUST (DAY 01)	AUGUST	Spot the Difference Two students change one small thing; class guesses the difference.	Guided Writing Method: Paragraph writing will be taught through brainstorming.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials) C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will write a well-structured paragraph with a clear beginning, middle, and end.	
			(DAY 02)		Word Association Say a word; students quickly respond with the first related word.	Learner-Centered Pedagogy: Paragraph writing will be taught through brainstorming, structured planning, and drafting.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes 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 organize their ideas logically and use appropriate linking words to maintain flow.	

			(DAY 03)		<p>5-Second Challenge Student's name 3 things in 5 seconds. Example : 3 red fruits!</p>	<p>Process Writing Approach: 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>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.1: Identifies main points and summarizes 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.</p>	<p>Students will demonstrate improved sentence formation, vocabulary usage, and basic grammar in their writing.</p>	
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20.	COMPREHENSION		AUGUST (DAY 01)	AUGUST	Act It Out Students silently act out an animal, profession, or emotion.	Guided Reading Method, Question-Answer Technique, Scaffolding Technique: Comprehension skills will be developed through guided reading, vocabulary support, and structured questioning activities to enhance learners' understanding, interpretation, and analytical thinking.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).	1. Students will read and infer the given passage with clarity and confidence. 2. Students will express their understanding through oral or written responses.	
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34.	WORDS		AUGUST (DAY 01)	AUGUST	Back-to-Back Drawing One student describes a shape; another draws without looking.	Storytelling Method, Interactive Teaching Method, Multisensory Approach: Vocabulary development will be encouraged through storytelling, word games, contextual activities, and interactive learning experiences to improve learners' word knowledge and language usage.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.5: Creates content for audio, visual or both, for different audiences and purposes.	1. Students will explain the meaning of new words and use them appropriately in sentences. 2. Students will improve their vocabulary and communication skills.	
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23.	WRITING SKILLS	ESSAY WRITING	AUGUST (DAY 01)	AUGUST	Memory Chain First student says a word, next repeats it and adds another.	Process Writing Approach, Guided Writing Method, Brainstorming Technique: Essay writing will be taught through idea generation, structured organization, drafting, and revising to improve logical presentation and written expression.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	1.Students will write well-structured essays with a clear introduction, body, and conclusion. 2.Students will use appropriate vocabulary and grammar while expressing ideas logically and critically.	Assessment As Learning
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06.	VERBS	FINITE AND NON-FINITE VERBS	SEPTEMBER (DAY 01)	SEPTEMBER	Word Association Say a word; students quickly respond with the first related word.	Grammar-in-Context Approach, Activity-Based Learning, Inductive Method: 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.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1.Students will differentiate between finite and non-finite verbs with correct identification in sentences. 2.Students will distinguish transitive and intransitive verbs based on the presence or absence of an object.	
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		TRANSITIVE AND INTRANSITIVE VERBS	(DAY 02)		<p>Balloon Question (imaginary) Pretend to pass a balloon — whoever catches answers a fun question</p>	<p>Contextual Teaching Method, Activity-Based Learning: Transitive and intransitive verbs will be taught through contextual sentence examples, action-based activities.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will apply their understanding by forming correct sentences using appropriate verb types.</p>	
		TRANSITIVE AND INTRANSITIVE VERBS	(DAY 03)		<p>Color Hunt Ask students to quickly find something of a certain color.</p>	<p>Interactive Teaching Method: Transitive and intransitive 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.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Teacher will analyze sentences to identify and classify verbs accurately in written and spoken language.</p>	

07.	TENSES		SEPTEMBER (DAY 01)	SEPTEMBER	Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	Contextual Teaching Method: Tenses will be taught through daily-life situations, and timelines.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify different types of tenses in sentences.	
			(DAY 02)		One-Word Check-In Ask each student to describe how they feel in one word. Example : excited, sleepy, curious.	Activity-Based Learning: Tenses will be taught through timelines, and interactive sentence practice to help learners understand and use correct verb forms effectively in communication.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1.Students will use correct tense forms in speaking and writing. 2.Students will differentiate between past, present, and future actions.	

			(DAY 03)		<p>Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?</p>	<p>Communicative Approach: Tenses will be taught through interactive sentence practice to help learners understand and use correct verb forms effectively in communication.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will construct meaningful sentences using appropriate tenses.</p>	
24.	WRITING SKILLS	TRAVELOGUES	SEPTEMBER (DAY 01)	SEPTEMBER	<p>Memory Chain First student says a word, next repeats it and adds another.</p>	<p>Experiential Learning, Creative Writing Approach: Travelogues will be taught through descriptive writing activities, and personal experiences.</p>	<p>CG-4: Develops the ability to write reviews and uses the library to find references.</p>	<p>C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.</p>	<p>Students will be able to write a travelogue using clear sequence, descriptive details, and personal reflections.</p>	

			(DAY 02)		<p>Spot the Difference Two students change one small thing; class guesses the difference.</p>	<p>Reflective Learning Method: Travelogues will be taught through reflective observation to help learners' express events, places, and emotions creatively and effectively.</p>	<p>CG-4: Develops the ability to write reviews and uses the library to find references.</p>	<p>C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.</p>	<p>Students will develop the ability to express experiences creatively while using appropriate vocabulary and grammar.</p>	
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25.	WRITING SKILLS	BIOGRAPHIES	SEPTEMBER (DAY 01)	SEPTEMBER	Word Association Say a word; students quickly respond with the first related word.	Storytelling Method, Guided Reading Method, Contextual Teaching Approach: Biographies will be taught through storytelling, guided reading, and discussion-based activities to help learners understand the lives, achievements, and values of notable personalities.	CG-4: Develops the ability to write reviews and uses the library to find references.	C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction). C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.	Students will identify important facts about a person's life and explain their contributions and impact on society.	
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		BIOGRAPHIES (AUTO - BIOGRAPHY)	(DAY 02)		<p>Guess Who? Give clues about a student/classmate; others guess who it is.</p>	<p>Reflective Writing Approach, Storytelling Method, Experiential Learning: Autobiographies will be taught through reflective writing, personal narration, and experiential learning activities to help learners express life events, emotions, and experiences in a structured and meaningful way.</p>	<p>CG-4: Develops the ability to write reviews and uses the library to find references.</p>	<p>C-4.1: Reads, responds, and critically reviews books of varied genres (fiction and non-fiction). C-4.2: Uses books and other media resources effectively to find references to use in projects and other activities.</p>	<p>Students will identify personal perspectives and express their own life experiences in a structured, first-person narrative.</p>	
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08.	INFINITIVES AND GERUNDS		SEPTEMBER (DAY 01)	SEPTEMBER	5- Second Challeng e Student s name 3 things in 5 seconds. Example : 3 red fruits!	Grammar- in-Context Approach: Infinitives and gerunds will be taught through contextual sentence examples.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify gerunds and infinitives in given sentences.	
			(DAY 02)		Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?	Inductive Method: Infinitives and gerunds will be taught through guided discovery of patterns.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will use gerunds and infinitives correctly after common verbs.	

			(DAY 03)		<p>5-Second Challenge Student's name 3 things in 5 seconds. Example : 3 red fruits!</p>	<p>Activity-Based Learning: Infinitives and gerunds will be taught through guided interactive practice activities to help learners understand and use verb forms correctly in different situations.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will frame meaningful sentences using gerunds and infinitives.</p>	
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26.	WRITING SKILLS	CREATIVE WRITING (STORY WRITING)	SEPTEMBER (DAY 01)	SEPTEMBER	Name + Action Students say their name with one action; class repeats.	Creative Writing Approach, Storytelling Method, Collaborative Learning: Story writing will be taught through imagination-based prompts, sequencing of ideas, character building activities, and collaborative storytelling exercises to develop creativity and narrative skills.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials). C-1.5: Creates content for audio, visual or both, for different audiences and purposes.	1. Students will write a coherent story with proper beginning, middle, and ending using correct grammar and vocabulary. 2. Students will develop creativity, logical thinking, and the ability to express ideas and emotions effectively through writing.	Assessment for learning
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		<p>CREATIVE WRITING</p> <p>(DIALOGUE WRITING)</p>	<p>(DAY 02)</p>	<p>Memory Chain First student says a word, next repeats it and adds another.</p>	<p>Role Play Method, Communicative Language Teaching (CLT), Pair Learning Strategy: Dialogue writing will be taught through role play, pair conversations, and situational speaking activities to help learners develop conversational fluency, interaction skills, and appropriate language use.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	<p>1.Students will write meaningful dialogues using appropriate language, punctuation, and sequence of conversation. 2.Students will improve communication skills, creativity, and confidence in expressing thoughts through conversations.</p>	
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09.	PARTICIPLES		SEPTEMBER (DAY 01)	SEPTEMBER	Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?	Grammar-in-Context Approach: Participles will be taught through contextual sentence analysis.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify present, past, and perfect participles in sentences correctly.	
			(DAY 02)			Inductive Method: Participles will be taught through guided observation of verb forms.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will use participles effectively to form descriptive and meaningful sentences.	

			(DAY 03)			<p>Activity-Based Learning: Participles will be taught through interactive grammar activities to help learners identify and use present and past participles correctly in sentences.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will develop accuracy in grammar by distinguishing participles from other parts of speech.</p>	
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35.	LISTEN AND SPEAK		SEPTEMBER (DAY 01)	SEPTEMBER	<p>This or That Students choose between two options by raising hands. Example : Pizza or burger?</p>	<p>Communicative Language Teaching (CLT), Audio-Lingual Method: 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.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).</p>	<p>Students will improve their vocabulary and communication skills.</p>	<p>Assessment of Learning</p>
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10.	VOICE		NOVEMBER (DAY 01)	NOVEMBER	Name + Action Students say their name with one action; class repeats.	Grammar-in-Context Approach: Active and passive voice will be taught through contextual sentence transformation, and guided demonstrations.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify active and passive voice in different types of sentences.	
			(DAY 02)		5-Second Challenge Students name 3 things in 5 seconds. Example : 3 red fruits!	Demonstration Method, Activity-Based Learning: 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.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1. Students will transform sentences accurately between active and passive forms. 2. Students will apply the concept of voice correctly in speaking and writing tasks.	

27.	WRITING SKILLS	NOTICES	NOVEMBER (DAY 01)	NOVEMBER	Guess Who? Give clues about a student/classmate; others guess who it is.	Communicative Language Teaching (CLT): Notice writing will be taught through practical writing tasks and real-life communication situations.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will learn and identify the format and essential features of notice writing.	
			(DAY 02)		Memory Chain First student says a word, next repeats it and adds another.	Functional Writing Approach, Task-Based Learning: 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.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	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.	

05.	WRITING SKILLS	MESSAGES	NOVEMBER (DAY 01)	NOVEMBER	Spot the Difference Two students change one small thing; class guesses the difference.	Activity-Based Learning: Message writing will be taught through situational activities and practical communication exercises.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will learn the format and purpose of message writing.	
			(DAY 02)		This or That Students choose between two options by raising hands. Example : Pizza or burger?	Experiential Learning, Communicative Approach: Learners will practice conveying information clearly and briefly to develop effective written communication skills.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will demonstrate effective written communication skills in practical contexts.	

11.	REPORTED SPEECH		DECEMBER (DAY 01)	DECEMBER	Balloon Question (imaginary) Pretend to pass a balloon — whoever catches answers a fun question .	Demonstration Method: Direct and indirect speech will be taught through teacher demonstrations and contextual examples.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Teacher will engage students in interactive activities such as dialogue reading, and sentence conversion tasks. 2. Teacher will demonstrate the rules of changing tense, pronouns, time expressions, and reporting verbs in a structured manner.	1. Students will identify the difference between Direct and Indirect Speech in various contexts. 2. Students will learn and apply the grammatical rules involved in speech transformation.
			(DAY 02)		Back-to-Back Drawing One student describes a shape; another draws without looking.	Interactive Teaching Method: Learners will practice transforming dialogues from direct to indirect speech through guided exercises.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will convert sentences accurately from Direct to Indirect Speech and vice versa.	

			(DAY 03)		<p>One-Word Check-In Ask each student to describe how they feel in one word. Example : excited, sleepy, curious.</p>	<p>Practice-Based Learning: Interactive activities and practice sessions will help reinforce correct usage and sentence structure.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will participate actively in discussions, pair work, and practice activities. use reported speech effectively in speaking and writing tasks</p>	
29.	WRITING SKILLS	REPORTS	DECEMBER (DAY 01)	DECEMBER	<p>Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?</p>	<p>Process Writing Approach: Report writing will be taught through observation-based activities, structured planning, and guided drafting exercises.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.1: Identifies main points and summarizes from careful listening or reading of the text (news articles, reports, and editorials).</p>	<p>Students will understand the purpose and importance of report writing in academic and real-life contexts.</p>	

			(DAY 02)		Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?	Guided Writing Method: Learners will practice organizing facts and events in a clear and formal manner.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: 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.	
			(DAY 03)		This or That Students choose between two options by raising hands. Example : Pizza or burger?	Experiential Learning: This approach will help develop accurate, concise, and well-structured reporting skills.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.1: 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.	
30.	WRITING SKILLS	PERSONAL DIARY	DECEMBER (DAY 01)	DECEMBER	Balloon Question (imaginary) Pretend to pass a balloon — whoever catches answers a fun question .	Reflective Learning Approach: Diary entry writing will be encouraged through personal reflection, imaginative expression, and guided writing practice.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will identify the structure and key elements of a diary entry	

			(DAY 02)		<p>Color Hunt Ask students to quickly find something of a certain color.</p>	<p>Creative Writing Approach, Learner-Centered Pedagogy: Learners will develop emotional expression and creativity while recording thoughts and experiences in a structured manner.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	<p>Students will write a diary entry expressing personal thoughts, emotions, and experiences in a clear and creative manner.</p>	
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12.	ADVERBS		JANUARY 2027 (DAY 01)	JANUARY	Memory Chain First student says a word, next repeats it and adds another. Spot the Difference Two students change one small thing; class guesses the difference.	Grammar-in-Context Approach, Activity-Based Learning: Adverbs will be taught through contextual examples, sentence modification activities, and interactive grammar exercises.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify adverbs in given sentences and learn how adverbs describe verbs, adjectives, or other adverbs.	
			(DAY 02)		One-Word Check-In Ask each student to describe how they feel in one word. Example : excited, sleepy, curious.	Interactive Teaching Method: Learners will practice identifying and using adverbs correctly to describe actions, time, place, manner, and degree effectively.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	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.	

13.	PREPOSITIONS		JANUARY (DAY 01)	JANUARY	Memory Chain First student says a word, next repeats it and adds another.	Activity-Based Learning, Audio-Visual Teaching Method: Prepositions will be taught through object-based activities, picture interpretation, and visual demonstrations.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	1. Students will identify common prepositions and understand their usage in sentences. 2. Students will participate actively in activities and apply prepositions in speaking and writing tasks.	
			(DAY 02)		Color Hunt Ask students to quickly find something of a certain color.	Experiential Learning: Learners will practice using prepositions correctly to show relationships of place, time, and direction in sentences.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will construct meaningful sentences using correct prepositions in different contexts.	

31.	WRITING SKILLS	BROCHURES	JANUARY (DAY 01)	JANUARY	Word Association Say a word; students quickly respond with the first related word.	Project-Based Learning: Brochure writing will be taught through design-based activities, guided content planning, and creative presentation tasks.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will develop conceptual understanding and apply their knowledge effectively in real-life situations.	
			(DAY 02)	JANUARY	Act It Out Students silently act out an animal, profession, or emotion.	Creative Writing Approach: Learners will participate in creative presentation tasks to understand the format and purpose of brochures.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.5: Creates content for audio, visual or both, for different audiences and purposes.	Students will improve communication, collaboration, problem-solving, critical thinking, and leadership skills.	

			(DAY 03)		Balloon Question (imaginary) Pretend to pass a balloon — whoever catches answers a fun question .	Experiential Learning: Learners will develop skills in organizing information attractively and using persuasive language for effective communication.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.5: Creates content for audio, visual or both, for different audiences and purposes.	Students will demonstrate holistic growth by building confidence, discipline, creativity, values, and social responsibility.	
14.	CONJUNCTIONS		JANUARY (DAY 01)	JANUARY	Two Truths and a Wish Students say 2 true things about themselves and 1 wish they have.	Activity-Based Learning, Collaborative Learning: Conjunctions will be taught through sentence-combining exercises, group activities, and contextual examples.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C- 3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify and classify different types of conjunctions in given sentences.	

			(DAY 02)		This or That Students choose between two options by raising hands. Example : Pizza or burger?	Grammar-in-Context Approach: Learners will develop sentence fluency and coherence through guided practice and collaborative activities.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C- 3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will construct clear and grammatically correct sentences using appropriate conjunctions.	
15.	PUNCTUATION		JANUARY (DAY 01)	JANUARY	Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?	Demonstration Method: Punctuation skills will be developed through editing tasks, visual examples, and guided writing activities.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will identify and name common punctuation marks correctly.	

.			(DAY 02)		This or That Students choose between two options by raising hands. Example : Pizza or burger?	Activity-Based Learning, Visual Learning Method: Learners will improve clarity and accuracy in writing through consistent practice and application of correct punctuation rules.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	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.	Assessment As Learning
32.	WRITING SKILLS	LISTS	FEBRUARY (DAY 01)	FEBRUARY	Quick Draw Give 30 seconds to draw something simple like a house, tree, or smiley.	Activity-Based Learning: List writing will be taught through real-life tasks such as making shopping lists, to-do lists, and information lists. Learners will practice organizing items in a clear and logical order using simple and precise language.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will be able to create simple and well-organized lists for different purposes.	

			(DAY 02)		<p>5-Second Challenge Student's name 3 things in 5 seconds. Example : 3 red fruits!</p>	<p>Functional Writing Approach, Guided Practice Method: This approach helps learners to develop clarity, structure, and practical writing skills.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	<p>Students will improve their vocabulary, sequencing, and presentation of ideas through list writing activities.</p>	
16.	TYPES OF PHRASES AND CLAUSES		FEBRUARY (DAY 01)	FEBRUARY	<p>Two Truths and a Wish Student's say 2 true things about themselves and 1 wish they have.</p>	<p>Grammar-in-Context Approach: Types of phrases and clauses will be taught through contextual sentence analysis and guided observation of language patterns.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will be able to identify and differentiate between phrases and clauses correctly.</p>	

			(DAY 02)		<p>Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?</p>	<p>Inductive Method, Activity-Based Learning: Learners will identify and classify different types through interactive exercises and group activities. This approach helps develop a clear understanding of sentence structure and functional grammar use.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will be able to classify different types of phrases and clauses and use them effectively in sentences.</p>	
17.	SENTENCES: SIMPLE, COMPOUND AND COMPLEX		FEBRUARY (DAY 01)	FEBRUARY	<p>Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?</p>	<p>Grammar-in-Context Approach: Simple, compound, and complex sentences will be taught through contextual examples and sentence analysis.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will identify and differentiate between simple, compound, and complex sentences.</p>	

			(DAY 02)		<p>Would You Rather? Give two fun choices. Example : Would you rather fly or be invisible ?</p>	<p>Inductive Method: Learners will identify sentence structures by observing patterns and engaging in guided classification activities.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will construct grammatically correct sentences using appropriate conjunctions and clauses.</p>	
			(DAY 03)		<p>This or That Students choose between two options by raising hands. Example : Pizza or burger?</p>	<p>Activity-Based Learning: Learners will identify sentence structures by observing patterns and engaging in guided classification activities. This approach helps develop a clear understanding of sentence formation and variation in writing.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will apply different sentence structures effectively in speaking and writing activities.</p>	

33.	LETTERS AND EMAILS	FORMAL LETTERS	FEBRUARY (DAY 01)	FEBRUARY	One-Word Check-In Ask each student to describe how they feel in one word. Example : excited, sleepy, curious.	Communicative Language Teaching (CLT), Task-Based Learning, Guided Writing Method: 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. This approach helps develop clarity, correctness, and effective written communication skills.	CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.	C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.	Students will identify and use the correct format and language of a formal letter. 2.Students will write clear, concise, and purpose-oriented formal letters independently.	Assessment as Learning
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		E MAILS	(DAY 02)		<p>Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?</p>	<p>Communicative Language Teaching (CLT), Task-Based Learning, Digital Literacy Approach: Email writing will be taught through real-life communication tasks and guided practice in digital formats. Learners will understand email structure, subject lines, and appropriate formal or informal tone. This approach helps develop clear, concise, and effective digital communication skills.</p>	<p>CG-1: Develops the capacity for effective communication using language skills for description, analysis and response.</p>	<p>C-1.4: Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes.</p>	<p>Students will compose formal emails using appropriate subject lines, greetings, and closing remarks.</p> <p>2. Students will communicate ideas clearly and professionally through email writing.</p>	
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18.	SENTENCE ANALYSIS I		FEBRUARY (DAY 01)	FEBRUARY	<p>Two Truths and a Wish Students say 2 true things about themselves and 1 wish they have.</p>	<p>Grammar-in-Context Approach: Sentence Analysis I will be taught through guided observation of sentence patterns and contextual examples.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will identify and analyze different parts of a sentence, such as subject, predicate, phrases, and clauses.</p>	<p>Assessment for Learning</p>
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			(DAY 02)		<p>5-Second Challenge Student's name 3 things in 5 seconds. Example : 3 red fruits!</p>	<p>Inductive Method, Activity-Based Learning: Learners will break down sentences to identify parts such as subject, predicate, phrases, and clauses through interactive exercises. This approach helps develop a deeper understanding of sentence structure and functional grammar.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will develop the ability to understand sentence structure and improve accuracy in speaking and writing.</p>	
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19.	SENTENCE ANALYSIS II		FEBRUARY (DAY 01)	FEBRUARY	Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	Grammar-in-Context Approach: Sentence Analysis II will be taught through advanced sentence breakdown and contextual grammar application.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will analyze complex sentences by identifying different parts and their functions correctly.	
			(DAY 02)		Quick Draw Give 30 seconds to draw something simple like a house, tree, or smiley.	Inductive Method: Learners will analyze complex sentence structures, identify functional elements, and interpret relationships between clauses.	CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.	C -3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.	Students will develop accuracy in grammar usage and improve sentence construction in speaking and writing.	

			(DAY 03)		<p>Balloon Question (imaginary) Pretend to pass a balloon — whoever catches answers a fun question .</p>	<p>Activity-Based Learning: Learners will analyze complex sentence structures, identify functional elements, and interpret relationships between clauses. This approach strengthens grammatical accuracy and deeper syntactic understanding.</p>	<p>CG-3: Develops the ability to recognize basic linguistic aspects (word and sentence structure), and use them in oral and written expression.</p>	<p>C-3.1: Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.</p>	<p>Students will gain confidence in interpreting and constructing grammatically correct and meaningful sentences.</p>	<p>Assessment of Learning</p>
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