

		<p>(Language items to be drilled –</p> <p>i) Noun,</p> <p>ii) simple present tense,</p>	<p>*To do silent reading by children and to ask questions to test understanding</p> <p>*To identify and find names of the trees growing in your school</p> <p>*Drilling of Simple Present Tense in sentences</p> <p>*To show flash cards of different colours to children, ask them to co-relate these colours with different things and speak sentences in simple present tense eg. The crow is black.</p> <p>*Read & arrange the sequence cards in proper sequence</p> <p>*Slogan writing on 'Environment'</p> <p>*Making a flower scrapbook & labelling the flowers</p> <p>*To ask them to talk about their favourite flower based on the given clues and then write about it</p> <p>*To take a list of words, visit the school garden, encircle the things that one finds and</p>	<p>*Trees in the school compound</p> <p>*Flashcards</p> <p>*Sequence cards</p> <p>*Flowers, visuals of flowers</p> <p>*Clues written on flashcards</p> <p>*Pictures</p>	<p>comprehend</p> <p>*Able to convey a message in writing</p> <p>*Able to exchange ideas with the peers</p>	<p>*Care for plants</p>	
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		iii)would	<p>to write two examples of each: Insects- Trees- Flowers- Birds- Garden tools-</p> <p>Speak three sentences giving the names of flowers that you might like to grow in your garden eg. In my garden I would like to grow</p> <p>*Use the letter in 'PLAYGROUND' to make new words Note- These lessons may be integrated & correlated with "The Plant Fairy"- Looking Around class3</p>	<p>related to each word</p> <p>*Pictures of flowers</p> <p>*Alphabet cards</p>			
June/July	Birds Differences & disabilities in nature	Bird Talk (Poem) (Language item: Use of contractions – don't, aren't)	<p>*Read and reread the poem aloud laying stress on certain words and phrases</p> <p>*Use of don't & aren't in sentences</p> <p>*To go for nature walk, look at the birds and express thoughts and feelings freely</p> <p>*Write a paragraph on 'Birds' based on Project – Bird Watching</p>	<p>Related poems on birds</p> <p>Visuals/picture books on birds from class library,</p>	<p>*Recites, understands, appreciates & enjoys the poem</p> <p>*Able to express thoughts freely</p> <p>*Able to carry out a brief conversation seeking/ giving information</p>	Love for other living things such as birds and animals	6

		<p>Nina And Baby Sparrow</p> <p>(Language Item –</p> <p>i) Framing of questions starting with ‘Can’</p> <p>ii) Adjectives</p>	<p>*Write sentences on what birds can/cannot do</p> <p>*Discuss how birds are different from us. Talk how people can also be different from each other with special reference to children with special needs</p> <p>*Role play of two elephants talking about people</p> <p>*Quiz among small groups</p> <p>.</p> <p>*To narrate the story with the aid of picture sequence cards/ puppets, children to listen and answer the Multiple Choice Questions</p> <p>*Children to frame questions based on the given answers using ‘Can’</p> <p>*To complete the words using the right pair of letters (eg spa_ _ ow)</p> <p>*To make a word with four letter words</p> <p>*To look at the visuals and write describing words for them (adjectives)</p>	<p>Masks of elephant and other animals</p> <p>Pictures of birds, Visuals Internet</p> <p>*Picture sequence cards, puppets</p> <p>*Books from class library</p> <p>*Answers on flashcards</p>	<p>*Reads the story , understands & enjoys</p> <p>*Reads aloud with proper voice modulation</p> <p>* Uses ‘Can’ and ‘adjectives’ in meaningful sentences</p>	<p>Learns to feel empathy for the suffering</p>	<p>18</p>
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August		<p>The Enormous Turnip (Story)</p> <p>(Language item – i) Noun – opposite, singular - plural</p> <p>ii) Tense (Simple Present & Simple Past)</p>	<p>correct pronunciation and rise and fall of the voice</p> <p>* Children to do silent reading and teachers to ask questions to test their understanding</p> <p>*Dramatization of the story *</p> <p>*Drilling of new words in proper context</p> <p>*Drilling of the language items like nouns & Simple present/ Simple past</p> <p>*Find the opposite words from the story</p> <p>*Games on singular/plural</p> <p>*Colour the present tense red & past tense green</p> <p>*Show a visual of children playing in a garden, and ask questions and encourage them to answer in present continuous form</p> <p>*Paragraph on ‘The vegetable I like the most’/ I should eat vegetables because</p> <p>*Write the name of the vegetables we get in summer and in winter</p> <p>Note-The lesson be integrated & correlated with “The story of Food”- Looking Around</p>	<p>*Picture panorama</p> <p>*Class library books & visuals</p> <p>*Flashcards</p> <p>*Visuals</p> <p>*Vegetables brought by the students</p>	<p>reading the lesson and able to comprehend</p> <p>*Able to make opposites</p> <p>*Able to write paragraphs on a given topic using Simple Present & Simple Past</p> <p>*Can exchange ideas with peers</p> <p>*Able to recite and</p>	<p>*Healthy</p> <p>Food</p> <p>*Sharing & working together</p>	10
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	<p>Water, Sea and Sounds</p> <p>The importance of water in our lives</p> <p>Life in the Sea</p>	<p>Sea Song (A Poem)</p> <p>(Language item: Noun)</p>	<p>class 3</p> <p>*Teachers to recite the poem followed by children *Children to observe the visuals of beaches & speak about them</p> <p>*Drilling of language item – noun – opposite words *Children to underline the nouns (naming words) in the given sentences *Children to play games with rhyming words and opposites</p> <p>*To make a list of ‘The sources of water’</p> <p>*To mix a number of words (things) found in the sea/on the sea shore and not found, & to write these words separately *Odd Man out – to call out 3 words and children to identify the odd words</p> <p>*Children to add one letter to make new words, for example O→ on→ Son→ Song *Picture composition *Model of aquarium</p>	<p>*Chart of vegetables</p> <p>*Visuals of beaches from calendars/ newspaper/periodicals collected by the children</p> <p>*Visuals on ‘Sources of Water’ & ‘Things found in the sea/on the sea shore</p> <p>*Flashcards</p>	<p>enjoy the poem, and appreciate the rhythm & sound</p> <p>*Able to write a short composition based on picture</p> <p>*Can read aloud with proper</p>	<p>*Save water and save life</p>	<p>5</p>
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		A little Fish Story (Story)	<p>*Children to read out the story aloud with expressions & gestures</p> <p>*Children to do silent reading followed by questions to test their understanding</p> <p>*CLOZE test (a story with every 7th word missing and children to fill up the missing words to complete the story)</p>	<p>*Flashcards</p> <p>*Visuals of sea beach</p>	<p>pronunciation, understand & enjoy</p> <p>* Able to use the given language items in proper context in a paragraph</p> <p>*Able to convey message through writing</p>	<p>*Self awareness (Strength, Weakness),</p> <p>*Safety</p>	11
		(Language Item – i) collective nouns ii) Past form iii) Degree of comparison - adjective)	<p>* Children to match the words with their meanings</p> <p>*Drilling of language items – collective nouns, past forms of verbs, adjectives</p> <p>*Team game based on collective nouns</p> <p>* To find the past forms of the given words from the story</p> <p>*To fill in the blanks with the correct degree of comparison followed by the production of degree of comparison in a meaningful paragraph</p> <p>*A passage with some mis-spelt words – to encircle</p>	<p>*Passage for CLOZE test from any story book</p> <p>*Matching cards</p> <p>*Flashcards</p> <p>*Flashcards</p>			

September	<p>Sky, colours, insects</p> <p>*Appreciation of natural beauty</p>	The Balloon Man (Poem)	<p>the wrong words & re-write the passage using correct spelling</p> <p>*Dramatization - Disaster management in case of accident/fire/earthquake/floods & talks about it</p> <p>*Discussion on different kinds of fish in the sea & other water animals, and their life underwater</p> <p>*Guided writing - Water pollution & its harmful effects on sea life</p> <p>*Children to recite the poem with rhythm and rhyme</p> <p>* To recite rhymes about colours</p> <p>* To fill the balloons with different colours, paste them on a sheet of paper, cut and make a bunch, attach strings of different colours, and speak a few sentences on what you did</p> <p>*To find out the colours in the maze</p>	<p>*Library</p> <p>*Internet</p> <p>*Visuals on life under water</p> <p>*Clue words related to the topic</p> <p>*Balloons of different colours</p> <p>*Worksheet</p>	<p>Able to read, recite & enjoy the poem</p> <p>*Able to write simple sentences in present tense</p>	<p>*Respect for people in different occupations</p>
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		<p>Language item - opposites</p>	<p>by reading the letters vertically & horizontally</p> <p>*To make a list of things which fly</p> <p>*To draw a rainbow & name the colours</p> <p>*To identify the words from the jumbled letters</p> <p>*To change each word into a colour name (add or change a letter) eg Add a letter – ink – pink;</p> <p>*To change two letters – turtle - purple</p> <p>*Guessing game- to speak out one word for these sentences, One who sells milk, brings letter, washes clothes etc</p> <p>*Role play of people of different occupations</p> <p>*Drilling of new words from the poem in meaningful sentences</p> <p>*Drilling of language item – opposites, finding out the opposites from the poem</p> <p>*Visuals presentation of</p>	<p></p> <p>RED BLUE</p> <p>*Word puzzle/maze</p> <p>*Drawings</p> <p>*Worksheet</p> <p>*Flashcards</p>	<p>*Able to read the story with proper pronunciation and pause, and to comprehend it</p> <p>*Able to use given prepositions in verbal as well as written communicatio</p>		
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			<p>different weather sunny, windy, cold etc and write two sentences on each</p>		n		
		<p>The yellow Butterfly (Story)</p> <p>(Language Item – Preposition)</p>	<p>*Children to read the story aloud with correct pronunciation and pause</p> <p>*Children to do silent reading followed by questions to test their understanding</p> <p>*To match answers with questions</p> <p>*Drilling of language item – Preposition used in the story and write a paragraph using those prepositions</p> <p>*Paper folding activity – Children to make a butterfly from paper, and teachers to Put the paper butterfly in different positions (on a flower, in a box etc.) asking questions, “Where is the butterfly?”</p> <p>*To make two words from one word for e.g. butterfly – butter+ fly</p> <p>*To observe the picture of a butterfly and talk about its</p>	<p>*Visuals and Internet resources</p> <p>*Picture</p> <p>*Sequence cards/word cards</p> <p>*Picture of a butterfly</p> <p>*Visuals on butterflies</p>		<p>*Appreciate the right to freedom of every living thing</p> <p>*Able to do picture composition</p> <p>*Can recite</p>	12

October	Land & land forms Travel	Trains (Poem) (Language item – Simple present tense)	<p>different body parts</p> <p>To arrange the jumbled sentences in proper sequence</p> <p>*To write a few sentences on “If I were a butterfly....”</p> <p>*Children to recite the poem with proper intonation</p> <p>*Children to recite other poems related to various means of transport</p> <p>*Drilling of Language item – Simple present tense in proper context</p> <p>*To enact a scene from a railway station (have characters like → porters, Vendors, passengers, etc.) and write a small paragraph on it using simple present tense</p> <p>*Word train – Children to draw bogies of train and write a word and to let them write words starting with the end letter of the previous word</p> <p>*To complete the statements from the</p>	<p>*Pictures of means of transport</p> <p>*Visual of a railway station</p>	<p>the poem with proper intonation</p> <p>*Able to narrate and write his/her experiences of any scene</p>	<p>*Respecting people who help us in different fields of life</p>	6
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			<p>jumbled words. E.g. –trains are a means of – PTORRANST (TRANSPORT) etc. and encircle the correct spelling</p> <p>*Drilling of new words in proper context</p> <p>*Children to write a few sentences about an interesting journey by using the clue words</p>	<p>*Word train</p>			
		The Story of the Road	<p>*Children to read aloud with proper pronunciation & pause</p> <p>*Children to do silent reading followed by question-answer activity to test their comprehension</p> <p>*Dramatization of the story</p>	<p>*Worksheet</p> <p>*Word list</p> <p>*Clue words related to the topic</p> <p>A Visit to a Railway Station</p>	<p>*Able to read and understand the story</p> <p>*Able to write a short composition based on picture</p>		
		Language item – Can/cannot, Punctuation	<p>*To rewrite the jumble sentences to learn about road safety eg. play/on/never/road/the</p> <p>*Picture composition</p> <p>*Drilling of the use of can/cannot followed by the production of the same in a paragraph</p> <p>*Drilling of language item –</p>	<p>*MCQ</p> <p>*Picture of a</p>	<p>*Can use proper punctuation marks</p> <p>*Able to write a paragraph expressing ability using can/cannot</p>		
						* Safety habits	10

November	<p>Pets, animal homes and animal friends</p> <p>The importance of animals in our lives</p>	<p>Puppy and I (Poem)</p> <p>(Language item – noun, Simple Present tense)</p>	<p>Punctuation followed by punctuating a passage</p> <p>*Match the sounds with the names</p> <p>*Singing & dancing to rhythmic music/musical instrument</p> <p>*Work sheets of road signs (Name these signs) e.g. U-Turn, No Parking, Zebra-Crossing, Traffic light, Speed breaks, Name the road signs</p> <p>Note- This lesson may be integrated with “From here to there”, Looking Around- class 3</p> <p>*To recite the poem with proper rhyme and rhythm</p> <p>*To enact the poem as a conversation amongst different characters named in the poem</p> <p>*To match the name of the animals with its young ones & sound</p> <p>*To talks about their experiences with</p>	<p>road scene</p> <p>*Musical CD/cassettes</p> <p>*Road symbols</p> <p>*Any movie</p>	<p>*Able to recite, understand and appreciate the poem</p> <p>*Able to pen ideas of importance of animals in our lives using different forms of Simple Present</p>	<p>*Care for pets and other animals</p>	12
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		<p>their pets</p> <p>*To identify the different breed of dogs from the pictures</p> <p>*Drilling of Simple Present tense *Work in pairs— Use the words given in the box and speak out and write e.g. Cow—domestic→ A cow is a domestic animal.</p> <p>*To write a few lines on ‘My Pet’/A pet you wish to have</p> <p>Little Tiger, Big Tiger (Language item : i) Simple past tense ii) Question word)</p> <p>*Children to read the story aloud with proper pronunciation and pause *Children to do silent reading followed by question-answer activity to test their understanding *To use cut outs/ pictures cards/ visuals to show pictures of young ones & homes of animals *Speak a few lines on “ Save the Tiger” *Children to narrate a story about animals *Drilling of the use of Simple Past tense in proper context followed by</p>	<p>on animals</p> <p>*Picture cards of animals & their young ones</p> <p>*Pictures/visuals of different breeds of dogs</p> <p>*Visual cards</p>	<p>*Able to read and understand the story</p> <p>*Can write a short description of the animal</p> <p>*Can carry out a brief conversation seeking/giving information on dwindling number of tigers</p>	<p>*Value of secure love and care of parents</p>	<p>15</p>
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December	<p>Communication & letter writing</p> <p>Games & play</p>	<p>‘What’s in the Mail Box?’ (Poem)</p>	<p>the production of the language item in a paragraph</p> <p>*Drilling of Question words – why, who, what verbally</p> <p>*To add –ed to make past tense of the given action words</p> <p>*To make questions from the story</p> <p>*To use spell cards, blend cards to learn spellings</p> <p>*To fill up one missing letter to make a correct word</p> <p>*To read the clue & solve the puzzle on animals</p> <p>Write a paragraph on ‘Our national animal’</p> <p>*To recite the poem individually or in groups with proper intonation and action</p> <p>*To identify the rhyming words with the help of rhyming cards</p> <p>*To enact the journey of a letter (Letter --- postbox – mail-man – post office – postman – letterbox of a house) and frame sentences to tell about the journey</p>	<p>*Cut outs/ visuals</p> <p>*Posters from Project Tiger</p> <p>*Library Flashcards</p> <p>*Flashcards of question words</p> <p>*Spell cards</p> <p>*Crossword puzzles</p>	<p>*Able to recite with proper intonation and understanding</p> <p>*Able to write an informal letter</p> <p>*To take part in role play</p>	<p>*Respect for all professions</p> <p>*Dignity of labour</p>	6
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			<p>of the letter</p> <p>*To read & put the cards (telephone, telegram, aero plane etc.) in proper box labelled TRANSPORT/COMMUNICATION</p> <p>*Drilling of the use of always/never/though in a meaningful context</p> <p>*Role play of people of different professions</p> <p>*Guided letter writing</p> <p>Note- May be correlated with “ Here comes a letter”, Looking Around, class 3</p>				
		<p>My Silly Sister (to be cont.in Jan)</p> <p>(Language item –i)Noun -numbers</p> <p>ii) Suffix</p> <p>iii)Punctuatio</p>	<p>*Children to read the story aloud with proper pronunciation and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Children to listen to a story by Rabindranath Tagore & answer the MCQ</p> <p>*To speak about their experiences with their siblings</p> <p>*Drilling of Language item – i)Noun -numbers</p>	<p>*Rhyming cards</p> <p>*Model of a postbox, letter box, pictures, postage materials</p> <p>*Flashcards</p> <p>*Pictures/visuals</p> <p>*Postcard</p>	<p>*Able to read and understand the story</p> <p>*Able to narrate his/her experiences/incidents</p> <p>*Able to express his/her ideas/thoughts in writing</p> <p>*Importance of the role of family members</p> <p>*Self reliance</p>	5+9	

January	Growing up, expressing emotions & feelings	<p>n)</p> <p>Don't Tell (Poem)</p> <p>Language item – Contractions – don't, I'm, I'll, can't, it's etc</p> <p>iii)expressing future</p>	<p>ii) Suffix</p> <p>iii)Punctuation</p> <p>*To use clues to change the number from one to many e.gg One goose – change oo to ee – many geese</p> <p>*Children to drill the Use of suffix like 'ful', 'ly', 'ish' in the given words e.g. beauty +ful =beautiful, soft + ly =softly, green + ish = greenish etc.</p> <p>*Children to Punctuate the given passage</p> <p>*Children to write a paragraph on their father/mother mentioning how they help at home</p> <p>*Children to recite the poem with proper intonation</p> <p>*Drilling of language item – contraction in proper context and match the contractions with its full forms</p> <p>*Drilling of sentences expressing future time, and then tell & write about their ambition- what they want to become/do when they will grow up</p> <p>*To write down the rhyming words from the poems</p>	<p>*Books from class library</p> <p>*Photographs of family members</p> <p>*Worksheet</p>	<p>*Able to recite the poem with rhythm and rhyme, comprehend it</p> <p>*Can share experiences with friends</p> <p>*Able to read and comprehend the story</p>	<p>*Love, cooperation and respect for differently-abled people</p>	6
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March			<p>*Drilling of Language item: Has/ Have and production of the same in a paragraph</p> <p>*To make questions based on animals</p> <p>*To see the pictures and write a story from the given clues</p> <p>*To talk about different regions like desert, mountains, jungle and about the respective flora and fauna</p> <p>Revision</p>	<p>Worksheet</p> <p>*Books from class library</p> <p>*Mask of camel & lion</p> <p>*Sequence cards</p> <p>*Visuals of camels</p> <p>*Worksheet</p> <p>*Visuals of different regions</p>			
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- At the end of each lesson, the learners understand and learn the use of suggested language items and new words in proper context.