

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

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1	Unit 1: Let's Have Fun	1.Papa's Spectacles (Poem)	Recitation & Explanation by the teacher with word meanings of difficult words	July DAY 1	July	Stone paper scissor game	Teacher reads with voice modulation to bring out humor. Students enact scenes like "spectacles on the dog" or "in the fruit bowl" to feel the playful tone.	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 recite the poem and identify rhyming words.	
			Recitation by each student	DAY 2		Hands up and down	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.	
			Phrases and word pairs	DAY 4		Number clapping	Start with poem recitation to locate phrases and word pairs naturally in text. Then explicit teaching with examples from Papa's Spectacles, followed by pair work and games.	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	Tell whether a given group of words is a phrase, word pair, or complete sentence.	
			Prepositions	DAY 5		Hide glasses and give clues using prepositions.	Put a book on the table, under the chair, beside the bag. Students follow commands: "Stand behind your friend." Kids learn by doing, not memorizing. Works best for place prepositions.	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 describe locations of objects using prepositions.	

		2. Gone with the Scooter	Reading & Explanation by the teacher with word meanings of difficult words	July DAY 1	July	Chidiya ud game	Model reading with expression. Explain the context of the story focusing on the humor and the 'runaway' scooter theme.	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	To help students physically understand the action verbs (skidded, zoomed, raced) before they see them on paper.	
			Reading 1 stanza each by student	DAY 2		Parrot Mimicry	Choral reading of a stanza to practice rhythm and collective pronunciation.	CG-5 Develops interest and preferences in reading	C-5.2 Demonstrates interest in reading books	Students will be able to recognize and produce the correct sounds of words, paying attention to rhythm and rhyme within the stanzas.	
			Answer the following (notebook)	DAY 3		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.	Encouraging students to use English to solve problems (e.g., "How would you stop the scooter?") rather than just repeating memorized facts. This makes the language "functional" for their real lives.	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 complete sentences using proper Subject-Verb Agreement	
			Think and answer (notebook)	DAY 4		Stand up and down	The "Why & What If" Strategy: Move from "What happened?" to "Why did it happen?" and "What would you do?".	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	To develop empathy, imagination, and the ability to justify an opinion in English.	
			Textual exercises	DAY 5		Birds chirping sound	Keyword Hunting: Instead of giving the answer, give students "keywords" and ask them to find the sentence in the book where those words appear.	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 develop the skill of Scanning and Skimming the text to find specific facts to answer direct questions.	
			Adverbs	DAY 6		Birds flying action	The "Verb-Adverb" Marriage: Explain that if a Verb is an action, an Adverb is the "style" of that action.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will demonstrate the ability to modify verbs in their own writing to make their sentences more vivid and expressive.	
			Adding sentence to continue the story	DAY 7		Make your own imaginary bird on a blank page	The Activity: Start with a sentence from the lesson: "The scooter finally hit a bump and stopped." Each student adds just one sentence to continue the story.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	To teach students that their addition must make sense based on the sentence before it. If the previous student said the scooter stopped, the next student cannot say it is still racing down the hill.	

			Compound words	DAY 8		Ask students to try and imitate the 'deepest' and 'highest' croaks.	Method: Explain that when we add Rain (water from the sky) and Coat (something we wear), they "react" to become a Raincoat (a specific piece of gear).	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 explain the new meaning formed when two words combine, recognizing that the new word is often more specific than its parts.	
2	Unit 2: My Colourful World	3. The Rainbow	Recitation & Explanation by the teacher with word meanings of difficult words	July DAY 1	August	Play sounds of rain and thunder.	Direct Instruction & Visual Literacy: Teacher models reading with 'Nature Imagery'. Use of high-quality illustrations to explain metaphors like 'bridge to heaven'.	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 visualize poetic imagery and understand the central theme of the poem.	ASSESSMENT AS LEARNING
			Recitation by each student	DAY 2		Rhythm Clap: The class claps in a 4/4 beat	Differentiated Instruction: Provide extra support for difficult words while encouraging confident students to use dramatic pauses.	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 achieve oral fluency and proper intonation in poetry recitation.	
			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	Text-Based Evidence: Encourage students to highlight the exact phrase in the book before writing the answer in the notebook.	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 accurately retrieve factual information and write grammatically correct sentences.	
			Think and answer (notebook)	DAY 4		Make sound of raindrops	Constructivist Approach: Moving from 'What' questions to 'How/Why' questions to build creative reasoning skills.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will develop analytical thinking and the ability to express original perspectives.	
			Textual exercises	DAY 5		Stand up and sit down	Collaborative Learning: Peer-to-peer correction where students explain to each other why a certain answer is correct.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	Students will reinforce their understanding of chapter-specific vocabulary and themes.	
			Colours and Achoo recitation in happy, angry and surprised voice	DAY 6		Stone paper scissor game	Drama-Based Pedagogy: Teaching the concept of 'Tone'. Discuss how the same word can change meaning based on the speaker's feeling.	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 learn vocal modulation and how to express diverse emotions through speech.	

			Paragraph Writing	DAY 7		Students act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.	Process Writing: Use the Hamburger Model (Topic Sentence, Supporting Details, Closing Sentence) to structure the 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 produce logically connected, structured paragraphs with a clear beginning, middle, and end.	
			Antonyms and Compound words	DAY 8		Tell one word related to the sky	Morphological Instruction: Breaking words into roots (for Compound) and finding semantic contrasts (for Antonyms).	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 expand their mental lexicon and understand the structure of complex words.	
			Sentences with verb and noun	DAY 9		: One student mimics an action (Verb) with an object (Noun), and others have to shout the sentence (e.g., 'He picks the flower').	Contextual Grammar: Integrating grammar with the poem's context rather than teaching rules in isolation.	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 master verbs and nouns.	
			VIBGYOR colours	DAY 10		Color Scavenger Hunt: Each student is assigned one letter (V, I, B, etc.) and must find one item in the room matching that color.	Multidisciplinary Integration: Linking English vocabulary with the Science of the spectrum. Use mnemonics for memorization.	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 recall the sequence of the spectrum and categorize colors accurately.	
		4. The Wise parrot	Reading & Explanation by the teacher with word meanings of difficult words	August DAY 1	August	Chidiya ud game	Direct Instruction & Storytelling: Use of modulation to distinguish between the parrot and other characters. Explaining the concept of 'Wisdom'.	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 grasp the central theme and moral of the story.	ASSESSMENT FOR LEARNING
			Reading 1 stanza each by student	DAY 2		Parrot Mimicry	Guided Reading: Focus on correct pronunciation and reading fluency. Teacher corrects errors in real-time.	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 achieve oral fluency and confidence in reading narrative prose.	
			Answer the following (notebook)	DAY 3		Stone paper scissor game	Retrieval Practice: Guiding students to scan the text for evidence to support their written answers.	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 retrieve information and write clear, factual sentences.	

			Think and answer (notebook)	DAY 4		Chidiya ud game	Inquiry-Based Learning: Open-ended questions that require students to apply the parrot's wisdom to different scenarios.	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 develop critical thinking and value-based decision-making skills.	
			Textual exercises	DAY 5		Birds chirping sound	Collaborative Learning: Working in pairs to solve textbook exercises, encouraging peer discussion.	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 chapter's vocabulary and details.	
			Present Perfect Tense	DAY 6		Birds flying action	Inductive Grammar: Showing many examples from the text (e.g., 'The parrot has escaped') to help students find the pattern (Has/Have + V3).	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 the Present Perfect Tense in sentences.	
			Complete the story	DAY 7		Make your own imaginary bird on a blank page	Creative Writing (Process Approach): Brainstorming a logical ending for a plot and drafting it with attention to narrative flow.	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 a logically consistent and creative conclusion to a story.	
3	Unit 3: Water	5. The Frog	Recitation & Explanation by the teacher with word meanings of difficult words	August DAY 1	September	Ask students to try and imitate the 'deepest' and 'highest' croaks.	Model Reading & Imagery: Teacher recites with rhythmic 'hopping' pauses. Use of visual aids to show the frog's habitat and behavior.	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 visualize the poem's setting and understand the lifestyle of a frog.	
			Recitation by each student	DAY 2		Each student says one word of the poem while doing a small 'hop'.	Total Physical Response (TPR): Linking physical movement to the poem's rhythm to improve memorization and fluency.	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 achieve oral fluency and develop a sense of poetic rhythm and pace.	
			Answer the following (notebook)	DAY 3		Hop like frogs	Scaffolded Retrieval: Moving from locating one-word facts to constructing full descriptive sentences in the notebook.	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 retrieve details and write coherent factual responses.	
			Think and answer (notebook)	DAY 4		In and out of the place	Inquiry-Based Learning: Open-ended prompts asking students to compare a frog's life on land vs. water.	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 develop critical thinking and the ability to compare biological habitats creatively.	

			Textual exercises	DAY 5		Clap when aquatic animals are shown by the teacher	Collaborative Problem Solving: Working in pairs to solve vocabulary and comprehension drills	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 reinforce their understanding of the poem's vocabulary and structural themes.	
			Conjunctions	DAY 6		Stand up and sit down	Functional Grammar: Teaching conjunctions as 'connectors' that join thoughts logically (addition, contrast, or reason).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will correctly use 'and', 'but', and 'because' to form compound and complex sentences.	
			Message writing	DAY 7		Whisper a short message to one student. They must 'write' it on a paper slip and pass it secretly to the next.	: Functional Writing Pedagogy: Teaching the formal structure of a message (Date, Time, Salutation, Body, Name) for clear communication.	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 write short, clear, and structured messages for everyday scenarios.	
			Drawing of aquatic animal	DAY 8		Number clapping	Art-Integrated Learning: Encouraging students to observe the physical features of aquatic animals (fins, gills, scales) before drawing.	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 observational skills and an understanding of aquatic biology through art.	ASSESSMENT OF LEARNING
		6. What a Tank!	Reading & Explanation by the teacher with word meanings of difficult words	November DAY 1	November	Make The Sound of tap Water	Direct Instruction with Narrative Inquiry: Explain the story/text while pausing to ask 'What happens next?' to keep engagement high.	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 understand the importance of water storage and the central narrative of the lesson.	
			Reading 1 stanza each by student	DAY 2		Make The Sound of river Water	Guided Reading: Focused on pronunciation of environmental vocabulary and maintaining a steady reading pace.	CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts	Students will demonstrate oral fluency and accurate decoding of text.	
			Answer the following (notebook)	DAY 3		Snap your fingers	Text-Based Retrieval: Encouraging students to write complete sentences that mirror the grammatical structure of the questions.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will extract specific details and document them clearly in their notebooks.	
			Think and answer (notebook)	DAY 4		Rotate your head	Critical Thinking & Ethical Reflection: Discussing the value of resources and the 'why' behind conservation efforts.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will develop analytical reasoning and express personal values regarding resource management.	

			contractions	DAY 5		Hands up and down	Morphological Awareness: Showing how the apostrophe takes the place of missing letters (e.g., I am -> I'm).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will correctly identify, write, and use common contractions in their sentences.	
			Animal families	DAY 6		Make different animal sound	Categorization & Vocabulary Building: Learning collective nouns and names for male, female, and young animals.	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 expand their vocabulary related to the natural world and animal classifications.	
			Discussion on save water	DAY 7		Make water droplets on a page	Environmental Education (EE) Integration: A student-led discussion on practical ways to conserve water at home and school.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.2 Discusses meanings of words, and develops vocabulary by listening to and reading a variety of texts or other content areas	Students will formulate and share actionable points for water conservation.	
			Reading comprehension	DAY 8		Shaking hands with bench partner	Scaffolded Comprehension: Using short unseen passages to test the ability to infer meaning and summarize information.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.2 Discusses meanings of words, and develops vocabulary by listening to and reading a variety of texts or other content area	Students will demonstrate the ability to process new information and answer related questions accurately.	
			Enacting the story	DAY 9		Make crow's sound	Creative Writing (Process Approach): Brainstorming a logical ending for a plot and drafting it with attention to narrative flow.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.2 Discusses meanings of words, and develops vocabulary by listening to and reading a variety of texts or other content area	Students will write a logically consistent and creative conclusion to a story.	
4	Unit 4: Ups and Downs	7. Gilli Danda	Recitation & Explanation by the teacher with word meanings of difficult words	November DAY 1	December	Do bowling action	Storytelling & Narrative Inquiry: Reading the text like a personal memoir. Explaining the rules of Gilli Danda using a physical prop (a stick and a small piece of wood).	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will understand the cultural significance of Gilli Danda and its historical context.	
			Recitation by each student	DAY 2		Catching : Throw and catch your eraser	Choral and Individual Reading: Focus on vocal variety and the excitement of a match described in 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 demonstrate improved oral fluency and expressive reading skills.	
			Answer the following (notebook)	DAY 3		Fast bowling action	Retrieval Practice: Structuring factual answers by identifying key 'action' sentences in the narrative.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will extract factual information and present it in clear, grammatically correct sentences.	

			Think and answer (notebook)	DAY 4		Mimicking umpire's action on a wicket	Critical Thinking: Encouraging students to analyze the 'Ups and Downs' of competitive play and teamwork.	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 formulate personal opinions and understand sportsmanship values.	
			prefixes	DAY 5		Tossing action	Morphological Awareness: Identifying how prefixes modify the meaning of roots found 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	Students will build new vocabulary by adding prefixes and understanding their impact on meaning.	
			Abstract nouns	DAY 6		Discussion on favourite cricketer	Inductive Concept Building: Sorting concrete vs. abstract nouns using classroom examples (e.g., 'Chalk' vs. 'Friendship').	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify and use abstract nouns to express feelings and ideas.	
			Possessive pronouns	DAY 7		Stand up and down	Contextual Grammar: Replacing possessive adjectives with pronouns (e.g., 'This is my bat' becomes 'This bat is mine').	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 possessive pronouns accurately in spoken and written English.	
			Discussion on any game	DAY 8		Hands up and down	Collaborative Oral Language: Students discuss rules, players, and equipment needed for different games to build descriptive speech.	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 articulate game rules and personal preferences clearly in a group setting.	
			Forming questions	DAY 9		Sing a song like nursery rhymes	Syntactic Scaffolding: Teaching the 'Question Word + Helping Verb + Subject' structure.	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 transform statements into grammatically correct questions.	
			antonyms	DAY 10		When teacher says opposite words students will clap	Semantic Contrast: Identifying antonyms for sports-related words (Win/Loss, Up/Down, Fast/Slow).	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 identifying and using pairs of opposites.	
			Making Gilli danda using waste materials	DAY 11		Action of batting	Art-Integrated Learning (Upcycling): Using old newspapers, tape, or twigs to create a model Gilli and Danda set.	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 creative problem-solving and environmental awareness through craft.	

		8. The Decision of the Panchayat	Reading & Explanation by the teacher with word meanings of difficult words	December DAY 1	December	Write a spelling word in the air using finger	Value-Integrated Storytelling: Teacher recites with serious, thoughtful tones to represent the gravity of the Panchayat. Explain terms like 'Fairness' and 'Impartiality'.	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 comprehend the moral dilemma in the story and the importance of fair judgment.	ASSESSMENT AS LEARNING
			Reading 1 stanza each by student	DAY 2		Students lock fingers and pin the other person's thumb down	Guided Reading: Focus on voice modulation for different characters (the old aunt, Algu, Jumman). Check for pauses at commas and full stops.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will improve oral fluency and demonstrate character-based expressive reading.	
			Answer the following (notebook)	DAY 3		Students must clap and stomp until teacher says stop	Evidence-Based Writing: Encouraging students to use quotes or specific actions from the text to justify their answers.	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 retrieve details and write structured, factual responses.	
			Think and answer (notebook)	DAY 4		Move your body like a particular animal	Critical Thinking & Ethical Reflection: Moving beyond the text to apply the concept of 'Right vs. Wrong' to students' lives.	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 develop moral reasoning and the ability to formulate independent opinions.	
			prepositions	DAY 5		Students touch their right ear with the left hand	Inductive Grammar: Using the text to find words that show 'position' or 'direction' (e.g., 'at the meeting', 'near the tree').	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	students will identify and use prepositions of place and time correctly.	
			suffixes	DAY 6		Flying movement like a bird	Morphological Analysis: Explaining how adding a suffix changes the part of speech (e.g., Verb to 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 be able to form new words by adding appropriate suffixes to root words.	
			Reading comprehension	DAY 7		Students lock fingers and pin the other person's thumb down	Synthesizing Information: Practicing 'Skimming' for main ideas and 'Scanning' for specific details in unseen or related passages.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will demonstrate the ability to process new information and answer inferential questions.	

5	Unit 5: Work is Worship	9. Vocation	Recitation & Explanation by the teacher with word meanings of difficult words	January DAY 1	January	Shout "Statue!" and everyone must freeze. If anyone moves a finger, they have to do five jumping jacks to get back in.	Model Reading & Imagery: Teacher recites with rhythmic pauses to reflect the child's perspective in the poem. Explain the concept of 'Vocation' as a calling or job.	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 visualize the street scenes described and understand the child's longing for freedom.	ASSESSMENT AS LEARNING
			Recitation by each student	DAY 2		Have everyone rub their palms together (wind), then snap fingers (patter of rain), then clap hands (heavy rain), and finally stomp feet (thunder).	Expressive Recitation: Focus on voice modulation to represent different characters and the changing moods of the speaker.	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 achieve oral fluency and demonstrate the ability to read poetry with character-driven expression.	
			Answer the following (notebook)	DAY 3		Everyone, be a penguin!" and they must move like that animal at their desks.	Fact-Based Retrieval: Guiding students to construct complete sentences in the notebook that directly answer 'Who', 'What', and 'Where' questions.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will accurately extract details from the poem and document them with correct syntax.	
			Think and answer (notebook)	DAY 4		Sing a song like nursery rhymes	Inquiry-Based Learning: Encouraging students to analyze the difference between the speaker's reality and his wishes.	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 develop critical thinking skills and the ability to express empathy for others' work.	
			Word meanings	DAY 5		Rhythm Clap: The class claps in a 4/4 beat	Vocabulary Enrichment: Using contextual clues from the poem to define unfamiliar terms.	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will build a functional vocabulary related to occupations and everyday activities.	
			Sub – verb agreement	DAY 6		In and out of the place	Structural Grammar: Explaining the 'S-V rule' (Singular subject takes singular verb). Identifying examples within the poem (e.g., 'The hawker cries').	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 identify and use singular and plural verbs with matching subjects.	
			Group discussion – Wh words	DAY 7		Students lock fingers and pin the other person's thumb down	Collaborative Oral Practice: Teaching the structure of interrogative sentences using WH-words (What, Who, Where, When, Why, How).	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 demonstrate the ability to formulate and answer complex questions during a group discussion.	

			Speaking skills – things you want to do	DAY 8		Speed Hunt: Give a page number and a word; the first student to find the line where it appears win	Guided Presentation: Students speak for 1 minute on 'If I were a [vocation], I would...' focusing on the use of modal verbs like 'would' and 'could'.	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 gain confidence in public speaking and express their future aspirations clearly.	
			Vocations of family members	DAY 9		Stand up and down	Real-World Connection: Linking the classroom lesson to their immediate environment to understand the dignity of all types of work.	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 various vocations in their families and show respect for all professions.	
			Draw yourself in any vocation of your choice	DAY 10		Hands up and down	Art-Integrated Learning: Using drawing to visualize personal goals and aspirations, reinforcing the theme of 'Vocation'.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.3 Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose	Students will express their creativity and self-identity through visual art.	
		10. Glass Bangles	Reading & Explanation by the teacher with word meanings of difficult words	January DAY 1	January	The Sound of Glass: Gently clink two glass bangles or bottles. Ask students: 'What does this sound remind you of?' (Festivals, markets, etc.)	Direct Instruction with Social Context: Reading the text while highlighting the hard work behind the beauty of bangles. Discuss the artisan's life.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.2 Understands main ideas and draws essential conclusions from the material read	Students will understand the cultural and labor-intensive background of the bangle industry.	ASSESSMENT FOR LEARNING
			Reading 1 stanza each by student	DAY 2		Students lock fingers and pin the other person's thumb down	Guided Reading: Focus on voice modulation for different characters (the old aunt, Algu, Jumman). Check for pauses at commas and full stops.	CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inference, prediction, visualization) to understand different texts	Students will improve oral fluency and demonstrate character-based expressive reading.	
			Answer the following (notebook)	DAY 3		The Level Switcher: Call out "High," "Middle," or "Low." Students must immediately put their hands above their heads, on their waists, or touch their toes.	Scaffolded Retrieval: Students scan the text for evidence to answer direct comprehension questions in their notebooks.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text	Students will demonstrate accuracy in information retrieval and sentence construction.	
			Think and answer (notebook)	DAY 4		Balance Act: Have everyone stand on one leg. Then, ask them to close their eyes while still on one leg	Critical Thinking & Empathy: Encouraging students to relate the characters' struggles to their own understanding of fairness and effort.	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 formulate independent opinions on labor and social responsibility.	

			punctuations	DAY 5		The Stop-Sign Game: Teacher reads a sentence. When there is a comma, students clap once. When a full stop, they stomp.	Interactive Grammar: Revisiting commas, full stops, and question marks. Using the text to identify where punctuation changes the tone.	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 use punctuation marks to improve readability and expression.	
			Present perfect tense	DAY 6		The Pattern Echo: You clap a short rhythm (e.g., clap-clap-pause-clap), and the class must repeat it back in perfect unison.	Inductive Grammar: Focusing on the 'Has/Have + V3' structure within the story (e.g., 'The artisan has worked hard').	CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts	Students will identify and construct sentences in the Present Perfect tense.	
			Tongue twister	DAY 7		Speed Speak: Teacher gives a simple twister like 'Blue bangles, bright bangles.' Students try to say it 5 times fast.	Phonetics & Elocution: Improving clarity, speed, and pronunciation through repetitive consonant and vowel practice.	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 improve their articulation and speech clarity.	
			Reading comprehension	DAY 8		Color Detective: Call out a color (e.g., "Find something green!"). Students must point to an object of that color within the classroom without leaving their seats.	Analytical Reading: Using unseen passages about crafts to test the ability to infer meaning and summarize key ideas.	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 process information efficiently and answer higher-order thinking questions.	
			Indian places associated with crafts	DAY 9		Speed Hunt: Give a page number and a word; the first student to find the line where it appears win	Interdisciplinary Learning (SST): Integrating English with Geography. Learning about regional specialties across India.	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 major craft hubs in India and appreciate regional diversity.	
			Savings Bank Account	DAY 10		In and out of the place	Financial Literacy (Life Skills): Introduction to the concept of saving, interest, and the purpose of a bank account.	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 understand the basics of a bank account and the importance of financial planning.	
			Name the picture	DAY 11		Students lock fingers and pin the other person's thumb down	Visual Vocabulary: Matching specialized terms from the text with visual representations to solidify understanding.	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 associate correct terminology with relevant visual cues.	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.	
			Sentence Types	DAY 2		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 3		Atlas game in groups	Write a "broken" sentence from the exercise on the board (e.g., lowercase first letter, no punctuation). Have the class "fix" it together before they work in their books.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly rearrange jumbled words into coherent sentences. Students will independently apply capitalization and final punctuation to all exercise items.	
2		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.] [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.	
22		Comprehension	Explanation with examples	July DAY 1	July	Mime Time: teacher act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.	The Three-Level Read. Use a short, high-interest sample story. Conduct three readings: Gist Read: What is it generally about? Detail Hunt: Finding specific names or dates. Inferencing: Why did the character feel a certain way?	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will understand how to scan for specific information and skim for the main theme of a text.	
3		Parts of Speech	Explanation with examples	July DAY 1	July	"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.	

23		Article Writing	Explanation with examples	August DAY 1	August	Stone paper scissor game	The Newspaper Explorer (The Hook): Bring a child-friendly newspaper snippet or a school magazine page to class. Show them an article and point out its parts. Ask: "What catches your eye first?" (The Heading). "Who wrote this?" (The Byline). This grounds the lesson in real-world context.	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	Define the purpose of an article as a way to share information or opinions with a wider audience.	
			Textual exercises	DAY 2		Atlas game in groups	Provide a vocabulary "Transition Tool-Box" on the board to help them move smoothly between paragraphs	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	Draft a complete, short article (80–100 words) using the correct format layout (Heading, Byline, Paragraphs).	
4		Nouns	Explanation with examples (Common and Proper, Abstract and Collective Nouns)	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). "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 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.	

5		Nouns: Gender	Explanation with examples	August DAY 1	August	Imitate sound of school bell	The Four-Corner Sort. Designate four areas of the room as Masculine, Feminine, Common, and Neuter. Call out nouns (e.g., actor, queen, doctor, table), and have students move to the correct area. This kinesthetic activity helps them process the four categories of gender in English.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will accurately classify nouns into masculine, feminine, common, and neuter categories.	
			Textual exercises	DAY 2		Clapping in rhythm	Pairing and Substitution. In the textual exercises, ask students to find the feminine counterpart for masculine nouns and vice-versa. For "Common" and "Neuter" nouns, have them underline the words in the text and explain why they belong to those categories.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to supply the opposite gender for specific nouns and identify gender-neutral or inanimate nouns in a passage.	
6		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.	

			Textual exercises	DAY 2		You hum a tune and students identify the song	Sentence Transformation. Have students rewrite full sentences from the textbook, changing singular nouns to plural (e.g., "The bird is in the tree" → "The birds are in the trees"). This ensures they understand that the verb and other parts of the sentence must also change to match the plural noun.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will demonstrate the ability to convert singular nouns to plural and adjust the sentence structure accordingly for grammatical agreement.	
24		Informal letter writing	Explanation with examples	September DAY 1	September	You act as the "Traffic Signal." When you say "Green Light," students walk in place. When you say "Red Light," they must freeze instantly.	The Postman's Route. Explain that a letter is a journey from the sender to the receiver. Use a template to show the "Stations" of a letter: Sender's Address (The Starting Point). Date. Salutation (Greeting the friend). Body (The Message). Subscription (The Goodbye).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify the five essential parts of an informal letter and understand the purpose of each section.	
			Textual exercises	DAY 2		Tell students you will call out different objects. If the object is safe to touch (like a teddy bear), they clap once. If it is dangerous (like a hot stove or a sharp needle), they keep their hands behind their back.	The "Missing Piece" Puzzle. Provide a letter from the textbook where one section (like the address or salutation) is missing. Students must identify which part is gone and write a suitable replacement based on the context of the letter.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly format an informal letter and write a short, coherent message to a friend or relative.	

7		Adjectives	Explanation with examples (Adjectives of quality and quantity)	September DAY 1	September	You act as the "Traffic Signal." When you say "Green Light," students walk in place. When you say "Red Light," they must freeze instantly.	Place a few mystery objects in a box (e.g., a rough stone, a fuzzy toy, a cold metal key). Let students feel them and provide "describing words" before they see the object. List these on the board as "Adjectives" that tell us about size, color, shape, or quality.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify adjectives as words that provide more information about a noun's characteristics or properties.	
			Demonstrative, Interrogative and Possessive Adjectives	DAY 2		Stone paper scissor game	<p>Use physical distance to explain the concept. Stand near a student's desk and say, "This book is blue." Then, point to a book across the room and say, "That book is red." Repeat with multiple items for these and those.</p> <p>Have students sit in a circle with one personal item (a pencil, a water bottle). Ask them to make sentences like, "This is my pencil" or "That is his bottle." Explain that these adjectives always come before the noun to show who it belongs to.</p> <p>Present students with two different pens. Ask, "Which pen do you prefer?" Explain that "Which" is used for limited choices, while "What" is for general information. Point out that these adjectives must be followed immediately by a noun to qualify as adjectives.</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	The student will distinguish between different types of adjectives to accurately specify identity (Demonstrative), ownership (Possessive), and inquiry (Interrogative), using them to modify nouns precisely in both spoken and written English.	

			Textual exercises	DAY 3		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.	
8		Articles	Explanation with examples	September DAY 1	September	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.	

9		Pronouns I	Explanation with examples (Personal, Possessive, Demonstrative)	September DAY 1	September	Mime Time: teacher act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.	<p>Assign a student a role (e.g., "The Messenger"). Instead of using their name repeatedly, have the class "swap" the name for Personal Pronouns like He, She, or It.</p> <p>For Possessive Pronouns (mine, yours, hers, theirs), have students trade items. Explain that unlike possessive adjectives, these pronouns stand alone and do not need a noun after them (e.g., "This book is mine" vs "This is my book").</p> <p>Use Demonstrative Pronouns (This, That, These, Those) by pointing to objects. Emphasize that the pronoun is the subject (e.g., "This is a pen") rather than describing the subject.</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	The primary goal is for students to recognize pronouns as "substitution words" that eliminate the need for repeating nouns, thereby making their communication more efficient and natural.	
			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.	

10		Pronouns II	Explanation with examples (Reflexive, Interrogative and Relative)	October Day 1	October	Chidiya ud game	<p>Use a physical mirror or a front-facing camera. Perform an action (like brushing hair) and say, "I am brushing myself." Explain that the action "reflects" back to the person doing it.</p> <p>Use "Mystery Bags." Ask students, "Who is inside?" or "What is this?" Highlight that these pronouns act as the subject of the question to find out an identity.</p> <p>Use two separate paper strips (e.g., "This is the boy" and "He won the prize"). Use a third strip labeled "who" to physically tape them together: "This is the boy who won the prize." Explain that relative pronouns are "linkers"</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	The goal is for students to recognize that pronouns do more than replace names; they can also indicate self-directed action (Reflexive), initiate inquiry (Interrogative), and connect related ideas into complex sentences (Relative).	
			Textual exercises	DAY 2		You hum a tune and students identify the song	Give students pairs of short sentences from the textbook and ask them to "build a bridge" using who, which, or that to turn two sentences into one.	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 combine two simple sentences into one using the appropriate relative pronoun, maintaining the logical flow of the original information.	

11		Verbs	Explanation with examples (helping , linking and main verbs)	November DAY 1	November	The Level Game: Call out 'Hands Up' or 'Hands Down'. Students must follow exactly. This settles the room before the focus shifts to individual reading.	<p>Main Verb (The Engine): Show an action (e.g., run, eat). This is the power that moves the sentence.</p> <p>Linking Verb (The Hook): Use a physical hook or an equal sign (=). Explain that words like is, am, are don't show action; they simply connect the subject to a description (e.g., "The sky is blue" → sky = blue).</p> <p>Helping Verb (The Fuel): Use a gas can prop. Explain that words like is, was, will "help" the main verb show when things happen (e.g., "She is eating").</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will identify verbs as words that express physical actions, mental actions, or states of being.	
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			Textual exercises	DAY 2		Stand up and down	<p>he "Partner Search": In textbook exercises, tell students that if they see a word like is or have, they must look at the next word. If the next word is an action, the first word is a Helping Verb. If there is no action word, it is a Linking Verb.</p> <p>Equation Conversion: For Linking Verb exercises, have students replace the verb with an equal sign (=). If the sentence still makes sense (e.g., "He is a teacher" \rightarrow He = teacher), they have correctly identified a Linking Verb.</p> <p>Tense Transformation: Provide sentences with only Main Verbs and ask students to add a Helping Verb to change the time (e.g., "I sing" \rightarrow "I will sing").</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will be able to locate verbs in complex sentences and correctly categorize them by their tense or action type.	
12		Present Tense	Simple Present Present Continuous	November DAY 1	November	Stone paper scissor game	<p>Simple Present (Habits): Draw a repeating circle. Explain this is for things that happen "Every Day" (e.g., "I eat breakfast").</p> <p>Present Continuous (Ongoing): Draw a wavy line passing through the star. Use a "Live Action" prop—start jumping and say, "I am jumping right now".</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	The goal is for students to select the correct present tense form to accurately reflect the timing and nature (routine vs. continuous vs. completed) of an action in relation to the present moment.	

			Present Perfect	DAY 2		Chidiya ud game	Present Perfect (Completed/Result): Draw an arrow from the past hitting the "Now" star. Use a "Finished Snack" example: Show an empty wrapper and say, "I have eaten my biscuit." The action is over, but the wrapper is here now.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	The goal is for students to select the correct present tense form to accurately reflect the timing and nature (routine vs. continuous vs. completed) of an action in relation to the present moment.	
			Textual exercises	DAY 3		Atlas game in groups	<p>If they see usually/always, they must use Simple Present.</p> <p>If they see now/at this moment, they must use Present Continuous.</p> <p>If they see just/already, they must use Present Perfect.</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly identify temporal markers (like now, every day, already) to determine the required tense in 90% of exercise sentences.	
22		Comprehension	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.	<p>The Three-Level Read. Use a short, high-interest sample story. Conduct three readings:</p> <p>Gist Read: What is it generally about?</p> <p>Detail Hunt: Finding specific names or dates.</p> <p>Inferencing: Why did the character feel a certain way?</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	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.	

25		Diary Entry	Explanation with examples	December DAY 1	December	Chidiya ud game	The "Dear Diary" Persona: Explain that writing a diary entry is like talking to a friend. We use the first-person pronouns (I, Me, We, My) and write down our real thoughts and feelings.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Understand the purpose of a diary entry as a personal space to record daily events and feelings.	
			Textual exercises	DAY 2		You hum a tune and students identify the song	Provide a "Feeling Word Bank" on the board (excited, nervous, happy, scared, smiled) to help them construct their sentences.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Compose a short diary entry (4 to 6 sentences) based on a given prompt, a guided template, or a specific life event.	
13		Past Tense	Simple Past Past Continuous	December DAY 1	December	Mime Time: teacher act out a simple daily chore (like brushing teeth or sweeping). The class guesses the action.	Simple Past (The Completed Point): Mark a single 'X' on the timeline. Use an action like "The bell rang." Explain that this is a finished action at a specific time. Past Continuous (The Movie Reel): Draw a wavy line representing an action that was "in progress." Use a classroom example: "While I was writing on the board, the bell rang." This shows a long action interrupted by a short one.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	The student will categorize past actions based on their duration and sequence, choosing the correct tense to show which event occurred first or which was ongoing	
			Past Perfect	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.	Past Perfect (The 'Earlier' Past): Mark two points, X_1 and X_2. Explain that X_1 is the "Past of the Past." Use the classic example: "The train had left (Action 1) before I reached (Action 2) the station."	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	The student will categorize past actions based on their duration and sequence, choosing the correct tense to show which event occurred first or which was ongoing	

			Textual exercises	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).	In textbook exercises that feature two actions in one sentence, have students label them "1" (happened first) and "2" (happened second). Rule: Action 1 usually gets Past Perfect, and Action 2 gets Simple Past.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Students will correctly combine Simple Past and Past Continuous to describe a background action being interrupted.	
14		Future Tense	Simple Future Future Continuous	December DAY 1	December	Statue game	Simple Future (The Fact): "We will live on Mars." Explain that this uses "will" + the base verb for a certain future event. Future Continuous (The Movie of the Future): "We will be flying in cars." Explain that this describes an action that will be in progress at a specific time in 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	The goal is for students to distinguish between a single future act and a continuous future state, using the appropriate auxiliary verbs (will vs. will be) to express time accurately.	
			Textual exercises	DAY 2		Stone paper scissor game	Provide sentences where the "Helper" is missing. Students must look at the verb ending; if it ends in -ing, they must use will be. If it is a base verb, they use will.	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 transform a Simple Present sentence (e.g., "I play") into both Simple Future ("I will play") and Future Continuous ("I will be playing") forms.	

26		Formal letter writing	Explanation with examples	January DAY 1	January	Stone paper scissor game	<p>The "Two Friends vs. The Principal" Contrast (The Hook): Write two short notes on the board:</p> <p>Note A: "Hey Sam, give me your book. Bye!"</p> <p>Note B: "Respected Principal, I request you to grant me leave."</p> <p>Ask the class: "Which note sounds like you are talking to a friend, and which sounds like you are talking to a teacher?" Explain that formal letters are used when we speak to someone in authority, and they require a special "polite suit."</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Identify the scenarios where a formal letter is required instead of an informal one.	
			Textual exercises	DAY 2		Atlas game in groups	<p>The "Jumbled Letter" Puzzle: Copy a scrambled formal letter onto the board where the parts are mixed up (e.g., the Date is at the bottom, the Subject is at the top). Have students rewrite it correctly into their notebooks using the proper left-aligned layout.</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Arrange and format a complete formal letter correctly using a strict left-aligned layout.	
15		voice	Explanation with examples	January DAY 1	January	Stone paper scissor game	<p>The "Human Sentence" Activity (The Hook): Bring three students to the front of the room. Give them placards: Student A is "The Boy" (Subject), Student B is "Ate" (Verb), and Student C is "The Apple" (Object).</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Differentiate between Active Voice and Passive Voice when reading a sentence.	

			Textual exercises	DAY 2		Atlas game in groups	<p>The "Three-Step Swap" Strategy: Teach a clear, step-by-step checklist for textbook transformation exercises:</p> <p>Step 1: Find the Object and pull it to the front.</p> <p>Step 2: Change the verb (e.g., kicked becomes was kicked).</p> <p>Step 3: Put "by" before the original Subject at the end.</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Transform simple active sentences into passive sentences in both the present and past tenses.	
16		Subject-Verb Agreement	Explanation with examples	January DAY 1	January	Chidiya ud game	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		You hum a tune and students identify the song	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.	
17		Adverbs I	Explanation with examples	January DAY 1	January	Stone paper scissor game	The "Act It Out" Hook (Adverb of Manner): Write a simple action on the board: "Walk to the door." Call a student to do it. Then, whisper a modifier to the next student: "Walk to the door slowly," or "Walk to the door happily." Ask the class, "What changed? Did the action change, or how it was done?" Explain that the extra word is an Adverb (it adds to the verb).	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	Define an adverb as a word that describes or adds meaning to a verb.	

			Textual exercises	DAY 2		Atlas game in groups	The Spelling Transformation Board: Before handing out textual exercises, explicitly teach the spelling transitions for turning adjectives into adverbs of manner on the board (e.g., Heavy \rightarrow Heavily [change 'y' to 'i'], Gentle \rightarrow Gently [drop 'e']).	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Construct original sentences utilizing a specified type of adverb (such as an Adverb of Frequency or Place).	
18		Adverbs II	Explanation with examples	February DAY 1	February	Chidiya ud game	Show how an Adverb of Degree turns the dial up or down: "The water is slightly hot" \rightarrow "The water is very hot" \rightarrow "The water is extremely hot." Explain that these adverbs tell us how much or to what extent.	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	Distinguish between the three degrees of comparison (Positive, Comparative, Superlative) for adverbs.	
			Textual exercises	DAY 2		You hum a tune and students identify the song	In textual exercises where students must identify what the adverb is doing, teach them the "Circle and Arrow" strategy. Circle the Adverb of Degree (e.g., too) and draw an arrow to the adjective it modifies (e.g., heavy \rightarrow "The bag was too heavy").	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Construct complex sentences that successfully feature an adverb modifying an adjective or another adverb.	
19		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.	
20		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.	
21		Reported Speech	Explanation with examples	February DAY 1	February	Stone paper scissor game	The "Secret Messenger" Game (The Hook): Whisper a simple sentence to a student at the front of the room (e.g., "I am hungry."). Tell that student to report it to the whole class. They will say, "Teacher said that she was hungry."	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	Distinguish between Direct Speech (with quotation marks) and Reported Speech (without quotation marks).	

			Textual exercises	DAY 2		Atlas game in groups	<p>Give students a clear, repeatable recipe to follow for every textbook question:</p> <p>Drop the comma and quotation marks.</p> <p>Add the word that.</p> <p>Change the pronoun (e.g., I to he/she).</p> <p>Change the verb tense (Present to Past).</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Convert simple declarative direct speech sentences into indirect speech accurately.	
27		Story writing	Explanation with examples	February DAY 1	February	Chidiya ud game	<p>The "Story Mountain" Visual: Use a simple visual map on the board shaped like a mountain.</p> <p>The Foot of the Mountain: Beginning (Who is in the story? Where are they?)</p> <p>The Climb: Middle / Problem (What goes wrong?)</p> <p>The Peak & Descent: Climax & Ending (How do they fix the problem?)</p>	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Identify the three core elements of a story: characters, setting, and plot.	
			Textual exercises	DAY 2		You hum a tune and students identify the song	Picture Prompts (Visual Scaffolding): Class 3 students can freeze up when looking at a blank page. Use a sequence of 3–4 pictures from their textbook and ask them to write one sentence for each picture to form a story.	CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C-3.4 Uses appropriate grammar and structure in their writing	Compose a short, coherent story of 5 to 8 sentences with a clear beginning, middle, and end.	