

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - VII
SUBJECT – R1 READING

UNIT			Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome
No.	Topic	Sub-Topic	Starting	Closing					
UNIT 1	TIMOTHY COMES TO STAY	STORY NUMBER 41 Pg No. 1 - 11	JULY DAY 01	JULY	One-Word Check-In Ask each student to describe how they feel in one word. Example: excited, sleepy, curious.	Activity-Based Learning: Students participate in character enactment and event-sequencing activities to understand the storyline.	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 letter sounds and pronounce words correctly. 2. Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 1	TIMOTHY COMES TO STAY	STORY NUMBER 41 Pg No. 12 - 23	DAY 02		Clap for CH: Teacher will say words. Clap only when you hear "ch" (chair, chip).	Collaborative Learning: Students work in groups to discuss character traits and relationships. Discussion-Based Learning: Students share their views on friendship, hospitality, and family interactions.	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 characters and setting, sequence events, and describe character traits using textual evidence.
UNIT 2	THE BEAR NEXT DOOR	STORY NUMBER 42 Pg No. 24 - 32	DAY 03		Yes or No Game: Teacher says simple sentences: "A cat can fly." "We read books." Students say "Yes" or "No" with actions (thumbs up/down).	Activity-Based Learning: Students create comic strips and participate in storytelling activities to retell the narrative.	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 improve spelling, vocabulary, and reading fluency.
UNIT 2	THE BEAR NEXT DOOR	STORY NUMBER 42 Pg No. 32 - 46	DAY 04		Two Truths and a Wish Students say 2 true things about themselves and 1 wish they have.	Inquiry-Based Learning: Students predict outcomes and justify their responses using clues from the text. Collaborative Learning: Students work together to sequence events and identify the central message.	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 confidence and interest in independent reading. Students will retell the story in sequence, make predictions, and identify the central idea and moral of the story.

UNIT 3	LING GOES TO CHINA	STORY NUMBER 43 Pg No. 47 - 55	AUGUST DAY 01	AUGUST	One Word Talk: Teacher asks students "Say one word you think about when you hear this title" Students respond quickly.	Experiential Learning: Students explore maps and cultural references to connect the story with real-world contexts.	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 recognize and differentiate between various letter sounds accurately.
UNIT 3	LING GOES TO CHINA	STORY NUMBER 43 Pg No. 56 - 61	DAY 02		Title Talk: Teacher says the story title and asks student "What do you think will happen?" Take 2 quick answers	Collaborative Learning: Students engage in group discussions comparing different cultures and traditions.	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 read age-appropriate words and sentences with improved pronunciation.
UNIT 3	LING GOES TO CHINA	STORY NUMBER 43 Pg No. 62 - 69	DAY 03		Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	Activity-Based Learning: Students design travel brochures highlighting places and experiences from the story.	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 apply phonics rules while reading unfamiliar words independently. Students will identify cultural elements, compare traditions, and gather information from the text to build global awareness.
UNIT 4	CINDY'S TRIP TO PERTH	STORY NUMBER 44 Pg No. 70 - 75	SEPTEMBER DAY 01		Pass the Word: Teacher says a simple word from the reader (e.g., "cat"). Each student quickly says a new word (cat → bat → hat...). Continue in a chain.	Activity-Based Learning: Students create travel journals and visual representations of Cindy's journey.	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 develop a wide range of vocabulary in various contexts and through different sources.
UNIT 4	CINDY'S TRIP TO PERTH	STORY NUMBER 44 Pg No. 76 - 81	DAY 02		Yes or No Teacher says a word. Thumbs up if it ends with y (ee sound).	Visual Learning: Students use maps and graphic organizers to trace locations and key events...	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 develop the ability to write simple and compound sentence structures to express their understanding and experiences.
UNIT 4	CINDY'S TRIP TO PERTH	STORY NUMBER 44 Pg No. 82 - 87	DAY 03		Word Repeat Chain: First student says a word, next repeats and adds one more.	Discussion-Based Learning: Students share travel experiences and discuss the importance of exploration.	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 acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources
UNIT 4	CINDY'S TRIP TO PERTH	STORY NUMBER 44 Pg No. 88 - 92	DAY 4		Quick Change Game: Sit → Stand → Clap → Turn (fast change)	Discussion-Based Learning: Students share travel experiences and discuss the importance of exploration.	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 interest and preferences in reading. Students will locate key information, describe events from a journey, and organize ideas in a logical sequence.
UNIT 5	SIR JOHN AND THE BEAR BROTHERS	STORY NUMBER 45 Pg No. 93 - 99	OCTOBER DAY 01	OCTOBER	This or That Students choose between two options by raising hands. Example: Pizza or burger?	Role Play and Dramatization: Students enact important scenes to understand character motivations and actions.	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 blend sounds to read simple words and sentences with confidence.

UNIT 5	SIR JOHN AND THE BEAR BROTHERS	STORY NUMBER 45 Pg No. 100 - 106	DAY 02		My Word, My Action Teacher will say an action word (smile, laugh, clap, read). Students act it out.	Collaborative Learning: Students engage in group discussions to analyze character behavior.	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 improve spelling, vocabulary, and reading fluency.
UNIT 5	SIR JOHN AND THE BEAR BROTHERS	STORY NUMBER 45 Pg No. 107 - 115	DAY 03		Opposite Hand Action: One hand open, one hand close Change quickly	Critical Thinking: Students evaluate decisions made by the characters and suggest alternative solutions.	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 apply phonics rules while reading unfamiliar words independently. Students will analyze character behavior, infer motives, and evaluate decisions made by the characters.
UNIT 6	ARTHUR AND THE CRAYFISH	STORY NUMBER 46 Pg No. 116 - 128	NOVEMBER DAY 01	NOVEMBER	Quick Draw Give 30 seconds to draw something simple like a house, tree, or smiley.	Experiential Learning: Students observe and discuss aquatic life to connect the story with environmental concepts.	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 age-appropriate words and sentences with improved pronunciation. 2.Students will recognize and differentiate between various letter sounds accurately.
UNIT 6	ARTHUR AND THE CRAYFISH	STORY NUMBER 46 Pg No. 129- 138	DAY 02		Yes or No: Teacher says a word. Thumbs up if it is a wh word.	Inquiry-Based Learning: Students investigate causes and consequences of events in the narrative. Activity-Based Learning: Students create cause-and-effect charts and present their findings.	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 apply phonics rules while reading unfamiliar words independently. Students will identify problems and solutions, explain cause-and-effect relationships, and connect the story to environmental awareness.
UNIT 7	THE NEW YEAR PARTY	STORY NUMBER 47 Pg No. 139- 145	DECEMBER DAY 01	DECEMBER	Quick Look: Look at page for 5 seconds → say one word you saw.	Collaborative Learning: Students work in teams to plan and organize a mock celebration.	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 recognize and differentiate between various letter sounds accurately.
UNIT 7	THE NEW YEAR PARTY	STORY NUMBER 47 Pg No. 146- 152	DAY 02		Silent Action: Say a word (like run, jump). Students act silently—no noise!	Activity-Based Learning: Students design invitations and event plans related to the story theme.	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 blend sounds to read simple words and sentences with confidence.
UNIT 7	THE NEW YEAR PARTY	STORY NUMBER 47 Pg No. 153- 157	DAY 03		Yes or No: Teacher reads a word → students show thumbs up if they see it on that page.	Discussion-Based Learning: Students discuss the values of cooperation, sharing, and teamwork.	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 acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources.

UNIT 7	THE NEW YEAR PARTY	STORY NUMBER 47 Pg No. 158- 161	DAY 04		Word Tap: Teacher says a word → students tap the table once.	Discussion-Based Learning: Students discuss the values of cooperation, sharing, and teamwork.	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 develop interest and preferences in reading. Students will describe events, recognise the importance of cooperation, and communicate ideas effectively in social contexts.
UNIT 8	THE INCONVENIENT PUNCTURE	STORY NUMBER 48 Pg No. 162- 167	JANUARY DAY 01	JANUARY	Name + Action Students say their name with one action; class repeats.	Problem-Based Learning: Students analyze the problem faced by the characters and suggest practical solutions.	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 recognize and differentiate between various letter sounds accurately.
UNIT 8	THE INCONVENIENT PUNCTURE	STORY NUMBER 48 Pg No. 168 -175	DAY 02		Turn & Tell: Turn to partner → say one word from the page.	Role Play: Students enact real-life situations to develop communication and decision-making 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).	Students will develop a wide range of vocabulary in various contexts and through different sources.
UNIT 8	THE INCONVENIENT PUNCTURE	STORY NUMBER 48 Pg No. 176- 180	DAY 03		Quick Look: Look at page for 5 seconds → say one word you saw.	Collaborative Learning: Students participate in group tasks to sequence events and identify solutions.	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 read age-appropriate words and sentences with improved pronunciation.
UNIT 8	THE INCONVENIENT PUNCTURE	STORY NUMBER 48 Pg No. 182- 184	DAY 04		Sound It: Teacher will say a word → students will say first sound only.	Collaborative Learning: Students participate in group tasks to sequence events and identify solutions.	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 demonstrate better listening, comprehension, and communication skills. Students will identify problems, suggest practical solutions, and explain how challenges can be overcome through planning and cooperation.
UNIT 9	THE GRASS IS GREENER	STORY NUMBER 49 Pg No. 185- 190	FEBRUARY DAY 01	FEBRUARY	Blink Read: Read one word when teacher blinks.	Reflective Learning: Students relate the story's message to their own experiences and perspectives.	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 recognize and differentiate between various letter sounds accurately.
UNIT 9	THE GRASS IS GREENER	STORY NUMBER 49 Pg No. 191- 196	DAY 02		Spot the Difference Two students change one small thing; class guesses the difference.	Discussion-Based Learning: Students engage in conversations about contentment, gratitude, and personal values.	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 read age-appropriate words and sentences with improved pronunciation.
UNIT 9	THE GRASS IS GREENER	STORY NUMBER 49 Pg No. 197- 201	DAY 03		Opposite Hand Action: One hand open, one hand close Change quickly.	Visual Learning: Students use comparison charts to analyze different viewpoints presented in the story.	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 apply phonics rules while reading unfamiliar words independently.

UNIT 9	THE GRASS IS GREENER	STORY NUMBER 49 Pg No. 202- 207	DAY 04		Quick Change Game: Sit → Stand → Clap → Turn (fast change)	Visual Learning: Students use comparison charts to analyze different viewpoints presented in the story.	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 participate actively in reading and speaking activities with confidence. Students will compare viewpoints, infer the theme of contentment, and reflect on personal experiences related to the story.
UNIT 10	THE WISDOM OF SOLOMON	STORY NUMBER 50 Pg No. 208- 215	MARCH DAY 01	MARCH	My Favorite Word: Students choose one word they like. Say it softly to the class or partner.	Role Play and Dramatization: Students participate in a mock court activity to understand the concept of justice.	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 blend sounds to read simple words and sentences with confidence.
UNIT 10	THE WISDOM OF SOLOMON	STORY NUMBER 50 Pg No. 216- 225	DAY 02		Word Hunt: Give a task: “Find 3 easy words” or “Find 2 action words.” Students search quietly and raise hand when done.	Inquiry-Based Learning: Students explore ethical dilemmas and justify their opinions with reasons.	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 participate actively in reading and speaking activities with confidence.
UNIT 10	THE WISDOM OF SOLOMON	STORY NUMBER 50 Pg No. 226- 230	DAY 03		Close Eyes Listen: Students’ close eyes. Listen and tell one word they heard.	Discussion-Based Learning: Students discuss the qualities of wise leadership and fair decision- making.	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 demonstrate better listening, comprehension, and communication skills. Students will analyse moral dilemmas, evaluate decisions, and explain the qualities of wisdom, justice, and leadership.