

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

| UNIT |                    | Topic             | Sub-Topic   | Month         |         | Suggested Ice-Breaking Activity   | Teaching Pedagogy  | Curricular Goals  | Competency  | Expected Learning Outcome  | Assessment |
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| No.  | Name               |                   |   | Starting      | Closing |   |  |   |   |  |            |
| 1    | Unit 1:<br>My land | 1.Together we can | Recitation & Explanation by the teacher with word meanings of difficult words | July<br>DAY 1 | July    | Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem. | The teacher uses specific hand gestures for keywords. Students mirror these gestures during recitation to anchor the meaning of the words in their physical memory.                          | 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 rhythm and identify rhyming word pairs (e.g., 'see' and 'me'). |            |
|      |                    |                   | 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.                     | students move from choral echo reading to purposeful individual recitation to build fluency, comprehension, and 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 explain the central idea and mood of the poem in their own words after recitation.                          |            |
|      |                    |                   | Answer the following (notebook)   | DAY 3         |         | Chidiya ud game   | Students interpret and perform poetry with comprehension, using appropriate expression, voice modulation, and vocabulary understanding.  | 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 answer questions on the poem's central theme, difficult words, and poetic devices like rhyme or imagery.    |            |
|      |                    |                   | Exchange the conversation   | DAY 4         |         | Number clapping   | Role-Play & Scaffolding: Use structured dialogue cards. Students practice taking turns, focusing on the difference between an incomplete thought (phrase) and a complete thought (sentence). | 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 phrases and complete sentences and apply them in daily dialogue                    |            |

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|  |  |                       | Collective noun  | DAY 5      |      | Atlas game in groups  | Inductive Concept Building: Start with familiar examples (a class of students, a team of players). Transition to specialized terms found in literature. | 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 use appropriate collective nouns for groups of people, animals, and things.     |  |
|  |  |                       | prepositions   | DAY 6      |      | The Action: Give each row a different sound. Row 1: Clapping. Row 2: Stomping. Row 3: Clicking tongues. Row 4: Tapping desks. | Communicative Language Teaching (CLT): Focus on prepositions of place and direction through physical movement and real-classroom objects.               | 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 accurately describe the position of objects using correct prepositions.                      |  |
|  |  |                       | Picture comprehension  | DAY 7      |      | You hum a tune and students identify the song   | Use the 'Look-Think-Write' method. First, label objects in the picture, then create simple sentences, and finally connect them into a paragraph.        | 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 observe visual details and synthesize them into a grammatically correct narrative paragraph. |  |
|  |  | 2. The Tinkling Bells | Reading & Explanation by the teacher with word meanings of difficult words | July DAY 1 | July | Imitate sound of bell   | Direct Instruction: Teacher-led expressive reading to model intonation and rhythm.  | 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   | Summarizes core ideas from material read out in class.   |  |
|  |  |                       | Reading 1 stanza each by student   | DAY 2      |      | Make phone bell sound   | Peer Learning: Students take turns reading specific stanzas to build confidence.  | CG-5 Develops interest and preferences in reading  | C-5.2 Demonstrates interest in reading books  | Demonstrates interest and preferences in reading.  |  |
|  |  |                       | 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.                                       |  |
|  |  |                       | adjectives   | DAY 5      |      | Stand up and sit down   | Inductive Method: Identifying descriptive words 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   | Uses grammar to understand and communicate ideas coherently.   |  |

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|  |  |                      | Speaking skills: situation bases questions                                 | DAY 6      |      | Clapping in rhythm   | Communicative Approach: Role playing scenarios mentioned in 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   | Develops oral language skills using complex sentence structures.                               |  |
|  |  |                      | Sentence framing   | DAY 7      |      | Hands up and down  | Guided Practice: Building logical sentences using keywords from the lesson     | 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 their writing.                                       |  |
|  |  |                      | Draw national symbols and bells in India                                   | DAY 8      |      | Draw bell in air using finger  | Art-Integrated Learning: Visual representation of Indian heritage and symbols. | 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 | Integrates visual literacy with descriptive language.  |  |
|  |  | 3. Be Smart, Be Safe | 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.   | Reading with emphasis on safety keywords and "cautionary" tones.               | 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 identify key safety rules and summarize the main message of the text. |  |
|  |  |                      | 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. | Each student reads a stanza to practice fluency and 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-2.2 Understands main ideas and draws essential conclusions from the material read                           | Students will develop confidence in public speaking and improve rhythmic reading skills.       |  |
|  |  |                      | 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).  | Moving from "What happened?" to "Why is this rule important?"                  | 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 construct logical, grammatically correct written responses.           |  |

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|   |                            |                        | True or false and choose the correct option                                   | 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.                                  | Quick-fire rounds to check comprehension of safety facts.             | 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 an accurate understanding of specific safety protocols.                    |                        |
|   |                            |                        | Symbol identification and error spotting in the picture                       | 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!"   | Using the "Spot the Mistake" method in pictures/posters.              | 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 be able to recognize safety signs and identify hazardous behaviors in visual contexts. |                        |
|   |                            |                        | Countable and uncountable nouns   | 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.   | Sorting "Safety Gear" (e.g., helmets, water, gloves) into categories. | 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 correctly categorize nouns and use appropriate quantifiers (much/many/some).           |                        |
|   |                            |                        | Letter Writing  | DAY 7        |        | 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. | Drafting a letter to a friend about staying safe.                     | 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 master the informal letter format and use persuasive language to give advice.          |                        |
| 2 | Unit 2: My Beautiful World | 4. One Thing At A Time | 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.   | Teacher models expressive reading while highlighting "Focus Words."   | 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 and define words like "might" and "main."          | ASSESSMENT AS LEARNING |
|   |                            |                        | Recitation by each student  | DAY 2        |        | Number clapping  | Students read one after the other to build rhythmic awareness.        | 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 oral fluency and the ability to recite poetry with proper intonation.      |                        |

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|  |  |                 | Answer the following (notebook)  | DAY 3        |        | Atlas game in groups  | Using "Wh-" questions to extract literal meaning from the poem.  | 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 construct grammatically correct sentences to answer textual questions.         |
|  |  |                 | Think and answer (notebook)  | DAY 4        |        | Pose a simple, low-stakes question. "Ice Cream or Cake?" "Dogs or Cats?" "Super Strength or Flying?"                                      | Connecting the poem's theme of "Focus" to the students' daily routines.  | 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 apply the poem's moral to personal life by identifying tasks that require full attention. |
|  |  |                 | Picture description  | DAY 5        |        | In and out of the place   | Analyzing images to build vocabulary.  | 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 3-5 descriptive sentences about a visual scene using adjectives.         |
|  |  |                 | Sub verb agreement   | DAY 6        |        | Students lock fingers and pin the other person's thumb down   | Noticing how verbs change based on the subject in poem 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  | Students will correctly apply subject-verb agreement rules in their own writing                         |
|  |  |                 | Paragraph writing – My Routine   | DAY 7        |        | Speed Hunt: Give a page number and a word; the first student to find the line where it appears win  | Guiding students from brainstorming to drafting a structured paragraph.  | 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 chronologically to describe their daily schedule             |
|  |  |                 | Draw pictures of activities you do in holidays                             | DAY 8        |        | Stand up and down   | Art-Integrated Learning: Translating poetic imagery into visual art  | 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 demonstrate comprehension of the poem by illustrating its central theme.                  |
|  |  | 5. The Old Stag | 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.   | Use a picture of a stag to elicit prior knowledge about forest animals.  | 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 define at least 5 new vocabulary words.  |
|  |  |                 | 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. | Use positive verbal cues ("Excellent pronunciation!") to encourage students as they read their assigned stanzas. | 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 proper intonation and rhythm while reading poetry aloud.                      |

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|  |  |  | Answer the following (notebook) | DAY 3 |  | Stone paper scissor  | Move from lower-order (What happened?) to higher-order questions (Why did the stag feel this way?).  | 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 facts from the text and record them accurately in their notebooks.           |
|  |  |  | Think and answer (notebook)     | DAY 4 |  | Birds chirping sound   | Allow students to build their own interpretations of the stag's choices and character.   | 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 empathy and inferential thinking by explaining the deeper meaning behind the stag's actions. |
|  |  |  | Descriptive words               | DAY 5 |  | Birds flying action  | Use the blackboard to create a "Word Web" centered around the Stag (e.g., Majestic, Swift, Antlers).   | 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 identify and use descriptive adjectives to enhance their writing.  |
|  |  |  | Adverbs of manner               | DAY 6 |  | Make your own imaginary bird on a blank page   | Show examples of how the stag moves (He ran swiftly) and ask students to identify the pattern (adding "-ly").  | 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 transform adjectives into adverbs of manner and use them correctly in sentences.              |
|  |  |  | Dialogue writing                | 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. | "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.  |

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|  |  |            | Paragraph Writing – My Best Friend   | 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. | Use a visual of a hamburger to explain paragraph structure: Top Bun (Topic Sentence), Meat/Veggie (Supporting Details/Stories about the friend), and Bottom Bun (Concluding Sentence/Why they are the best). | 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 organize a paragraph with a clear beginning, middle, and end.  |                         |
|  |  |            | Speaking skills – situation based question                                 | DAY 9           |           | Make sound of rain  | Give small groups a "What would you do?" card (e.g., "You see someone sitting alone at lunch" or "You accidentally broke a vase"). Have them discuss and then present their spoken response to the class.    | 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 empathy and problem-solving through verbal responses.  |                         |
|  |  | 6. Braille | Reading & Explanation by the teacher with word meanings of difficult words | September DAY 1 | September | "Close Your Eyes Challenge" – Students close eyes for 1 min and identify 3 sounds around them. Discuss how we use senses other than sight.  | Interactive read-aloud by teacher + visual word mapping.   | 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 be able to explain the central theme of "Braille", list 5 difficult words with meanings, and relate to Helen Keller/Louis Braille. | ASSESSMENT FOR LEARNING |
|  |  |            | Reading 1 stanza each by student   | DAY 2           |           | "Blind Drawing" – In pairs, one student describes a picture without naming it. Partner draws with eyes closed.  | Cooperative learning. Students read stanzas in groups, peer correct pronunciation. Teacher models intonation.  | 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 read the text with proper pronunciation and pauses, and summarize their assigned stanza in 1 line.                                 |                         |
|  |  |            | Answer the following (notebook)  | DAY 3           |           | Chidiya ud game   | Guided practice + Q&A method.  | 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 answer comprehension questions using textual evidence and frame answers in complete sentences.                                     |                         |

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|   |                        |                                   | Think and answer (notebook)   | DAY 4          |          | Parrot Mimicry  | Critical thinking + HOTS questions. Use think-pair-share before writing.   | 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 express personal opinions, connect text to real life, and show empathy towards visually impaired people.         |                        |
|   |                        |                                   | Writing name in Braille   | DAY 5          |          | Truth or Dare (Text Version): Ask a student a fact about the story. If they get it wrong, they 'dare' to find the answer in 30 seconds.                                     | Experiential learning. Provide Braille alphabet chart + cardboard + bindis/pulses to create raised dots.               | 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 identify the Braille alphabet and write their own name using the 6-dot Braille system.                           |                        |
|   |                        |                                   | Present and Past Continuous Tense   | DAY 6          |          | Chidiya ud game   | Inductive method. Give examples from "Braille" lesson. Students derive rules for is/am/are + ing and was/were + ing.   | 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 differentiate between present and past continuous tense and frame 5 sentences of each correctly.                 |                        |
|   |                        |                                   | Picture based story   | DAY 7          |          | Stone paper scissor   | Communicative approach + visual stimulus. Show picture related to overcoming disability. Use story mountain structure. | 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 create a coherent story of 80-100 words using picture cues, with proper beginning, middle, end, and tense usage. | ASSESSMENT OF LEARNING |
| 3 | Unit 3: Fun with Games | 7. Fit Body, Fit Mind, Fit Nation | Recitation & Explanation by the teacher with word meanings of difficult words | November DAY 1 | November | Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem. | Teacher models reading with physical gestures for "action words."  | 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 define and use context-appropriate vocabulary related to health and fitness.                          |                        |
|   |                        |                                   | 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.                     | Students recite in pairs, giving each other "high-fives" for correct pronunciation and rhythm.                         | 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 oral fluency and expressive reading skills.  |                        |

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|  |  |  | Answer the following (notebook) | DAY 3 |  | Chidiya ud game   | Scaffolding questions to help students extract facts about fitness from the text.  | 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 construct grammatically correct written responses based on literal comprehension.             |  |
|  |  |  | Think and answer (notebook)     | DAY 4 |  | Number clapping   | Connecting the lesson to the students' personal sports interests and daily habits.   | 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 apply critical thinking to explain why a fit mind is as important as a fit body.              |  |
|  |  |  | adjectives                      | DAY 5 |  | Atlas game in groups  | Students "hunt" for describing words in the poem that describe a fit person or a strong nation.  | 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 identify and use adjectives to describe health and physical states.                 |  |
|  |  |  | Rhyming words                   | DAY 6 |  | The Action: Give each row a different sound. Row 1: Clapping. Row 2: Stomping. Row 3: Clicking tongues. Row 4: Tapping desks.   | Using a "Sound Match" game to identify rhythmic patterns in the poem.  | 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 phonological awareness by identifying and generating rhyming pairs.               |  |
|  |  |  | Word meanings                   | DAY 7 |  | You hum a tune and students identify the song   | Write the core word in the center of the blackboard. Surround it with synonyms (words that mean the same), antonyms (opposites), and a "Personal Sentence" where the student uses the word to describe themselves. | 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 define 5–8 new complex words from the text.  |  |
|  |  |  | Discussion on Paralympic games  | DAY 8 |  | Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem. | Lead a guided discussion using open-ended questions that move from "What is it?" to "Why does it matter?"  | 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 explain the core concept of the Paralympic Games as a celebration of ability over disability. |  |

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|--|--|-------------------------|--|----------------|----------|---|---|--|--|---|------------------------|
|  |  | 8. The Lagori Champions | 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. | Teacher reads expressively, using gestures to explain words like "champion," "stumble," or "stack."         | 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 accurately define 5+ lesson-specific words and improve their listening comprehension.               |                        |
|  |  |                         | Reading 1 stanza each by student   | DAY 2          |          | Chidiya ud game   | Students read in small "teams" (like Lagori teams) to practice rhythm, volume, and clear 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 demonstrate oral fluency and the ability to read poetry with appropriate emotional expression.      |                        |
|  |  |                         | Answer the following (notebook)  | DAY 3          |          | Number clapping   | Using a "Question Hunt" where students find the evidence in the text to answer literal 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  | Students will construct grammatically correct written sentences that accurately reflect the story's events.       |                        |
|  |  |                         | Think and answer (notebook)  | DAY 4          |          | Atlas game in groups  | Connecting the game of Lagori to their personal experiences with winning, losing, and teamwork.             | 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 apply critical thinking to describe the values of sportsmanship and cooperation in their own words. |                        |
|  |  |                         | Textual exercise based on the lesson                                       | DAY 5          |          | The Action: Give each row a different sound. Row 1: Clapping. Row 2: Stomping. Row 3: Clicking tongues. Row 4: Tapping desks.                           | Completing grammar or vocabulary exercises by applying the rules learned during the week.                   | 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 of the unit's core linguistic concepts (e.g., verbs or descriptive adjectives). |                        |
|  |  | 9. Hekko                | Reading & Explanation by the teacher with word meanings of difficult words | December DAY 1 | December | make sounds of rain and thunder.  | Teacher reads with proper intonation, pauses for difficult words.   | 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 attentively and understand pronunciation of new words.  | ASSESSMENT AS LEARNING |
|  |  |                         | Reading 1 stanza each by student   | DAY 2          |          | Rhythm Clap: The class claps in a 4/4 beat  | Focus on fluency, rhythm, and expression. Teacher gives immediate feedback on clarity and voice modulation. | 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 read aloud with correct pronunciation and confidence.  |                        |

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|  |  |  | 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     | Discuss answers orally first, highlight keywords from text, then move to independent writing. Use sentence starters for struggling learners.  | 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 frame answers in complete sentences with textual evidence.              |  |
|  |  |  | Think and answer (notebook)                | DAY 4 |  | Make sound of raindrops  | Move from literal to inferential questions. Use think-pair-share to build ideas before writing.   | 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 develop empathy and imaginative thinking.                               |  |
|  |  |  | Homophones                                 | DAY 5 |  | Stand up and sit down  | First explain concept with examples from Hekko if any, then expand.   | 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 define homophones and differentiate sound vs spelling.                  |  |
|  |  |  | Simple Past Tense                          | DAY 6 |  | Stone paper scissor game   | Extract past tense verbs from Hekko poem first: pulled, ran, barked. Show action → say present → say past. Use a verb chart with add -ed and irregular verbs.                           | 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 convert 8-10 common present tense verbs to past tense.                  |  |
|  |  |  | Identification of games by its description | DAY 7 |  | Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. | Read descriptions of games like hide and seek, kabaddi, football. Focus on key clues: number of players, equipment, rules. Use picture flashcards for support.                          | 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 develop vocabulary related to sports and play: team, toss, goal, court. |  |
|  |  |  | Writing about a new game you want to play  | DAY 8 |  | Tell about your favourite cricketer  | Creative writing + Process approach. Steps: Brainstorm → Organize using a web: Name, Players, Things Needed, How to Play, Rules → Draft → Share. Show a model paragraph on board first. | 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 structure ideas using What, How, Why to describe a game.                |  |

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| 4 | Unit 4:<br>Up High | 10. Glass<br>Bangles | Recitation &<br>Explanation by<br>the teacher<br>with word<br>meanings of<br>difficult words | January<br>DAY 1 | January | Mime Time: Students<br>act out a simple daily<br>chore (like brushing<br>teeth or sweeping).<br>The class guesses the<br>action. This builds<br>energy for the<br>'searching' theme of<br>the poem. | Teacher recites poem with<br>rhythm and hand<br>movements. Explains<br>setting: Firozabad, bangle-<br>sellers, rainbow colours.  | CG-2 Develops the ability<br>to read with<br>comprehension by gaining<br>a basic understanding of<br>different forms of familiar<br>and unfamiliar texts (such<br>as prose and poetry | C-2.2 Understands main<br>ideas and draws<br>essential conclusions<br>from the material read   | Students relate the<br>poem to Indian<br>culture and craft of<br>bangle-making.                    |  |
|   |                    |                      | Recitation by<br>each student  | DAY 2            |         | The Level Game: Call<br>out 'Hands Up' or<br>'Hands Down'.<br>Students must follow<br>exactly. This settles the<br>room before the focus<br>shifts to individual<br>reading.                        | Students recite 2-4 lines<br>each. Focus on stress,<br>pause, and clarity.   | CG-2 Develops the ability<br>to read with<br>comprehension by gaining<br>a basic understanding of<br>different forms of familiar<br>and unfamiliar texts (such<br>as prose and poetry | C-2.1 Applies varied<br>comprehension<br>strategies (inference,<br>prediction, visualization)<br>to understand different<br>texts          | Students recite the<br>poem with correct<br>pronunciation and<br>confidence.                       |  |
|   |                    |                      | Answer the<br>following<br>(notebook)  | DAY 3            |         | Chidiya ud game   | Discuss each question,<br>locate lines in poem that<br>give clues. Use the "P-Q-E"<br>method: Point → Quote<br>from poem → Explain in<br>own words. Provide<br>sentence starters.                                    | CG-3 Develops the ability<br>to write simple and<br>compound sentence<br>structures to express their<br>understanding and<br>experiences  | C-3.2 Writes clear and<br>coherent paragraphs<br>that convey their<br>understanding of a<br>given topic/concept or<br>on reading of a text | Students write<br>answers in complete<br>sentences with<br>evidence from text.                     |  |
|   |                    |                      | Think and<br>answer<br>(notebook)  | DAY 4            |         | Number clapping   | Move beyond text to Why<br>are bangles called "circles<br>of light"? Why is their job<br>difficult? Use think-pair-<br>share before writing to<br>build ideas.   | CG-3 Develops the ability<br>to write simple and<br>compound sentence<br>structures to express their<br>understanding and<br>experiences  | C-3.2 Writes clear and<br>coherent paragraphs<br>that convey their<br>understanding of a<br>given topic/concept or<br>on reading of a text | Students express<br>personal opinions and<br>feelings in writing<br>with reasons.                  |  |
|   |                    |                      | Words as both<br>nouns and<br>verbs  | DAY 5            |         | Atlas game in groups  | Pick words from poem:<br>gleam, light, bangle. Show<br>sentences: The bangles<br>have a bright gleam (noun)<br>vs The bangles gleam in<br>sunlight (verb). Students<br>make their own pair-<br>sentences.            | CG-4 Acquires a more<br>comprehensive range of<br>words in various contexts<br>(of home and school<br>experience) through<br>different sources  | C-4.1 Discusses<br>meanings of words and<br>develops vocabulary by<br>listening to and reading<br>a variety of texts                       | Students identify<br>words that can<br>function as both<br>nouns and verbs.                        |  |
|   |                    |                      | Paragraph<br>Writing –<br>activities you<br>do in free time                                  | DAY 6            |         | The Action: Give each<br>row a different sound.<br>Row 1: Clapping. Row<br>2: Stomping. Row 3:<br>Clicking tongues. Row<br>4: Tapping desks.  | Brainstorm as class:<br>reading, drawing, cycling,<br>helping mother. Use a<br>writing frame: In my free<br>time, I like to... First, I...<br>Then I... I feel... because...<br>Teacher writes a model<br>paragraph. | CG-4 Acquires a more<br>comprehensive range of<br>words in various contexts<br>(of home and school<br>experience) through<br>different sources  | C-4.1 Discusses<br>meanings of words and<br>develops vocabulary by<br>listening to and reading<br>a variety of texts                       | Students write a<br>coherent paragraph<br>of 6-8 sentences on<br>personal free-time<br>activities. |  |

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|  |  |  | Prepositions of place  | DAY 7         |         | You hum a tune and students identify the song   | First connect to Glass Bangles: Bangles on the arms, sellers in the market, colours in the basket. Use classroom objects + pictures. Make a "Preposition Corner" with a toy and box to demo in, on, under, beside, in front of, between.            | 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 identify and use 6+ prepositions of place: in, on, under, behind, between, near, in front of. |                        |
|  |  |  | Draw a magical swing that can take you anywhere                            | DAY 8         |         | Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem. | Link to Glass Bangles theme of beauty and dreams. Discuss: What makes a swing magical? Clouds? Rainbow ropes? Stars? Show 2-3 sample drawings. Give criteria: 1. Draw swing 2. Show where it goes 3. Label 3 things. Then 2-line description below. | 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 use imagination to visualize and draw a creative, theme-based picture.                        |                        |
|  |  | 11. A Journey to the Magical Mountains | Reading & Explanation by the teacher with word meanings of difficult words | January DAY 1 | January | "Close Your Eyes Challenge" – Students close eyes for 1 min and identify 3 sounds around them. Discuss how we use senses other than sight.                                  | Teacher reads with voice modulation for "magical" parts. Pause at difficult words: summit, valley, mist, echo, enchanted, trail. Use pictures/maps of mountains and gestures. Connect to Himalayas for Indian 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 listen attentively and visualize the setting of the story                                     | ASSESSMENT AS LEARNING |
|  |  |  | Reading 1 stanza each by student   | DAY 2         |         | "Blind Drawing" – In pairs, one student describes a picture without naming it. Partner draws with eyes closed.  | Divide text into stanzas/paragraphs. Teacher models expression for wonder/mystery. Students read aloud, focusing on punctuation and flow.   | 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 read fluently with proper pronunciation, pause, and expression.                               |                        |
|  |  |  | Answer the following (notebook)  | DAY 3         |         | Chidiya ud game   | Discuss "what, where, why" questions from text. Teach how to find answers in lines. Use keyword highlighting. Provide sentence frames: The mountains were magical because...  | 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 write answers in complete sentences with textual support.                                     |                        |

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|  |  |               | Think and answer (notebook)  | DAY 4          |          | Parrot Mimicry  | Focus on inferential/evaluative Qs: Why were the mountains called magical? How would you feel there? Would you like to go? Why? Discuss before writing to build reasoning.                                   | 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 develop creative and critical thinking about fantasy elements.                   |                         |
|  |  |               | Textual exercises  | DAY 5          |          | Truth or Dare (Text Version): Ask a student a fact about the story. If they get it wrong, they 'dare' to find the answer in 30 seconds.                                     | Do exercises from textbook: vocabulary, grammar, sequencing. Use pair-work for Match the following and Put events in order. Teacher checks and explains errors immediately.                                  | 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 revise vocabulary, sequencing, and grammar from the chapter.                     |                         |
|  |  |               | Conjunctions   | DAY 6          |          | Chidiya ud game   | Pick 2 short sentences from Magical Mountains: The path was steep. We were not tired. → Join with but. Teach and, but, or, because, so. Use sentence strips to physically join sentences.                    | 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 use and, but, because, or, so to combine 2 simple sentences correctly.           | ASSESSMENT FOR LEARNING |
|  |  | 12. Maheshwar | Reading & Explanation by the teacher with word meanings of difficult words | February DAY 1 | February | Mime Time: Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action. This builds energy for the 'searching' theme of the poem. | Teacher reads with map of India/M.P. on board to locate Maheshwar. Explain difficult words with visuals: ghat, fort, weavers, loom, pilgrims, Ahilyabai Holkar. Tell 1-2 lines about Queen Ahilyabai's 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 understand that Maheshwar is a historic town on river Narmada in Madhya Pradesh. |                         |
|  |  |               | Reading 1 stanza each by student   | DAY 2          |          |   | Focus on names: Maheshwar, Narmada, Ahilyabai. Mark pauses at commas/full stops. Peer claps for clear 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 read the text fluently with correct pronunciation of Indian names/places.        |                         |
|  |  |               | Answer the following (notebook)  | DAY 3          |          | 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.                     | Locate answers in text together first. Use "copy-paste-rephrase" — copy keywords, then write in own words. Model one answer on board.  | 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 frame answers in complete sentences using text evidence.                         |                         |

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|  |  |  | Think and answer (notebook)        | DAY 4 |  |                      | Discuss inferential Qs: Why is Maheshwar special? How did Ahilyabai help people? Why should we protect heritage places? Use think-pair-share before writing.                      | 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 develop pride in Indian culture and empathy for artisans.                   |                        |
|  |  |  | Synonyms                           | DAY 5 |  | Chidiya ud game      | Pick words from Maheshwar text: beautiful, famous, calm, big. Find synonyms in pairs: beautiful → lovely, pretty. Make a "Synonym Wall" chart. Use in own sentences.              | 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 define synonyms as "words with same or similar meaning".                    |                        |
|  |  |  | Articles                           | DAY 6 |  | Number clapping      | Revise: a before consonant sound, an before vowel sound, the for specific things. Pick examples from text: a ghat, an old fort, the Narmada river. Fill blanks worksheet.         | 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 differentiate between a, an, the and state basic usage rules.               |                        |
|  |  |  | Writing skill: Description Writing | DAY 7 |  | Atlas game in groups | Discuss: How to describe a place? Name, location, what you see, hear, feel, why famous. Show model paragraph on Maheshwar. Use web: Place → Looks → Sounds → Famous for → I feel. | 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 write a descriptive paragraph of 8-10 sentences on Maheshwar or their town. | 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         | DAY 2      |         | 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.<br><br>Students will independently apply capitalization and final punctuation to all exercise items. |            |
| 2    |      | Subject and Predicate | 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 "Slicing" Technique. Use a physical or digital "sword" (a line) to "cut" sentences in half on the board. [The brave astronaut]   [landed on the moon.]<br><br>[The brave astronaut]   [landed on the moon.]            | 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 "naming part" (Subject) and the "doing part" (Predicate).  |            |
|      |      |                       | 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. | Create a "Who & What" matching board. List subjects from the exercise on the left and predicates on the right. Students must draw lines to connect the most logical pairs.   | 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 divide a given sentence into its two core components.  |            |

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| 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:<br><br>Gist Read: What is it generally about?<br><br>Detail Hunt: Finding specific names or dates.<br><br>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.      | 22 |
|    |  |                | 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  |  | Sentence Types | Explanation with examples | July DAY 1 | July | Chidiya ud game  | Give students a neutral sentence like "The cat is on the mat." Ask them to say it as a plain fact, then as a command to the cat, and then as a shocking discovery.  | 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 four main types of sentences.  |    |
|    |  |                | Textual exercises         | DAY 2      |      | You hum a tune and students identify the song  | The Categorization Lab. Give students "Labels" (D for Declarative, I for Imperative, E for Exclamatory). They must "label" each sentence in the textbook exercise after reading it.   | 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 type of sentence based on its intent and structure.                            |    |
| 4  |  | Questions      | Explanation with examples | July DAY 1 | July | Imitate sound of school bell   | Focus on the "Question Starters" (Who, What, Where, When, Why, How). Use a "Question Transformer" activity where students take a declarative statement and turn it into a question.<br><br>Statement: "It is raining."<br>Question: "Is it raining?"    | 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 that questions end with a question mark and often involve a change in word order. |    |

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|   |  |                 | Textual exercises         | DAY 2        |        | Clapping in rhythm   | Focus on the auxiliary verb move. Show on the board how "The cat is..." becomes "Is the cat...?" in the textual exercises.   | 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 convert affirmative sentences into interrogative sentences correctly.                                     |  |
| 5 |  | Command         | Explanation with examples | 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.   | Start with a game of "Simon Says" to demonstrate that commands are sentences that tell someone to do something. Use the classroom environment to give immediate examples (e.g., "Open your book," "Sit down"). Highlight that the subject "You" is usually hidden in commands.                   | 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 command sentences and understand that they start with a verb and usually end with a full stop.   |  |
|   |  |                 | 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. | Have students look at the exercise sentences and determine if they are giving an order or making a request (Imperative). Ask them to rewrite plain statements from the text as commands (e.g., "You should run" ="Run!").  | 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 | Learning Outcomes: Students will correctly punctuate imperative sentences and convert instructions into clear commands. |  |
| 6 |  | Parts of Speech | Explanation with examples | August DAY 1 | August | "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 Grammar Garden. Introduce the eight parts of speech as different "tools" in a toolbox. Use a colorful chart where each part (Noun, Verb, Adjective, etc.) has its own color. Create "Sentence Building Blocks" where students must pick one block of each color to make a complete 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 recognize that every word in a sentence has a specific job and can name the basic categories.             |  |
|   |  |                 | Textual exercises         | DAY 2        |        | Statue game  | In the textbook exercises, have students circle nouns, underline verbs, and put a box around adjectives. This kinesthetic marking helps them visually separate the functions of words within a paragraph.  | 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 categorize words accurately into their respective parts of speech within a given text.                    |  |

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| 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.                 | 23 |
|    |  |                               | 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.      |    |
| 7  |  | Common and Proper Nouns       | Explanation with examples | August DAY 1 | August | 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).  | 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.                    |    |
| 8  |  | Abstract and Collective Nouns | Explanation with examples | August DAY 1 | August | Mime Time: teacher act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.  | "Heart vs. Hand" Method. To explain Abstract Nouns, ask students: "Can you hold 'Kindness' in your hand? No, you feel it in your heart." 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 identify nouns that represent feelings/ideas (Abstract) and recognize specialized group names (Collective).             |    |

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|    |  |                                | Textual exercises         | DAY 2        |        | Stand up and down   | The Matchmaker. For collective nouns, provide a matching exercise from the book (e.g., Army - Soldiers). For abstract nouns, have students derive them from adjectives (e.g., Happy - Happiness) found in the textual exercise list.   | 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 correct collective noun for specific groups and successfully identify abstract qualities in a sentence.         |  |
| 9  |  | Countable and Uncountable Noun | 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.                   |  |
| 10 |  | Nouns: Number                  | 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.           |  |

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|    |  |                   | 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" \rightarrow "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. |  |
| 24 |  | Paragraph Writing | Explanation with examples | September DAY 1 | September | Chidiya ud game                               | The Hamburger Model.<br><br>Top Bun: Topic Sentence (What is the paragraph about?).<br><br>Filling: Supporting Details (Facts or examples).<br><br>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.  |  |
| 11 |  | Nouns: Gender     | Explanation with examples | September DAY 1 | September | 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.   |  |

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|    |  |            | 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. |  |
| 28 |  | Words      | Explanation with examples | September DAY 1 | September | Stone paper scissor game   | Take a root word from the lesson (e.g., "Happy") and create a map of its synonyms (joyful, cheerful), antonyms (sad), and related forms (happiness, happily).   | 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 expand their vocabulary by understanding how words are related through meaning and usage.                             |  |
|    |  |            | Textual exercises         | DAY 2           |           | Atlas game in groups   | Contextual Substitution. Using sentences from the textbook, ask students to replace a highlighted word with a synonym they learned, ensuring the sentence still makes sense.  | 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 use new vocabulary accurately within given sentences.                                      |  |
| 12 |  | Adjectives | Explanation with examples | November DAY 1  | November  | 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.           |  |

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| 13 |  | Degrees of Comparison | Explanation with examples | November DAY 1 | November | "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. |  |
| 14 |  | Articles              | Explanation with examples | November DAY 1 | November | 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.                    |  |

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| 15 |  | Pronouns       | Explanation with examples | 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. |  |
| 16 |  | Verbs          | Explanation with examples | December DAY 1 | December | 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. | A student acts out an action (running, eating, sleeping) without speaking. The class must identify the "Doing Word." Explain that every sentence needs a "Heart" (a verb) to be alive.   | 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          |          | Stand up and down   | In the textual exercises, ask students to circle only the verbs. To challenge them, have them identify if the verb is in the Present, Past, or Future tense as indicated by the exercise instructions.   | 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 verbs in complex sentences and correctly categorize them by their tense or action type.         |  |
| 25 |  | Notice Writing | Explanation with examples | December DAY 1 | December | Imitate sound of school bell  | The 5-W Box. Draw a box on the board and explain that a notice is a formal announcement. It must answer: Who is it for? What is happening? Where? When? Whom to contact? Show a sample notice for a school event like a "Lost and Found" or "Sports 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 understand the formal format of a notice and the need for brief, clear communication.                             |  |

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|    |  |                        | Textual exercises   | DAY 2         |         | Clapping in rhythm                            | Format Matching. Provide a jumbled notice from the textbook. Students must reassemble it into the correct format: School Name, "NOTICE" heading, Date, Subject, Content, and Signatory.                              | 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 draft a short notice for a specific school-related event using the correct formal layout.                           |  |
| 17 |  | Tenses                 | Simple Present Tense, Simple Past Tense And Simple Future Tense | January DAY 1 | January | 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 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         |         | 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, and Future tenses in written exercises.                               |  |
| 18 |  | Subject-Verb Agreement | Explanation with examples                                       | January DAY 1 | January | Imitate sound of school bell                  | Explain that a sentence must be "in harmony". If the Subject is a "Loner" (Singular), the Verb needs a "Friend" (the letter -s). If the Subject is a "Group" (Plural), the Verb stays alone.                         | 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 grammatical necessity of matching a singular subject with a singular verb and a plural subject with a plural verb. |  |
|    |  |                        | Textual exercises   | DAY 2         |         | Clapping in rhythm                            | The Agreement Editor. Give students sentences with intentional agreement errors from the textbook. Have them "edit" the verb to make it match the subject.   | 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 correct subject-verb agreement errors in complex sentences.  |  |

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| 26 |  | 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:<br><br>Sender's Address (The Starting Point).<br><br>Date.<br><br>Salutation (Greeting the friend).<br><br>Body (The Message).<br><br>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.    |  |
| 19 |  | Adverbs        | 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 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         |         | 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 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.    |  |

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| 29 |  | Listen and Speak | Explanation with examples | January DAY 1  | January  | Mime Time: teacher act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.  | The teacher reads a short dialogue or a series of instructions with specific intonation and pauses. Students "echo" the teacher, focusing on the tone of voice and pronunciation of difficult 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 understand the importance of active listening and tone in effective verbal communication.                               |  |
|    |  |                  | Textual exercises         | DAY 2          |          | Stand up and down   | Role-Play Pairs. Use the conversation prompts in the textbook. Students work in pairs to perform the dialogue, ensuring they make eye contact and use appropriate facial expressions while speaking. | 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 gain confidence in speaking English in social situations and demonstrate clear articulation when reading or conversing. |  |
| 20 |  | Prepositions     | Explanation with examples | February DAY 1 | February | "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). | 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          |          | Statue 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.  |  |
| 21 |  | Conjunctions     | Explanation with examples | February DAY 1 | February | Stone paper scissor game  | 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          |          | Atlas game in groups  | 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.  |  |

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| 22 |  | Comprehension | Explanation with examples | February DAY 1 | February | 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:<br><br>Gist Read: What is it generally about?<br><br>Detail Hunt: Finding specific names or dates.<br><br>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.                        |  |
| 27 |  | Posters       | Explanation with examples | February DAY 1 | February | "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 3-Second Rule. Explain that a poster must grab attention in 3 seconds. Show examples of effective posters and highlight three elements:<br><br>Catchy Slogan (Bold words).<br><br>Visual Impact (Pictures/Colors).<br><br>Core Message (Date, time, or a call to action like "Save Water"). | 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 that posters use a combination of brief text and images to communicate a public message or awareness. |  |

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|  |  |  | Textual exercises | DAY 2 |  | Statue game | Gallery Walk. Have students choose a topic from their textbook (e.g., "Keep the School Clean"). They draft a rough sketch of their poster in their notebooks. Students then walk around to look at peers' drafts and give one "star" (something good) and one "wish" (something to improve). | 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 design a simple, effective poster on a social or school-related topic using appropriate headings and slogans. |  |
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