

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - VIII
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	PAUL'S PRINCIPLE	STORY NUMBER 51 Pg No. 1 - 11	JULY DAY 01	JULY	"Garden Action Game" – Students mime gardening actions (watering, planting, digging)	Activity-Based Learning: Students create a story map and draw the beginning, middle, and end of the story.	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	PAUL'S PRINCIPLE	STORY NUMBER 51 Pg No. 12 - 23	DAY 02		Quick Compliment Chain Each student gives a short, positive word to the next (smart, kind, funny).	Inquiry-Based Learning: Students predict the outcome of a problem in the story and justify their predictions using clues from the text. Collaborative Learning: Students work in pairs to identify the characters, setting, and main events.	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 the main idea of the story, explain the importance of values and principles, and describe how a character's decisions affect outcomes.
UNIT 2	THE DIRT TRACK	STORY NUMBER 52 Pg No. 24 - 32	DAY 03		Stand-Sit Game Teacher says statements like "Stand if you like ice cream," "Sit if you woke up early." Keeps students active and engaged.	Discussion-Based Learning: Students engage in guided discussions to develop comprehension and critical thinking.	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 DIRT TRACK	STORY NUMBER 52 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 what challenges the characters might face on the track and support their ideas with clues from the text. Collaborative Learning: Students work in pairs to identify the setting, characters, and key events, then discuss how the setting influences 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 develop confidence and interest in independent reading. Students will sequence events accurately, describe the setting, and explain how the setting influences the story.

UNIT 3	ATHLETE PETE	STORY NUMBER 53 Pg No. 47 - 55	AUGUST DAY 01	AUGUST	“Fast Sit–Stand” Students sit and stand on signal in quick succession—build speed for fun.	Enquiry-Based Learning: Students discuss what qualities make Pete a successful athlete and support their answers with evidence from the text.	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	ATHLETE PETE	STORY NUMBER 53 Pg No. 56 - 61	DAY 02		“Command Response Drill” The teacher gives a clear movement command (e.g., clap twice), and all students respond immediately by performing the action together in unison.	Reflective Learning: Students connect the story to their own experiences and reflect on lessons learned.	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	ATHLETE PETE	STORY NUMBER 53 Pg No. 62 - 69	DAY 03		Rapid Fire Questions Ask quick fun questions: Tea or coffee? Summer or winter? Books or movies?	Collaborative Learning: Students work in pairs to identify the main events and explain how Pete responds to challenges.	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 character traits, explain the importance of perseverance and sportsmanship, and retell key events in sequence.
UNIT 4	MEETING THE CHALLENGE	STORY NUMBER 54 Pg No. 70 – 75	SEPTEMBER DAY 01	SEPTEMBER	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 a flowchart showing the challenge faced and the steps taken to overcome it.	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	MEETING THE CHALLENGE	STORY NUMBER 54 Pg No. 76 - 81	DAY 02		Yes or No Teacher says a word. Thumbs up if it ends with y (ee sound).	Peer Learning: Students teach, explain, and learn from one another.	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	MEETING THE CHALLENGE	STORY NUMBER 54 Pg No. 82 - 87	DAY 03		Word Repeat Chain: First student says a word, next repeats and adds one more.	Problem-Based Learning: Students solve a problem or challenge 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 acquire a more comprehensive range of words in various contexts (of home and school experience) through different sources
UNIT 4	MEETING THE CHALLENGE	STORY NUMBER 54 Pg No. 88 - 92	DAY 4		Quick Change Game: Sit → Stand → Clap → Turn (fast change)	Collaborative Learning: Students work in pairs to identify the main events and explain how Pete responds to challenges.	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 recognize problems and solutions in a story, explain how challenges are overcome, and make predictions based on textual evidence.
UNIT 5	TRANSPORTED	STORY NUMBER 55 Pg No. 93 - 99	OCTOBER DAY 01	OCTOBER	This or That Students choose between two options by raising hands. Example: Pizza or burger?	Discussion-Based Learning: Students engage in guided discussions to develop comprehension and critical 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).	Students will blend sounds to read simple words and sentences with confidence.

UNIT 5	TRANSPORTED	STORY NUMBER 55 Pg No. 100 - 106	DAY 02		My Word, My Action Teacher will say an action word (smile, laugh, clap, read). Students act it out.	Inquiry-Based Learning: Students explore how transportation affects the characters' experiences and support their ideas with textual evidence.	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	TRANSPORTED	STORY NUMBER 55 Pg No. 107 - 115	DAY 03		Opposite Hand Action: One hand open, one hand close Change quickly	Collaborative Learning: Students work together to summarize the journey or events 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 apply phonics rules while reading unfamiliar words independently. Students will identify important details, describe journeys or modes of transport in the story, and summarize the main events.
UNIT 6	DAVID AND GOLIATH	STORY NUMBER 56 Pg No. 116 - 128	NOVEMBER DAY 01	NOVEMBER	Quick Draw Give 30 seconds to draw something simple like a house, tree, or smiley.	Activity-Based Learning: Students create a storyboard illustrating the key events of the story.	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	DAVID AND GOLIATH	STORY NUMBER 56 Pg No. 129- 138	DAY 02		"One-Gesture Greeting" Students turn to the person next to them and smile + one fun gesture (a wave, thumbs-up, hand-clap, or any small movement).	Inquiry-Based Learning: Students discuss how David was able to succeed despite the odds and support their answers with details from the text. Collaborative Learning: Students work in pairs to compare the characteristics of David and Goliath.	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 recount the story, compare and contrast characters, and explain how courage and determination contribute to success.
UNIT 7	EXCAVATIONS	STORY NUMBER 57 Pg No. 139- 145	DECEMBER DAY01	DECEMBER	Quick Look: Look at page for 5 seconds → say one word you saw.	Discussion-Based Learning: Students engage in guided discussions to develop comprehension and critical 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).	Students will recognize and differentiate between various letter sounds accurately.
UNIT 7	EXCAVATIONS	STORY NUMBER 57 Pg No. 146- 152	DAY 02		Silent Action: Say a word (like run, jump). Students act silently—no noise!	Inquiry-Based Learning: Students discuss the relationship between the characters and predict what might happen after the story ends.	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	EXCAVATIONS	STORY NUMBER 57 Pg No. 153- 157	DAY 03		Yes or No: Teacher reads a word → students show thumbs up if they see it on that page.	Collaborative Learning: Students work in pairs to identify character traits and support them with evidence from the text.	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	EXCAVATIONS	STORY NUMBER 57 Pg No. 158- 161	DAY 04		Word Tap: Teacher says a word → students tap the table once.	Collaborative Learning: Students work in pairs to identify character traits and support them with evidence from the text.	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 identify factual information, explain the purpose of excavations, and relate discoveries to learning about the past
UNIT 8	ANDREW AND DIANA	STORY NUMBER 58 Pg No. 162- 167	JANUARY DAY 01	JANUARY	Name + Action Students say their name with one action; class repeats.	Activity-Based Learning: Students create character sketches of Andrew and Diana and illustrate a key scene from the story.	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	ANDREW AND DIANA	STORY NUMBER 58 Pg No. 168 -175	DAY 02		Turn & Tell: Turn to partner → say one word from the page.	Inquiry-Based Learning: Students discuss the relationship between the characters and predict what might happen after the story ends.	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	ANDREW AND DIANA	STORY NUMBER 58 Pg No. 176- 180	DAY 03		Quick Look: Look at page for 5 seconds → say one word you saw.	Collaborative Learning: Students work in pairs to identify character traits and support them with evidence from the text.	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	ANDREW AND DIANA	STORY NUMBER 58 Pg No. 182- 184	DAY 04		Sound It: Teacher will say a word → students will say first sound only.	Peer Learning: Students teach, explain, and learn from one another.	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 character relationships, infer feelings and motivations, and describe how events influence the characters.
UNIT 9	LOST AND WON	STORY NUMBER 59 Pg No. 185- 190	FEBRUARY DAY 01	FEBRUARY	Blink Read: Read one word when teacher blinks.	Activity-Based Learning: Students create a timeline showing the events that led from being lost to winning.	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	LOST AND WON	STORY NUMBER 59 Pg No. 191- 196	DAY 02		Spot the Difference Two students change one small thing; class guesses the difference.	Inquiry-Based Learning: Students discuss how the characters dealt with difficulties and what helped them achieve success.	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	LOST AND WON	STORY NUMBER 59 Pg No. 197- 201	DAY 03		Opposite Hand Action: One hand open, one hand close Change quickly.	Collaborative Learning: Students work together to identify the turning point in the story and explain its importance.	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	LOST AND WON	STORY NUMBER 59 Pg No. 202- 207	DAY 04		Quick Change Game: Sit → Stand → Clap → Turn (fast change)	Collaborative Learning: Students work together to identify the turning point in the story and explain its importance.	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 sequence events, identify turning points in the story, and explain how persistence can lead to success.
UNIT 10	THE FACTS OF LIFE	STORY NUMBER 60 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.	Discussion-Based Learning: Students engage in guided discussions to develop comprehension and critical 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).	Students will blend sounds to read simple words and sentences with confidence.
UNIT 10	THE FACTS OF LIFE	STORY NUMBER 60 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 ask and answer questions about the information in the text, using evidence to support their responses.	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 FACTS OF LIFE	STORY NUMBER 60 Pg No. 226- 230	DAY 03		Close Eyes Listen: Students’ close eyes. Listen and tell one word they heard.	Collaborative Learning: Students work in groups to summarize the key facts and explain their significance to the class. Peer Learning: Students teach, explain, and learn from one another.	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 locate key information, distinguish facts from opinions, and summarize important ideas presented in the text.