

**KIDS WORLD SCHOOL, NAGPUR**  
**SESSION – 2026-27**  
**CLASS - III**  
**SUBJECT – ENGLISH**

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1	Unit 1: Fun with Friends	1.Colours	Recitation & Explanation by the teacher with word meanings of difficult words	July DAY 1	July	Teacher says "Touch something red" — students rush to touch a red bag, pencil, or any other material. Repeat with blue, yellow, green. ( students must touch their own materials)	Teacher recites poem with rhythm, showing colour Explains difficult words: world, bright, golden, rainbow, colour using objects. Ask: What colour is the sun? Sky?	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students listen to the poem and enjoy its rhythm and rhyme.	
			Recitation by each student	DAY 2		The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	Focus on clear voice, smile, and actions for sun is yellow, sky is blue. Peer claps after each turn.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students recite the poem with correct pronunciation and expression.	
			Answer the following (notebook)	DAY 3		Chidiya ud game	Read Qs together: What are the colours in the poem? What colour is the sky? Locate lines in poem. Model one answer: The sky is blue.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts such as prose and poetry.	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students write answers in full sentences: The sun is yellow.	
			Think and say	DAY 4		Stone paper scissor game	Discuss inferential Qs: Why are colours important? What if world had no colours? Which colour do you like best? Why? Use think-pair-share.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students listen to peers and build speaking confidence.	

			Action words	DAY 5		Number clapping	Pick action words from poem/classroom: run, jump, sing, see, paint. Act them out. Make sentences: I paint with red. We see green trees. Sort: naming words vs action words.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students identify action words/verbs as "doing words".	
			Compound words	DAY 6		Atlas game in groups	Explain: Compound words = 2 words join to make new meaning. Examples from poem/life: rainbow, sunlight, bedroom, notebook, football. Break them apart and join again. Draw + label.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students define compound words as two words joined together.	
		2. Badal and Moti	Reading & Explanation by the teacher with word meanings of difficult words	July DAY 1	July	Ask students to puff out their cheeks like a heavy cloud (Badal)	The teacher reads with expression, pausing at "difficult words" to encourage students to guess meanings from context clues.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.	C-1.2 Summarises core ideas from material read out in class	Students will be able to pronounce new vocabulary correctly. Students will identify the main characters and the setting of the story.	
			Reading 1 stanza each by student	DAY 2		Make phone bell sound	Students are divided into pairs or small groups to read one stanza each. This builds confidence and allows for peer correction.	CG-5 Develops interest and preferences in reading	C-5.2 Demonstrates interest in reading books	Students will demonstrate improved reading fluency and intonation. Students will develop the confidence to read aloud in front of a group.	
			Answer the following (notebook)	DAY 3		Make the sound of school bell	Inquiry-Based Learning: Scaffolding literal and inferential questions	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Uses appropriate grammar and structure in writing.	
			Think and answer (notebook)	DAY 4		Make the sound of the bell in temple	Constructivist Approach: Relating themes of the lesson to real-world experiences	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Develops ability to write compound sentences to express experiences.	

			Simple past tense	DAY 5		Stand up and sit down	List sentences from the story on the board (e.g., "Badal looked at the sky"). Ask students what the "-ed" ending signifies about the timing of the action.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify and form regular past tense verbs. Students will understand that the past tense is used for completed actions.
			Word pairs	DAY 6		Clapping in rhythm	Use word maps on the blackboard to show how certain words naturally "stick" together in English.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will recognize and use common word pairs (collocations).
			punctuations	DAY 7		Hands up and down	Editing Workshop. Give students a short paragraph from the lesson with all punctuation removed. Have them "rescue" the text by putting the marks back in.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will understand how punctuation changes the meaning and rhythm of a sentence.
			Conversation writing	DAY 8		Draw bell in air using finger	"The Mute Interview" Pair students up. They have one minute to "talk" to each other using only hand gestures and facial expressions. When time is up, ask them what they think the other person was trying to say. This demonstrates why clear words (dialogue) are necessary to understand a story.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will be able to use quotation marks and punctuation correctly.
		3. Best friends	Reading & Explanation by the teacher with word meanings of difficult words	July DAY 1	July	You act as the "Traffic Signal." When you say "Green Light," students walk in place. When you say "Red Light," they must freeze instantly.	Use a "Picture Walk" before reading—look at the illustrations in the NCERT book and let students predict what makes the characters "best friends." Focus on difficult words by using physical gestures (TPR) to explain them.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will identify and define three new vocabulary words from the text. Students will be able to summarize the main theme of friendship in the lesson.

			Reading 1 stanza each by student	DAY 2		Tell students you will call out different objects. If the object is safe to touch (like a teddy bear), they clap once. If it is dangerous (like a hot stove or a sharp needle), they keep their hands behind their back.	individual students reading one stanza each to check for specific pronunciation issues.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will demonstrate the ability to read aloud with appropriate volume and clarity.	
			Answer the following (notebook)	DAY 3		"Simon says... Put on your seatbelt," "Simon says... Wash your hands," "Simon says... Look left and right." (If you don't say "Simon says," and they move, they are out).	Discuss the answers orally first. After writing them down, have students swap notebooks with a "best friend" to check if they missed any capital letters or full stops.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will answer literal comprehension questions accurately.	
			Articles	DAY 4		If you point with one finger, they say "Beep!" If you point with two fingers, they say "Honk!" * How: Do it faster and faster until the whole class is laughing at the "traffic" noise.	Write two columns on the board: "A" and "An." Ask students to categorize words from the lesson (e.g., A friend, An apple, A cloud). Let them discover the rule for themselves.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will correctly apply articles to nouns found in the story	
			Paragraph writing – My Friend	DAY 5		On "Look Up," they look at the ceiling. On "Look Down," they look at their shoes. Suddenly switch it: "Look Right!" "Look Left!"	Guided Writing. Use a template: "My best friend is [Name]. We like to [Activity]. I like my friend because [Reason]." This provides a structure for young writers.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will write 4–5 connected sentences about a personal topic.	
			Draw pictures of your friend	DAY 6		You act as the "Traffic Signal." When you say "Green Light," students walk in place. When you say "Red Light," they must freeze instantly.	Art-Integrated Learning. Encourage students to draw their friend doing an activity they both love (e.g., playing Ludo or sharing a snack).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will express the value of friendship through creative media.	
2	Unit 2: Toys and Games	4. Out in the Garden	Recitation & Explanation by the teacher with word meanings of difficult words	August DAY 1	August	Tell the class you will count to three, and they must clap exactly on three.	The teacher recites the poem with rhythmic movements (e.g., swaying for the wind, jumping for a ball). This helps students connect the sound of the words to physical actions.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.2 Summarises core ideas from material read out in class	Students will identify the various games played in the garden.	ASSESSMENT AS LEARNING

			Recitation by each student	DAY 2		Number clapping	Each student recites a verse while the others provide positive feedback on their "loud and clear" voice.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.2 Summarises core ideas from material read out in class	Students will demonstrate confidence in public speaking.	
			Answer the following (notebook)	DAY 3		Atlas game in groups	Guided Composition. Write "Sentence Starters" on the board (e.g., The children are playing...) to help students transition from oral answers to written ones.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to write complete sentences in response to text-based questions.	
			Think and answer (notebook)	DAY 4		Pose a simple, low-stakes question. "Ice Cream or Cake?" "Dogs or Cats?" "Super Strength or Flying?"	Ask open-ended questions: "Why is it better to play in a garden than inside a room?" Let students debate ideas before writing their favorite reason down.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will express personal preferences using the word "because."	
			Identify the picture	DAY 5		In and out of the place	Visual Literacy. Use a pointer to identify small details in the NCERT illustrations. Ask students to describe the action in the picture using verbs (e.g., "The girl is swinging").	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will accurately label pictures using correct spelling.	
			Word pairs	DAY 6		Students lock fingers and pin the other person's thumb down	Collaborative Learning. Create a "Word Pair Wall" on the blackboard. Students contribute pairs they find in the poem or their daily lives (e.g., Sun and Moon, Mother and Father).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will understand how certain words are naturally linked.	
			Making paper bag puppet	DAY 7		Speed Hunt: Give a page number and a word; the first student to find the line where it appears win	Learning by Doing. 1. Provide brown paper bags. 2. Have students draw a character from the poem (a child, a bird, or even a personified toy). 3. Role Play: Use the puppets to "recite" lines from Day	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will use the puppet to practice conversational English in a low-pressure way.	

		5. Talking Toys	Reading & Explanation by the teacher with word meanings of difficult words	August DAY 1	August	A quick game of mimicry. When you say "Stag," students make antlers with their hands; when you say "Hunter," they freeze like a statue.	Model fluent reading with proper intonation. Use "Think-Alouds" to explain difficult vocabulary in context, linking new words to objects or actions students already know.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will understand the literal meaning of the text through teacher-led explanation.	
			Reading 1 stanza each by student	DAY 2		"Echo Reading." You read a line with a specific emotion (sad, brave, excited), and the students must repeat it back exactly in that tone.	Each student reads one stanza to their peers. This builds confidence and allows for immediate peer feedback in a low-pressure environment.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate improved reading fluency and rhythm.	
			Answer the following (notebook)	DAY 3		Stone paper scissor	Constructivist Approach. Instead of providing answers, use "Questioning Skills" to lead students to find the evidence within the text. Guide them in framing complete sentences for their written work.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will be able to extract specific information from the text to answer literal questions.	
			Think and answer (notebook)	DAY 4		Birds chirping sound	Critical Thinking & Discussion. Use "Inquiry-Based Learning." Move beyond the text to inferential questions. Ask why characters feel a certain way or what the "moral" of the talking toys might be.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will express personal opinions and creative thoughts in written form.	
			adjectives	DAY 5		Birds flying action	Gamification & Inductive Learning. Provide a list of toys and a list of adjectives. Have students match them (e.g., Soft Teddy, Red Car, Loud Drum). This helps them discover the rule of adjectives before formal definition.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will be able to identify and use adjectives to describe everyday objects.	
			Nouns: Singular and Plural	DAY 6		Make your own imaginary bird on a blank page	Have students come to the board to add the letter 's' to the singular words, helping them physically see the transformation from one to many.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will apply the basic 's' or 'es' rule to convert common nouns into their plural forms.	

			Picture based sentences	DAY 7		"The Mute Interview" Pair students up. They have one minute to "talk" to each other using only hand gestures and facial expressions. When time is up, ask them what they think the other person was trying to say. This demonstrates why clear words (dialogue) are necessary to understand a story.	Use "Prompted Writing"—ask specific questions like "What is the color of the ball?" or "How many children are playing?" to help students build 4–5 coherent sentences based on visual evidence.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will demonstrate the correct use of capitalization and full stops in their writing.	
			Draw a bird using letter 'B'	DAY 8		The Mystery Friend" Ask every student to write down three physical traits of a classmate without naming them (e.g., "blue water bottle," "red shoes," "curly hair"). You read them aloud, and the class has to guess who it is. This highlights the importance of descriptive details in writing.	Art Integration & Play-Way Method. This is an "Interdisciplinary Approach" linking English (letters) with Fine Arts. Guide the students step-by-step on the blackboard: draw a capital 'B,' turn the top curve into a head with a beak, and the bottom curve into a wing.	CG-4 Acquires a more comprehensive range of words in various contexts	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will recognize the versatility of letters as shapes, fostering a creative connection with the alphabet.	
			Make a cardboard puppet	DAY 9		Make sound of rain	Learning by Doing (Experiential Learning): Instead of just reading about talking toys, students create one. This physical engagement helps kinesthetic learners internalize the lesson.	CG-4 Acquires a more comprehensive range of words in various contexts	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will demonstrate the ability to translate a written character into a visual, 3D representation.	

		6. paper Boats	Reading & Explanation by the teacher with word meanings of difficult words	September DAY 1	September	"The Rainmaker." Have students sit in a circle. Start by rubbing your palms together (the sound of wind), then snap your fingers (light drizzle), then clap hands (heavy rain), and finally stomp feet (thunder). Have the students follow your lead to create a "rainstorm" inside the classroom.	As you read the poem, emphasize onomatopoeic words (words that sound like what they mean). Ask students to close their eyes and visualize the boat floating down a stream while you read with a flowing, rhythmic pace.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will develop listening comprehension and the ability to visualize text. Students will identify and define new words related to nature and water.	ASSESSMENT FOR LEARNING
			Reading 1 stanza each by student	DAY 2		Make a small paper boat. Play music.	Reciprocal Teaching. Group students into pairs. Student A reads a stanza, and Student B summarizes what happened in that stanza. Then they swap roles for the next stanza. This ensures they aren't just decoding words but understanding the story.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will improve their oral reading fluency and expression. Students will demonstrate basic comprehension of the poem's sequence.	
			Answer the following (notebook)	DAY 3		Chidiya ud game	Constructivist Approach. Instead of providing answers, use "Questioning Skills" to lead students to find the evidence within the text. Guide them in framing complete sentences for their written work.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will be able to extract specific information from the text to answer literal questions.	
			Think and answer (notebook)	DAY 4		Parrot Mimicry	Critical Thinking & Discussion. Use "Inquiry-Based Learning." Move beyond the text to inferential questions. Ask why characters feel a certain way or what the "moral" of the talking toys might be.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will express personal opinions and creative thoughts in written form.	

			Picture based story and picture comprehension	DAY 5		"Picture Detective." Show a picture of a rainy day scene for 30 seconds, then hide it. Ask students to recall specific details (e.g., "What color was the umbrella?" or "How many puddles were there?").	Visual-to-Text Mapping. Use a picture from the NCERT book. Ask students to label parts of the picture before writing. This bridges the gap between seeing an image and describing it in English.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will accurately describe a visual scene using descriptive language. Students will improve their ability to infer a story's plot from illustrations.	
			He and she	DAY 6		"The Royal Court." Call two students to the front. Designate one as the "King" and one as the "Queen." Ask the class to come up with other pairs like Brother/Sister, Father/Mother, or Lion/Lioness.	Categorization & Sorting. Use a two-column chart on the board labeled "He" (Masculine) and "She" (Feminine). Give students word cards and have them stick the cards in the correct column.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will identify and distinguish between masculine and feminine nouns. Students will use "He" and "She" pronouns correctly in sentences.	
			Preposition of place	DAY 7		"Where is the Boat?" Use a paper boat and a box. Place the boat on, in, under, or behind the box. Ask students to call out the position.	Total Physical Response (TPR). Give commands like "Put your hands over your head" or "Put your pencil inside the desk." Physical movement helps young learners memorize abstract spatial concepts.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will use common prepositions (in, on, under, near, behind) correctly. Students will be able to describe the position of objects in their immediate environment.	ASSESSMENT OF LEARNING
3	Unit 3: Good Food	7. The Big Laddoo	Recitation & Explanation by the teacher with word meanings of difficult words	November DAY 1	November	"The Giant Laddoo." Have students sit in a circle. Start by pretending to hold a tiny laddoo. Pass it to the next student, who must pretend it has grown slightly larger using their hands. By the time it reaches the last student, they should be using their whole arms to hold a "giant" imaginary laddoo.	Audio-Lingual Method. Recite the poem with exaggerated gestures and facial expressions to convey the size and sweetness of the laddoo. Use "Call and Response" where you read a line and the class repeats it to get the rhythm of the poem.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will be able to recite the poem with correct stress and intonation. Students will identify and understand words related to size and taste.	

			Recitation by each student	DAY 2		The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	Differentiated Instruction. Allow students to recite in pairs or small groups if they are shy. This "Peer-Modeling" helps students learn from each other's expressions and reduces performance anxiety.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate confidence in public speaking.  Students will show an understanding of poetic meter and rhyme.	
			Answer the following (notebook)	DAY 3		Chidiya ud game	Collaborative Brainstorming. Use the blackboard to map out the "5 Ws" (Who, What, Where, When, Why) based on the story. This visual map helps students organize their thoughts before they start writing in their notebooks.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will extract factual information from the text. Students will compose grammatically correct answers based on the poem's events.	
			Make sentences	DAY 4		Number clapping	Contextual Learning. Instead of random sentences, encourage students to write sentences that relate the word to their own lives (e.g., "My mother makes sweet tea"). This makes the vocabulary more meaningful and easier to remember.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate the functional use of new vocabulary.  Students will practice proper sentence structure (Subject-Verb-Object)	
			Paragraph writing – favourite festival	DAY 5		Atlas game in groups	Top Bun: Introduction (Which is your favorite festival?) The Filling: Details (What do you eat? What do you wear? Why do you like it?) Bottom Bun: Conclusion (How do you feel during the festival?)	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to organize thoughts into a logical sequence. Students will practice descriptive writing using adjectives and emotive language.	
		8. Thank God	Reading & Explanation by the teacher with word meanings of difficult words	November DAY 1	November	The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	Direct Instruction & Vocabulary Mapping. Use a "Word Wall" on the blackboard. For every difficult word identified, draw a simple symbol next to it (e.g., a small heart for 'love' or a flower for 'nature') to help visual learners anchor the meaning	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will read the poem with appropriate emotion.	

			Reading 1 stanza each by student	DAY 2		Chidiya ud game	Guided Practice & Peer Modeling. Focus on "Prosody"—the rhythm and intonation of speech. By hearing classmates read different stanzas, students learn to adjust their volume and pace to match the poem's theme of thankfulness.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate improved oral reading fluency. Students will identify the specific rhyming words used in each stanza.	
			Answer the following (notebook)	DAY 3		"The Magic Mirror." Ask students to look into an imaginary mirror and tell the person they see one thing they like about themselves or their life today.	Guided Composition. Write "Sentence Starters" on the board (e.g., The children are playing...) to help students transition from oral answers to written ones.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to write complete sentences in response to text-based questions.	
			Think and say (notebook)	DAY 4		Atlas game in groups	Socratic Questioning. Instead of telling students why we should be thankful, ask: "What would happen if we didn't have trees?" or "How do you feel when someone helps you?" This leads them to formulate their own reflective answers for the "Think and Say" section.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will articulate personal reflections clearly in writing. Students will respond to inferential questions using evidence from the poem.	
			Antonyms	DAY 5		"The Opposite Game." Give a command, and students must do the opposite. If you say "Sit," they stand. If you say "Laugh," they frown. This physically introduces the concept of opposites.	Discovery Learning. Provide a list of "Positive" words from the poem (e.g., Light, Happy, Give). Ask the students to find the "shadow" or opposite word for each.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will define "Antonyms" as words with opposite meanings. Students will correctly identify antonyms for common adjectives.	
			Is/am/are	DAY 6		Stone paper scissors game	Rule-Based Instruction with Visual Aids. Use a simple table on the board to show the Subject-Verb agreement. I + am Singular (He/She/It) + is Plural (We/You/They) + are	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will distinguish between singular and plural subjects.  Students will accurately complete sentences using the correct helping verb (is, am, or are).	

		9. Madhu's wish	Reading & Explanation by the teacher with word meanings of difficult words	December DAY 1	December	make sounds of rain and thunder.	Narrative-Based Learning. Use storytelling techniques to read the chapter. Pause at climax points to ask, "What do you think Madhu will do next?" This builds engagement and curiosity while introducing difficult vocabulary through context.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will understand the central theme and plot of the story. Students will correctly define and use new words like wish, surprise, or kindness in their own sentences.	
			Reading 1 stanza each by student	DAY 2		Rhythm Clap: The class claps in a 4/4 beat	"Guided Reading & Phonics. Focus on punctuation-based reading. Teach students to take a short breath at commas and a longer pause at full stops to improve the flow and clarity of their reading.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate improved oral reading fluency and expression. Students will recognize how punctuation affects the meaning of a sentence.	
			Answer the following (notebook)	DAY 3		Speed Hunt: Give a page number and a word; the first student to find the line where it appears win	Critical Thinking & Values Education. Use "Open-Ended Questioning." Instead of looking for "right" or "wrong" answers, encourage students to explain why they think a certain way. This builds moral reasoning alongside language skills.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will provide logical, text-based answers to comprehension questions. Students will develop the ability to express personal values and opinions in written form.	
			Think and say (notebook)	DAY 4		Make sound of raindrops	Critical Thinking & Discussion. Use "Inquiry-Based Learning." Move beyond the text to inferential questions	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will express personal opinions and creative thoughts in written form.	
			Words describing quality or property	DAY 5		Atlas game	Focus on adjectives that describe character traits (internal quality) versus physical properties (external quality).	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will identify adjectives that describe an object's physical properties.  Students will be able to describe a character's personality using quality-based words.	

			Conjunctions	DAY 6		<p>The Human Link." Give one student a card saying "I like apples." Give another student a card saying "I like bananas." Give a third student a card that says "AND." Have them stand together to form one long "human sentence."</p>	<p>Introduce conjunctions as "Connecting Words" or "Glue Words." Use a simple formula:</p> <p>And = Addition (Apple + Orange)</p> <p>But = Contrast (Happy + Sad)</p> <p>Or = Choice (Tea or Milk)</p>	<p>CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources</p>	<p>C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts</p>	<p>Students will identify conjunctions in a given text.</p> <p>Students will be able to combine two simple sentences into one using the correct conjunction.</p>	
			Story Writing	DAY 7		<p>Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.</p>	<p>Process Writing (Guided). Use the "Story Mountain" method. Draw a mountain on the board:</p> <p>Beginning: Introduce the toy.</p> <p>The Climb: Something happens (e.g., the toy gets lost).</p> <p>The Peak: The most exciting part.</p> <p>The Descent: Solving the problem.</p> <p>Ending: How the toy feels now.</p>	<p>CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources</p>	<p>C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts</p>	<p>Students will sequence events logically in a narrative.</p> <p>Students will use descriptive adjectives to bring characters to life.</p>	
			Give reason	DAY 8		<p>Tell about your favourite cricketer</p>	<p>Critical Thinking &amp; Logic. Focus on the "Cause and Effect" relationship. Use a simple chart on the board. Provide the 'Effect' from the lesson (e.g., "The boy was happy") and ask students to find the 'Cause' from the text ("Because his toy started talking").</p>	<p>CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences</p>	<p>C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text</p>	<p>Students will be able to justify their answers using evidence from the text.</p> <p>Students will master the functional use of the conjunction "because."</p>	

			Make a table mat	DAY 9		"Pattern Master." Draw a simple pattern on the board (Circle, Square, Circle...). Ask students to come up and continue it. Explain that they will be creating their own patterns for their mats.	Art Integration & Fine Motor Development. Give students a rectangular piece of chart paper or cardstock. Border: Use adjectives to describe their favorite toys along the edges. Center: Draw a scene from the "Talking Toys" poem. Lamination: Use clear tape or contact paper to make it a functional "mat."	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will follow multi-step instructions to create a functional craft.  Students will demonstrate spatial awareness and design skills.	ASSESSMENT AS LEARNING
4	Unit 4: The Sky	10. Night	Recitation & Explanation by the teacher with word meanings of difficult words	January DAY 1	January	"The Sun and Moon." Divide the room in half. One side is "Day" (hands up high like the sun) and the other is "Night" (hands together like a pillow). Switch roles quickly to build energy.	Direct Instruction & Imagery. Use a slow, rhythmic reading style to mimic the calm of the night. Explain difficult words by linking them to sensory experiences (e.g., "darkness," "twinkling," "hush").	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will recite the poem with proper intonation and understand the central theme of the night sky.	
			Recitation by each student	DAY 2		Clapping in rhythm	Peer Modeling. Encourage students to use gestures to represent the stars or the moon. Hearing their peers read builds confidence and helps with pronunciation.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will gain confidence in public speaking and demonstrate fluency in reading poetic verses.	
			Answer the following (notebook)	DAY 3		Stone paper scissor	Text-Based Evidence. Guide students to find the exact line in the poem that answers a specific question. This teaches them to look back at the source material for information.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will practice reading comprehension and learn to write structured answers in their notebooks.	
			Think and answer (notebook)	DAY 4		Atlas game	Inquiry-Based Learning. Focus on inferential questions—questions where the answer isn't directly in the text but requires thought (e.g., "Why does the world become quiet at night?").	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will develop critical thinking and the ability to express their own ideas and reflections.	

			Play a game – I spy	DAY 5		"I Spy With My Little Eye." Start the game using objects in the classroom: "I spy something blue..."	Gamification. Use the "I Spy" format to review vocabulary from the lesson. Ask students to "spy" words that represent night-time things (stars, moon, shadows) in the textbook illustrations.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will reinforce their vocabulary and improve their observational skills.	
			Adding word to make a new word	DAY 6		"Word Fusion." Hold two fists apart. One fist is "Rain," the other is "Bow." Slam them together to make "Rainbow." Repeat with "Moon" and "Light."	Constructivist Approach. Provide a list of simple words (Star, Moon, Rain, Fire) and a second list (Light, Fish, Bow, Fly). Let students pair them up to discover how new words are created.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will understand how compound words are formed and identify them in the text.	
		11. Chanda Mama Counts the Stars	Reading & Explanation by the teacher with word meanings of difficult words	January DAY 1	January	"Starry Night Pictionary." Draw a quick moon or star on the board and ask students to shout out words that describe the night sky. Give a sticker to anyone who uses an adjective like "bright," "silent," or "twinkling."	Direct Instruction & Visual Mapping. As you explain difficult words, create a "Star Map" on the blackboard where each new vocabulary word is written inside a star shape.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will be able to read the text with correct pronunciation.	ASSESSMENT AS LEARNING
			Reading 1 stanza each by student	DAY 2		Stone paper scissor game	Guided Reading & Reciprocal Teaching. Pair a strong reader with a struggling reader. They take turns reading stanzas and explaining what they think "Chanda Mama" is feeling in that moment.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate improved oral fluency and rhythmic reading.	
			Answer the following (notebook)	DAY 3		Atlas game	Text-Based Evidence. Guide students to find the exact line in the poem that answers a specific question. This teaches them to look back at the source material for information.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will practice reading comprehension and learn to write structured answers in their notebooks.	

			Think and say(notebook)	DAY 4		"The Impossible Count." Give each student a small bowl of rice or lentils. Give them 30 seconds to count as many as they can. Ask: "Is it easy to count them all? Why is Chanda Mama struggling with the stars?"	Inquiry-Based Learning. Use open-ended questions to encourage reflection: "If you were helping Chanda Mama, how would you keep track of the stars you already counted?"	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will extract specific details from the text to answer factual questions.	
			Here and there	DAY 5		"The Distance Game." Place a toy on a student's desk and say, "The toy is here." Point to a clock on the far wall and say, "The clock is there." Have students take turns pointing to near and far objects using the correct word.	Total Physical Response (TPR). This helps students physically internalize the difference between proximity (here) and distance (there).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will correctly use "here" and "there" based on their physical position.	
			Can be counted easily/ too many to be counted	DAY 6		"Can You Count It?" Hold up a pen (Countable). Then pour some water from a bottle (Uncountable). Ask the class to clap once if they can count the item and cross their arms if they cannot.	Categorization & Sorting. Draw two columns on the board: Countable (1, 2, 3...) and Uncountable (Too many/Too much). Use items from the lesson like stars, moon, sky, light, and laddoos to fill the chart.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will distinguish between things that can be counted easily and things that are "too many to be counted."	
			Picture based conversation	DAY 7		Stand up and down	Communicative Language Teaching (CLT). Focus on oral interaction. Encourage students to use the grammar they've learned (adjectives, "here/there," countable nouns) to describe what they see in the illustration.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will build confidence in spontaneous English speaking.	

			Make a wind chime	DAY 8		"The Sound of Wind." Close eyes and listen to a recording of wind chimes. Ask: "How does this sound make you feel? Sleepy? Happy?"	Art Integration & Project-Based Learning. Use recycled materials (bottle caps, old keys, or cardboard stars) tied to a hanger.  Have students write one "Night" vocabulary word on each dangling piece.  Assemble and hang them near the window.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will follow oral instructions to complete a manual task.	
		12. Chandraya-an	Reading & Explanation by the teacher with word meanings of difficult words	February DAY 1	February	"Moon Walk." Ask students to stand and pretend they are astronauts on the moon where gravity is low. They have to move on their places in slow-motion, "bouncing" with every step.	Narrative-based Instruction. Use a storytelling approach to explain the journey of Chandrayaan. Use a globe and a small ball (moon) to demonstrate the distance and the mission's goal visually.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will understand scientific vocabulary (e.g., satellite, orbit, surface, landing)	ASSESSMENT FOR LEARNING
			Reading 1 stanza each by student	DAY 2		Atlas game	Guided Reading & Phonics. Focus on technical words. Break them down into syllables on the board (e.g., Chan-dra-yaan) to help with pronunciation and reading confidence.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will read with technical accuracy and appropriate pauses.  Students will identify the main idea of each specific stanza.	
			Answer the following (notebook)	DAY 3		Stone paper scissor game	Text-Based Evidence. Guide students to find the exact line in the poem that answers a specific question. This teaches them to look back at the source material for information.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will practice reading comprehension and learn to write structured answers in their notebooks.	
			Think and say(notebook)	DAY 4		"Space Explorer's Log." Ask: "If you were the pilot of Chandrayaan, what is the first thing you would say when you looked out the window at the Earth?"	Critical Thinking & Reflective Writing. Use "Inquiry-based Learning." Ask students to compare their life on Earth to life on the moon based on the text.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will demonstrate the ability to synthesize scientific facts with creative imagination.	

			Describing the moon	DAY 5		Hands up and down	Creative Visualization. Use a "Sense Map" on the board. Looks like: Silver, cratered, glowing. Feels like: Cold, dusty, silent. Sounds like: Quiet, empty.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will use advanced adjectives to create a descriptive paragraph about the moon.	
			Articles	DAY 6		"Vowel Pop." Whenever you say a word starting with a vowel (Apple, Elephant, Igloo, Orbit, Umbrella), students must "pop" up from their chairs. Explain that "An" is the partner for these "popping" words.	Rule-based Practice. * An: For vowel sounds (an astronaut, an orbit). A: For consonant sounds (a rocket, a moon). The: For unique, specific things (the Sun, the Moon, the Chandrayaan	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will correctly identify and use articles in sentences related to space.	
			Ordinal numbers	DAY 7		"The Race to Space." Line up five students. Ask the class: "Who is first? Who is third?" Explain that these aren't just numbers, but the order of things.	Kinesthetic Learning. Use the mission phases of Chandrayaan to teach order. First: The launch. Second: Orbiting the Earth. Third: Reaching the Moon.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will distinguish between cardinal numbers (1, 2, 3) and ordinal numbers (1st, 2nd, 3rd) and use them to sequence events.	ASSESSMENT OF LEARNING

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1		Sentences	Explanation with examples	July DAY 1	July	Stone paper scissor game	Inductive Method. Show students a group of random words vs. a complete sentence. Let them "discover" the rules: a sentence must have a complete thought, a capital letter at the start, and a punctuation mark at the end.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will distinguish between a fragment and a complete sentence. Students will demonstrate the correct use of capitalization and punctuations.	

			Textual exercises	July DAY 2	July	Atlas game in groups	Write a "broken" sentence from the exercise on the board (e.g., lowercase first letter, no punctuation). Have the class "fix" it together before they work in their books.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly rearrange jumbled words into coherent sentences.  Students will independently apply capitalization and final punctuation to all exercise items.	
2		Nouns	Explanation with examples	July DAY 1	July	Chidiya ud game	<p>Instead of starting with a definition, take the students on a 2-minute "safari" around the room. Ask them to point to three things they can see (Table, Fan, Chalk), name two people (Teacher, Rahul), and name the place they are in (Classroom/School).</p> <p>The Four-Column Anchor Chart: Draw a large table on the board with four headings: Person, Place, Animal, Thing. As students call out names from their "safari," place them in the correct column. Explain that any word that fits into these columns is a Noun.</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	The student will define a noun as a "naming word" and successfully categorize words into the four fundamental groups: people, places, animals, and things.	
			Textual exercises	July DAY 2	July	You hum a tune and students identify the song	Provide a short paragraph from the textbook. Ask students to act as "Detectives" and circle only the "Naming Words."	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will independently sort a list of 10–15 mixed words into the correct categories (Person/Place/Animal/Thing) with 90% accuracy.	

22		Comprehension	Explanation with examples	July DAY 1	July	Mime Time: teacher act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.	The Three-Level Read. Use a short, high-interest sample story. Conduct three readings:  Gist Read: What is it generally about?  Detail Hunt: Finding specific names or dates.  Inferencing: Why did the character feel a certain way?	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will understand how to scan for specific information and skim for the main theme of a text.	
			Textual exercises	DAY 2		Stand up and down	Evidence Underlining. For each question in the textbook exercise, students must find the sentence in the passage that provides the answer and underline it. This prevents guessing and ensures they are working directly from the text.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will accurately answer literal and evaluative questions based on the provided textual passage.	
3		Nouns: Types	Explanation with examples (Common and Proper and Collective Nouns)	July DAY 1	July	Stone paper scissor game	Draw two large circles on the board. One is for "Common" (Any) and one is for "Proper" (Specific). Call out words like "Boy" (Common) vs. "Rahul" (Proper) or "City" (Common) vs. "Nagpur" (Proper).  For Collective Nouns, use "Grouping Pictures" (e.g., a picture of one bird vs. a "Flock").	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will distinguish between general items and specific names, consistently applying the "Capitalization Rule" for proper nouns.	
			Textual exercises	DAY 2		Atlas game in groups	The Correction Lab. Provide a passage from the exercise where all capital letters have been removed. Students must act as "Editors" to find and capitalize only the proper nouns.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will demonstrate mastery in capitalising specific names of people, places, and holidays in their writing.	

23		Picture Composition	Explanation with examples	August DAY 1	August	The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	The Zoom-In Method. Show a large picture (e.g., a park scene). Ask students to "Zoom In" on small details (What is the bird doing?) and then "Zoom Out" to describe the overall setting. Provide a word bank of verbs and adjectives to help them describe the scene.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to observe visual details and translate them into descriptive, grammatically correct sentences.	
			Textual exercises	DAY 2		Stand up and down	Sequential Storytelling. Using the pictures in the textbook, have students number the objects or actions they see first to create a logical flow. They then write a 5–8 sentence paragraph connecting these observations.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will successfully compose a coherent paragraph that accurately reflects the events shown in the textbook illustrations.	
4		Nouns: Countable and Uncountable	Explanation with examples	August DAY 1	August	The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	The "Checklist" Method. Present the class with various physical objects (e.g., marbles, books) and substances (e.g., water, sand). Guide students to ask two questions: "Can I say 'one, two, three' of these?" and "Do they have a plural form?" Use these questions to differentiate between the two categories on the blackboard.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to distinguish between nouns that can be counted individually and those that are viewed as a mass or substance.	
			Textual exercises	DAY 2		Stand up and down	Category Sorting Lab. Provide students with a mixed list of words from their textbook exercises. Have them work in pairs to sort these words into two columns: "Countable" (using 'many') and "Uncountable" (using 'much'). This reinforces the practical application of quantifiers.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly apply quantifiers like "much," "many," "a few," and "a little" to nouns in given sentences.	

5		Nouns: Singular and Plural	Explanation with examples	August Day 1	August	Chidiya ud game	Instead of just giving rules, show groups of words on the board (e.g., cat/cats, box/boxes, leaf/leaves). Ask students to identify what changed in the ending for each group. This inductive approach helps them "discover" the rules for -s, -es, and -ves endings.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify the plural forms of regular and common irregular nouns and recognize the patterns used to form them.	
			Textual exercises	DAY 2		You hum a tune and students identify the song	Sentence Transformation. Have students rewrite full sentences from the textbook, changing singular nouns to plural (e.g., "The bird is in the tree" → "The birds are in the trees"). This ensures they understand that the verb and other parts of the sentence must also change to match the plural noun.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will demonstrate the ability to convert singular nouns to plural and adjust the sentence structure accordingly for grammatical agreement.	
6		Nouns: Gender	Explanation with examples	August Day 1	August	Imitate sound of school bell	The Four-Corner Sort. Designate four areas of the room as Masculine, Feminine, Common, and Neuter. Call out nouns (e.g., actor, queen, doctor, table), and have students move to the correct area. This kinesthetic activity helps them process the four categories of gender in English.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will accurately classify nouns into masculine, feminine, common, and neuter categories.	
			Textual exercises	DAY 2		Clapping in rhythm	Pairing and Substitution. In the textual exercises, ask students to find the feminine counterpart for masculine nouns and vice-versa. For "Common" and "Neuter" nouns, have them underline the words in the text and explain why they belong to those categories.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to supply the opposite gender for specific nouns and identify gender-neutral or inanimate nouns in a passage.	

		Paragraph Writing	Explanation with examples	September DAY 1	September	Chidiya ud game	The Hamburger Model.  Top Bun: Topic Sentence (What is the paragraph about?).  Filling: Supporting Details (Facts or examples).  Bottom Bun: Concluding Sentence (Final thought).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will recognize the structural components of a paragraph and the importance of sticking to a single main idea.	
			Textual exercises	DAY 2		You hum a tune and students identify the song	Drafting and Polishing. Using the topics provided in the textbook (e.g., "My Favorite Hobby"), students first list five keywords. They then expand those keywords into sentences using the Hamburger Model.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will write well-structured paragraphs of 80–100 words with proper sentence flow and topical focus.	
7		Possessive Nouns ('s)	Explanation with examples	September DAY 1	September	Mime Time: teacher act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.	Introduce the apostrophe (') as a "hook" that grabs an object for its owner. Use physical items from the students (e.g., Sarah's water bottle, Aman's pencil).  The Living Equation: Write an "ownership equation" on the board: Owner + Apostrophe ('s) + Belonging = Possessive Noun.  Example: The cat + 's + milk = The cat's milk.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	The student will define a possessive noun and demonstrate the correct use of the apostrophe ('s) to indicate singular ownership.	
			Textual exercises	DAY 2		The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	In textbook exercises, provide phrases using "of" (e.g., "The tail of the dog"). Ask students to "flip" the sentence by moving the owner to the front and adding the apostrophe (e.g., "The dog's tail").	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will successfully convert "of" phrases into possessive noun forms with 90% accuracy in written exercises.	

8		Adjectives	Explanation with examples	September Day 1	September	You act as the "Traffic Signal." When you say "Green Light," students walk in place. When you say "Red Light," they must freeze instantly.	Place a few mystery objects in a box (e.g., a rough stone, a fuzzy toy, a cold metal key). Let students feel them and provide "describing words" before they see the object. List these on the board as "Adjectives" that tell us about size, color, shape, or quality.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify adjectives as words that provide more information about a noun's characteristics or properties.	
			Textual exercises	DAY 2		Tell students you will call out different objects. If the object is safe to touch (like a teddy bear), they clap once. If it is dangerous (like a hot stove or a sharp needle), they keep their hands behind their back.	The "Adjective Enhancer." Give students simple sentences from their exercise (e.g., "The boy ran") and ask them to "enhance" it by adding two adjectives (e.g., "The small, fast boy ran"). This helps them see how adjectives make writing more vivid.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to locate adjectives in a sentence and use them effectively to describe nouns in their own writing.	
9		Degrees of Comparison	Explanation with examples	September Day 1	September	"Simon says... Put on your seatbelt," "Simon says... Wash your hands," "Simon says... Look left and right." (If you don't say "Simon says," and they move, they are out).	The Three-Step Ladder. Use three objects of varying sizes (e.g., three books or three students of different heights). Label them: Positive (Big), Comparative (Bigger), and Superlative (Biggest). Explain that we use 'er' to compare two things and 'est' for more than two.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will understand the three levels of comparison and identify the suffixes (-er, -est) used for regular adjectives.	
			Textual exercises	DAY 2		Statue game	Fill-the-Gap Race. Use the textbook table exercises where one degree is missing (e.g., Tall, _____, Tallest). Have students complete the table, focusing on spelling changes like doubling consonants or changing 'y' to 'i' before adding the suffix.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will accurately form the comparative and superlative degrees for a variety of regular and irregular adjectives in written sentences.	

10		A an the	Explanation with examples	October DAY 1	October	Stone paper scissor game	The Vowel House. Draw a house with windows labeled A, E, I, O, U. Explain that "An" only visits the Vowel House. Use "The" for specific things everyone can see (e.g., "The blackboard") or unique things ("The Sun").	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will distinguish between indefinite (A, An) and definite (The) articles based on the initial sound of the following word.	
			Textual exercises	DAY 2		Atlas game in groups	Article Detectives. Give students a paragraph from their textbook exercise with blanks. They must read the sentence aloud; if the next word starts with a vowel sound, they "shout" AN. If it's a consonant, they "whisper" A.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will demonstrate 100% accuracy in inserting the correct article into sentences provided in the textual exercises.	
11		Pronouns	Explanation with examples (Subjective and objective pronoun)	November DAY 1	November	Mime Time: teacher act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.	The Substitution Game. Write a story on the board using only a student's name repeatedly (e.g., "Rahul went to the park. Rahul saw a ball. Rahul played with the ball."). Ask the class why it sounds boring. Introduce "He," "It," and "They" as "Name-Savers".	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will define pronouns as words that replace nouns to avoid repetition and improve sentence flow.	
			Textual exercises	DAY 2		Stand up and down	Replacement Lab. Have students identify the underlined nouns in the textbook exercises and choose the appropriate pronoun (I, We, You, He, She, It, They) to replace them based on gender and number.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will successfully rewrite sentences by replacing nouns with correct pronouns while maintaining subject-verb agreement.	

12		verbs	Main verbs and helping verbs	November DAY 1	November	The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	Main Verb (The Engine): Show an action (e.g., run, eat). This is the power that moves the sentence.  Helping Verb (The Fuel): Use a gas can prop. Explain that words like is, was, will "help" the main verb show when things happen (e.g., "She is eating").	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify verbs as words that express physical actions, mental actions, or states of being.	
			Textual exercises	DAY 2		Stone paper scissor game	Provide "broken" sentences where the helping verb is missing (e.g., "The birds __ flying"). Have students select the correct "Assistant" (is/are/was/were) based on the subject and the context of the sentence.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to distinguish between Main and Helping verbs in at least 10 sentences with 90% accuracy.	
13		Simple Present Tense and present continuous	Explanation with examples	December DAY 1	December	Stone paper scissor game	Present continuous first: perform an action in front of the class ...start jumping... ask what am I doing now? You are jumping Introduce simple present: contrast the immediate action with habit or routine .... Like I jump everyday during exercise.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will recognize simple Present and present continuous tense	
			Textual exercises	DAY 2		Atlas game in groups	Tense Detective. Provide sentences from the textbook exercises. Have students circle the "Time Word" (e.g., yesterday, now, tomorrow) and then select the correct verb form that matches that time.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will successfully conjugate verbs into the Simple Present and present continuous tenses in written exercises.	

14		Simple Past Tense	Explanation with examples	December DAY 1	December	Chidiya ud game	The Verb Time-Machine. Draw a timeline on the board. Use a "Time-Machine" prop (like a cardboard box) to "transform" a verb. Put "Walk" in, and it comes out as "Walked" for the Past.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will recognize simple Past tense.	
			Textual exercises	DAY 2		You hum a tune and students identify the song	Tense Detective. Provide sentences from the textbook exercises. Have students circle the "Time Word" (e.g., yesterday, now, tomorrow) and then select the correct verb form that matches that time.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will successfully conjugate verbs into the Simple Present, Past tenses in written exercises.	
		Story Writing	Explanation with examples	December DAY 1	December	Stone paper scissor game	The "Story Mountain" Visual: Use a simple visual map on the board shaped like a mountain.  The Foot of the Mountain: Beginning (Who is in the story? Where are they?)  The Climb: Middle / Problem (What goes wrong?)  The Peak & Descent: Climax & Ending (How do they fix the problem?)	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Identify the three core elements of a story: characters, setting, and plot.	
			Textual exercises	DAY 2		Atlas game in groups	Picture Prompts (Visual Scaffolding): Class 3 students can freeze up when looking at a blank page. Use a sequence of 3–4 pictures from their textbook and ask them to write one sentence for each picture to form a story.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Compose a short, coherent story of 5 to 8 sentences with a clear beginning, middle, and end.	

		Diary Entry	Explanation with examples	January DAY 1	January	Chidiya ud game	The "Dear Diary" Persona: Explain that writing a diary entry is like talking to a friend. We use the first-person pronouns (I, Me, We, My) and write down our real thoughts and feelings.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Understand the purpose of a diary entry as a personal space to record daily events and feelings.	
			Textual exercises	DAY 2		You hum a tune and students identify the song	Provide a "Feeling Word Bank" on the board (excited, nervous, happy, scared, smiled) to help them construct their sentences.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Compose a short diary entry (4 to 6 sentences) based on a given prompt, a guided template, or a specific life event.	
		Letter Writing	Informal letter - Explanation with examples	January DAY 1	January	You act as the "Traffic Signal." When you say "Green Light," students walk in place. When you say "Red Light," they must freeze instantly.	The Postman's Route. Explain that a letter is a journey from the sender to the receiver. Use a template to show the "Stations" of a letter:  Sender's Address (The Starting Point).  Date.  Salutation (Greeting the friend).  Body (The Message).  Subscription (The Goodbye).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify the five essential parts of an informal letter and understand the purpose of each section.	
			Textual exercises	DAY 2		Tell students you will call out different objects. If the object is safe to touch (like a teddy bear), they clap once. If it is dangerous (like a hot stove or a sharp needle), they keep their hands behind their back.	The "Missing Piece" Puzzle. Provide a letter from the textbook where one section (like the address or salutation) is missing. Students must identify which part is gone and write a suitable replacement based on the context of the letter.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly format an informal letter and write a short, coherent message to a friend or relative.	

15		Simple FutureTense	Explanation with examples	January DAY 1	January	Stone paper scissor game	The Verb Time-Machine. Draw a timeline on the board. Use a "Time-Machine" prop (like a cardboard box) to "transform" a verb. Put "Walk" in, and it comes out as "Walked" for the Past or "Will Walk" for the Future.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will recognize the three primary timeframes— Past, Present, and Future—and how the verb form changes to reflect each.	
			Textual exercises	DAY 2		Atlas game in groups	Tense Detective. Provide sentences from the textbook exercises. Have students circle the "Time Word" (e.g., yesterday, now, tomorrow) and then select the correct verb form that matches that time.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will successfully conjugate verbs into the Simple Present, Past, and Future tenses in written exercises.	
16.		Can, cannot, should, should not	Explanation with examples	January DAY 1	January	Chidiya ud game	Introduce using two themes: a superhero ( can/ cannot) and a teacher ( should/ should not) Ask questions: can a bird fly....can a bird swim Shoould you go to sleep early?	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Categorise series of actions into things based on physical ability verus things based on rules, safety or social choices.	
			Textual exercises	DAY 2		You hum a tune and students identify the song	Let students answer and teacher spots the error.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students correctly identify and write sentences that distinguish physical ability and social rules.	
17.		Short forms	Explanation with examples And exerxises	January DAY 1	January	Stone paper scissor game	Use visual puzzles and physical letter dropping props(like an apostrophe band aid)			Students correctly identify pronounce and write contractions	
18.		Adverbs	Explanation with examples	February DAY 1	February	Atlas game in groups	The How-Walk. Ask a student to "walk." Then ask them to walk quickly, slowly, or happily. Explain that these extra words are Adverbs that tell us "How" the action is done.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify adverbs as words that describe or add meaning to verbs.	

			Textual exercises	DAY 2		Chidiya ud game	The Adverb Expander. Take simple sentences from the text (e.g., "The sun shines") and have students add an adverb from their workbook to make the sentence more descriptive (e.g., "The sun shines brightly").	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will successfully identify adverbs in sentences and choose appropriate adverbs to modify given verbs.	
19.		Prepositions	Explanation with examples	February DAY 1	February	You hum a tune and students identify the song	Where is the Teddy? Hide a small toy around the classroom (e.g., under the desk, on the chair, behind the door). Students must describe its location using one "relationship word."	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will define prepositions as words that show the position or relationship between a noun and another part of the sentence.	
			Textual exercises	DAY 2		Stone paper scissor game	Picture-Preposition Match. Use the illustrations in the textbook. Students must look at the picture and select the correct preposition from a list to complete the sentence.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly apply prepositions of place and time in sentence completion exercises.	
20		Conjunctions	Explanation with examples	February DAY 1	February	Atlas game in groups	The Sentence Glue. Introduce "And," "But," and "Or" as three different types of glue. "And" joins similar things; "But" joins different things; "Or" joins choices.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will understand the function of conjunctions in connecting words, phrases, or clauses.	
			Textual exercises	DAY 2		Chidiya ud game	Bridge Building. In the textual exercises, provide pairs of sentences and have students choose the best "Bridge" (conjunction) to combine them into one smooth sentence.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will accurately use "and," "but," and "or" to join ideas within written passages.	
21		Interjections	Explanation with examples	February DAY 1	February	You hum a tune and students identify the song	Walk into the classroom and act out a scenario without speaking full sentences. For example, pretend to drop something heavy on your foot and yell, "Ouch!" or open a beautifully wrapped box and say, "Wow!" Ask the students what feelings you just expressed.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Associate specific interjections with their correct emotions (e.g., Wow for surprise, Ouch for pain).	

			Textual exercises	DAY 2		Stone paper scissor game	(Fill-in-the-blanks with options): Provide a word bank. Let them choose between Alas! or Yay! for a sentence like "___! I lost my pencil."	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Construct simple, original sentences utilizing basic interjections correctly.	
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