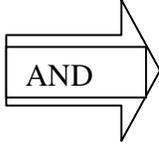
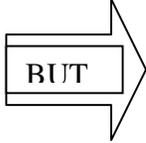
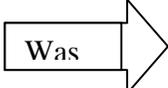
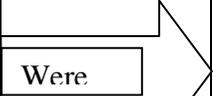


**ENGLISH**

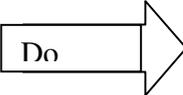
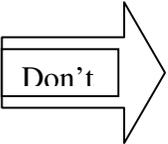
**CLASS IV**

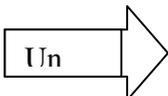
Month	Theme/ syllabus	Lesson	Suggested Activities	Suggested Resources	Expected Learning Outcome	Values	No of periods
April & May	The importance of Time  Appreciating nature	Unit – I Wake Up! (Poem)  Language Items- 1.Degrees of comparison of Adjectives 2.Combine sentences using   	*Children to recite the poem with proper pronunciation, gesture and Voice modulation  *To pick out rhyming words from the poem  *To list out the sounds you hear early in the morning e.g. birds chirping , leaves rustling etc  *To write the	Picture of morning scene  Flash cards on rhyming words  Picture cards	*Able to recite the poem with proper pronunciation, gestures, and intonation  Able to think imaginatively and creatively	*Personal values-Importance of Time	15

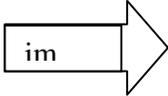
		<p>answers of simple questions based on Poem</p> <p>*To give various contrasting / similar situations to emphasize the use of And and But</p> <p>* To explain the degree of comparison of adjectives and. Children write down a paragraph using positive comparative and superlative forms</p> <p>* To speak about morning scene</p> <p>*To write new words and language items</p>	<p>Flash cards</p> <p>Visuals on degree of comparison</p> <p>Picture of morning scene</p> <p>Flash cards</p>	<p>Able to combine sentences using 'and' and 'but'</p> <p>Able to use degrees of comparison of adjectives in speaking and writing</p> <p>Able to use the new words in proper context</p>		
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			in cursive way				
April & May		<p>Neha's Alarm Clock Language Items-</p> <p>1. Use of preposition</p> <p>2. Revision of Degrees of comparison &amp; Punctuation</p> <p>4. Use of</p> <p>Was </p> <p>Were </p> <p>5. Framing questions using -Who, Why</p>	<p>*Children to read the story aloud with proper expression, pronunciation and gestures</p> <p>*Children to read silently followed by question-answer activity to test their understanding</p> <p>*To dramatize the play</p> <p>*To discuss the importance of Time and Punctuality in the class</p>	Puppets, masks & related pictures	<p>Able to read with understanding</p> <p>Able to exchange his or her ideas with peers</p> <p>Able to use new words in proper context</p> <p>Able to use common punctuation marks</p>	<p>Personal Value-</p> <p>Punctuality in Value life</p> <p>Respect for nature.</p>	20



			*To write words related to Clock	Model of a Clock			
June & July	Self Esteem & Satisfaction  Respecting individuality	Noses (Poem) Language Items-  1 Punctuation . 2. Action words, (verbs as doing words)  5.. Use of    	*Children to recite the poem with proper intonation  *Discuss different types of faces after observing their friends' face in class  *To pick out the rhyming words  *To write new words in cursive way  *To drill the use of Do and Don't followed by the production of the same by children in a paragraph  *To punctuate the given passage	Model of a Clock  Illustrations of different types of faces  Rod puppets with different type of faces  Picture cards  Picture cards	Able to recite and appreciate  Able to do creative writing  Able to use new words in	Personal value- Hygiene (Love for self body & taking care of each body parts )	14

			<p>*To show pictures and ask them to frame sentences using action words</p> <p>*To write new words and language items in cursive hand</p>		proper context		
June/July		<p>The little Fir tree</p> <p>Language Items-</p> <p>1. Noun(opposite words )</p> <p>2. Punctuations (Sign of exclamation!)</p> <p>3..Use of</p> 	<p>*Children to read the lesson aloud with proper pronunciation, expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*To write five sentences on different types of trees</p>	<p>Picture panorama</p> <p>Role play</p> <p>Picture of different trees</p> <p>Strips of story</p>	<p>Able to read and understand the story</p> <p>Able to write a paragraph showing the actions in progress in past</p> <p>Able to find out the opposites of nouns from the story</p>	<p>Interpersonal value -</p> <p>Feeling of brotherhood</p>	18

		 <p>5. Use of Past continuous sentences</p>	<p>*To re- write the sentences using sign of exclamation</p> <p>*Drilling the use of past continuous to show an action in progress in past followed by the production of the same in a meaningful paragraph</p> <p>*To change the circled Words to Its opposites (Using- un/im )</p> <p>*To write a paragraph on our National Bird</p> <p>*To find out Homophones</p>	<p>sequences</p> <p>Two containers of bio degradable &amp; degradable waste</p> <p>Picture cards</p> <p>Flash cards</p>	<p>Able to identify homo phone</p> <p>Able to use ofthe new words in proper context</p>		
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			<p>*To write new words &amp; language items in cursive hand</p> <p>*To talk about Indoor games/ outdoor games</p> <p>*To listen to the sounds of singing bird on CD. and speak a few sentences on it</p>	<p>Visuals on Homophones</p> <p>Spelling cards</p> <p>Picture of games</p> <p>CD on birds</p>	<p>Able to carry out a brief conversation involving seeking /giving information</p>		
August	<p>Importance of games &amp; sports</p> <p>Building concentration</p>	<p>Run (Poem)</p> <p>Language Items-</p> <p>1.Verbs ( doing words)</p> <p>2.. Frame questions with Why, Where ,How</p>	<p>* Warm up exercises and to speak a few lines on how do they feel?</p> <p>*To recite the poem with proper action and intonation</p>		<p>Able to recite the poem with proper modulation, rhyme and rhythm</p>	<p>Personal values- Hygiene (personal Fitness )</p>	8

		<p>many ,What are , Where are , How is/are</p>	<p>*To recite another related poem by involving children in racing game</p> <p>*To frame questions after seeing pictures and ask questions starting with Where.., How many.., What are.., Where are.., How is/are... from each other</p> <p>*To observe and explain the picture ...</p> <p>*To discuss the importance of games and sports in their lives.</p> <p>*Children to speak about their favourite game</p>	<p>Picture Cards</p>	<p>Able to frame questions using where, How, Why, What</p> <p>Able to carry out a brief conversation involving seeking /giving information</p>		
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			<p>*To write rhyming words</p> <p>*To write correct spelling e.g. Tr__ Pl__se.</p> <p>*To introduce words ending with -'ing'e.g. racing, jumping, running etc.</p> <p>*To write new words in cursive hand</p>	<p>Spelling cards</p> <p>Flash cards</p>	<p>Able to use verbs (doing words) in sentences</p> <p>Able to use new Language Items in proper context</p>		
August		<p>Nasruddin's Aim (Prose)</p> <p>Language Item-</p> <p>1.Use of ly and ing words</p>	<p>*Children to read the story aloud with proper expression. pronunciation and pause</p> <p>*Children to do silent reading followed by</p>	<p>Picture Cards</p> <p>Related pictures</p>	<p>Able to read with correct pause and pronunciation</p>	<p>Interpersonal Values-</p> <p>Games and taking turns</p> <p>Co-operation</p> <p>Sharing</p> <p>Polite manner</p>	12

			<p>question-answer activity to test their understanding</p> <p>*To drill new words in proper context</p> <p>*To dramatize /Role Play of the story</p> <p>*To change the words by adding- ly &amp; frame sentences</p> <p>*To make words using -ing</p> <p>*To answer simple Questions based on picture</p> <p>*To develop the story through the strips/ Pictures and put</p>	<p>Model of bow and arrow and target</p> <p>Picture cards</p> <p>Strips written / Pictures for developing story</p>	<p>Able to exchange the idea with peer</p> <p>*Able to write a short description of any event e.g. cricket</p>		
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			<p>the story in right sequence</p> <p>Creative Writing-</p> <p>1.To write a paragraph on archery/ cricket</p> <p>2.To write 10 sentences on favorite sports/ games</p> <p>*To look up new words in the dictionary</p> <p>*To write new words in cursive hand</p> <p>*PROJECT---</p> <p>To make a picture folder by cutting sports picture from newspaper and magazines</p> <p>Integration with Hindi Text Rimjhim 'Narsuddin ka chatmatkar</p>	<p>Model of Archery/ Cricket</p> <p>Clues on Flash cards</p> <p>Spelling cards</p>	<p>Learns to use new words and language items in proper context</p>		
August	Sense of	Why	*Children to play	Clues on flash		Personal Value-	6

	<p>imagination curiosity, wonder and Creativity</p> <p>Developing self expression courage &amp; spontaneity</p>	<p>(Poem)</p> <p>Language Item- 1. Framing questions with Why, Have, Do.</p>	<p>games in which they become statues and pose for different expressions like smile, think etc. Each child of different groups to explain in simple sentence why is he smiling? What is he Thinking? through his imagination.</p> <p>*Children to recite the poem with proper intonation</p> <p>*To see the picture (nature) &amp; write about it</p> <p>*Children to frame questions using</p>	<p>cards</p> <p>Flash Cards on rhyming words</p> <p>Picture cards on clouds, sea trees etc</p> <p>Flash cards</p>	<p>Able to recite the poem with proper gestures &amp; intonation</p> <p>Able to write a short composition on the given picture</p>	<p>Develops creativity and Power of imagination</p> <p>Natural values - Develops love for nature</p>	
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			<p>Why, Have , Do</p> <p>*To make correct words from the jumbled up</p> <p>To write new words in cursive hand</p> <p>To speak about curious boy mentioned in the poem</p> <p>*PROJECT--Try to make/ search some more poems on 'why' eg.  Why do stars twinkle in the night?  Why does the sun shine bright?  Why are trees so high?  Why are the deserts very</p>	<p>Clue words on flash cards</p>	<p>Able to use the new words in proper context</p> <p>Able to exchange ideas with peer</p>		
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			dry?				
September	<p>Be courageous &amp; brave</p> <p>Be self reliant no matter what hurdle comes in your way</p>	<p>Alice in wonderland</p> <p>Language Item-1. Adjectives, Adverb (words with similar meaning) e.g. To walk fast</p> <p>2.(noun) opposites</p> <p>3. Framing questions with-How Where, Can, Why</p>	<p>*Children to read the story aloud with proper pronunciation, expression &amp; pause</p> <p>*Children to read the story silently for understanding followed by question-answer activity</p> <p>*Dramatization of the story / role play</p> <p>*Drilling of framing simple questions using-How, Where, Can, Why and children to ask questions to</p>	<p>Flash cards on new words</p> <p>Puppets &amp; masks</p>	<p>Able to read and understand the story</p> <p>Able to exchange his or her ideas with peers</p>	<p>Natural/ scientific value-</p> <p>Care for animals</p>	6

			<p>each other</p> <p>*To give opposite word for the given words &amp; frame sentences using it</p> <p>*To observe the picture cards &amp; write a story</p>	Flash Cards		
			<p>*To write a paragraph after listening to the teacher (Dictation)</p>	Paragraph from story	Able to write a short description of a person	
			<p>*To find one word from the story e. g. To walk fast-----</p> <p>*To rearrange the words to make meaningful sentences</p>	Clues on flash cards	Able to use new words and new language items in proper context	
			<p>*To write a paragraph on Alice</p>	Masks, pictures	Able to carry out a brief conversation involving seeking / giving	
			<p>To write new words in cursive hand</p>			

			<p>*To speak about rabbit mentioned in the story</p> <p>*To talk about night scene</p> <p>*To narrate the story in their simple language</p> <p>*Project-- Children to draw a garden of their dream and write about it</p>		information		
September		<p>Don't be afraid of dark (Poem)</p> <p>Don't give up (Poem)</p> <p>Language Items-</p>	<p>*A blindfold game where children follow the leader -the game can be initiated to give children sense of joy &amp; participation</p>		.	<p>Personal Value- safety</p>	6
					Able to recite the poem with proper rhyme and		

		<p>1.Compound words</p> <p>2.Contractio ns e.g. didn't, Wouldn't</p> <p>3.Double letter words (noun, adjective,)</p> <p>4. Noun(opposite)</p>	<p>*To recite the poem with proper intonation</p> <p>*Children to write ten sentences on the picture depicting night scene &amp; on importance of sun</p> <p>*Children to sit in groups with different pictures &amp; exchange ideas on importance of moon, Sun &amp; stars</p> <p>*To ask questions based on stanza from the poem</p> <p>*To write- Don't – do not Won't – will not</p>	<p>Flash cards on new &amp; rhyming words</p> <p>Picture of night scene</p> <p>Picture cards On moon, stars &amp; sun</p> <p>Spelling cards</p>	<p>rhythm</p> <p>Able to develop sensitivity against violence/anger</p> <p>Able to write a short composition based pictures</p> <p>Able to exchange his or her ideas with the peer</p> <p>Able to use the contracted forms in</p>		
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			<p>*To depict the words with the help of illustrations eg. Moon + light = moonlight</p> <p>*To write new words and language Items in cursive way.</p> <p>*Children to use the words in their own sentence showing correct meaning(s) Deer – Dear, Son – Sun, Too – to, one – won</p> <p>*To talk about night scene</p>	<p>Flash cards on new words</p> <p>Visuals on homophones</p>	<p>speaking and writing</p> <p>Able to use the new words in proper context</p> <p>Able to exchange his or her ideas with the peer</p>		
September		Helen Keller	* Children to read the story with proper	visuals on picture & CD	Able to read and understand	Personal values-.	8

		<p>Language Items-</p> <p>1. Use of But</p> <p>2.Nouns(.op posites )from lesson</p> <p>3.Simple Past tense</p> <p>4.Action Words</p>	<p>pronunciation and pause</p> <p>*CD of "Black" movie to be shown</p> <p>*Children to be subtly involved in making oral pronunciation about thought , feeling &amp; ideas about the life story</p> <p>*To dramatize the story/role play</p> <p>*Drilling of the use of Simple Past followed by production in a paragraph</p> <p>*To write similar sounding words with different spellings</p> <p>*To bring cuttings of headlines &amp; short news, and write</p>	<p>Puppets &amp; masks</p> <p>Newspaper cuttings</p>	<p>Able to be sensitive to the world around them</p> <p>Able to exchange his or her ideas with peers</p> <p>Able to look up words in dictionary and</p>	<p>Self Reliance</p> <p>Feeling of care &amp; love for animals</p>	
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		<p>news in their own words</p> <p>*To arrange strips in sequence( based on the story)</p> <p>*To find the meanings from the dictionary and frame the sentences of their own</p> <p>*To write ten sentences on famous personality like Mother Teresa</p> <p>*To speak sentences on Helen killer *Talk about script for blind people. *Children to narrate the story in their own words *Children to</p>	<p>Passage</p> <p>Spelling cards</p> <p>Picture of Mother Teresa</p> <p>Clues on Flash Cards</p>	<p>use them properly</p> <p>Able to write short description of a person</p> <p>Able to carry out a brief conversation involving seeking / giving information</p> <p>Able to use the new words in proper context</p>		
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			<p>read stories of some successful handicapped people</p> <p>*To pick up two sentences from column A and B, Join them using 'but', frame complete and meaningful sentences, and write them in their notebook</p> <p>*To write new words in cursive hand</p> <p>Integration with EVS class IV book Looking around..Chuskit Goes to school.</p>	Flash cards on new words			
October	<p>Take care of animals</p> <p>Caring for Animals</p>	<p>The Donkey (Poem)</p> <p>I had a little Pony(Poem)</p> <p>Language Items-</p> <p>Contraction- Use of</p>	<p>*Children to recite the poem with correct pronunciation, gesture &amp; intonation</p>	Flash cards on new & rhyming words	Able to recite poem with proper rhyme & rhythm	Natural / scientific Values- Care for Animals	7

		I'd/He'd	<p>*To ask questions to introduce the theme and mood of the poem</p> <p>*To enact how they became angry at friends/siblings but calm down when gentle action was taken. This will be followed by discussion.</p> <p>*To observe the picture of young ones along with their homes /sounds</p> <p>*How do we keep our pet healthy? Children to explain self experiences</p> <p>*Children to write a paragraph on 'Your pet' or 'An</p>	<p>Puppets &amp; Masks</p> <p>Visual on sounds/homes/ Young ones</p> <p>Spelling cards</p>	<p>Able to feel sensitivity against violence/anger .</p> <p>Able to use new words and language items in proper context</p> <p>Able to exchange his or her ideas with peers</p>		
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			<p>animal you love'.</p> <p>*To fill in the blanks with rhyming words</p> <p>*To make words using the letters of the word 'stable' and write the names of the animal which live in a stable</p> <p>*Children to understand the full form of l`d and He 'd---and use them in proper sentences</p> <p>*To write new words in cursive hand</p>				
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October		<p>Milkman's Cow</p> <p>Language Items</p> <p>1.Simple Present and Simple Past Tense</p> <p>2.</p> <div data-bbox="539 598 741 683" style="border: 1px solid black; padding: 2px; display: inline-block;">Adjectives</div> <p>3.Noun(opposites)</p>	<p>*Children to read the story aloud with proper pronunciation ,expression &amp; pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Drilling the use of simple present and simple past in proper context and production of the same in a meaningful paragraph</p> <p>*To underline opposites, describing words and homophones from the lesson</p> <p>*Children to punctuate a</p>		<p>Able to read and understand the story</p> <p>Able to write two meaningful paragraphs using Simple Present &amp; Simple Past in proper context</p> <p>*Able to punctuate a passage using common punctuation marks</p>	<p>Social Value---- Dignity of labour (People having different Roles e.g. .Driver, gardener, peon etc.) and Respecting people who help us in society</p> <p>Importance of being kind</p>	9
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			<p>short passage</p> <p>*Role play of any animal using mask</p> <p>*To tell the jokes to create laughter in the class</p> <p>*To write the past form of the given verbs e.g. Know-knew</p> <p>*To complete the picture cards of various occupations and write one/ two sentences about each occupation</p> <p>*To arrange the picture cards in proper sequence and develop/ write a story</p>	<p>Picture Cards</p> <p>Picture Cards</p>	<p>Able to exchange his or her ideas with peers</p>		
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November	Love & understanding  Communication, mother tongue & multi -	Hiawatha (Poem)  Language Item 1.Pronouns .	*Children to recite the poem with proper intonation	Scene of jungle & Puppets	Able to recite the poem with proper pronunciation, expression & pause	Natural/ scientific Values- Care for Pets animals & birds  Logical enquiry	12

	lingualism		<p>*Children to narrate their experiences</p> <p>*Role play/dramatization of the poem as Mowgali</p> <p>*Children to write 10 sentences on Hiawatha</p> <p>*To show the visual on birds and animals and Children to discuss their ways of living</p> <p>*Teacher to help the children to learn the words beginning with 'h' sound using slip-in sound cards</p> <p>*To find out homophones,</p>	<p>Visuals on Homophones</p> <p>Scene of jungle. &amp; Puppets Picture of Hiawatha</p> <p>Visuals on birds and animals</p>	<p>Able to talk about various animals, birds &amp; their way of living</p>	.	
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			<p>*To write picture composition on different birds and animals</p> <p>*To show flash cards on animals and their homes</p> <p>*To match the animals with their homes</p> <p>*To fill the blanks of a given passage using pronouns</p> <p>*To talk about jungle scene</p> <p>*To make a crown with feathers</p>	<p>Visuals on homophones</p> <p>Flash Cards</p> <p>Pictures of animals</p>	<p>Able to use the new words in proper context</p> <p>*Able to carry out a brief conversation involving seeking / giving</p>		
November		<p>The scholar mother's tongue(prose)</p> <p>language items</p> <p>1 action words-Ing words</p> <p>2 describing words</p>	<p>*Children to read the story aloud with proper pronunciation, expression and pause</p> <p>*Children to do silent reading followed by</p>		<p>Able to read the story with understanding</p>	<p>Universal Human Values-</p> <p>Respect for all languages</p>	15

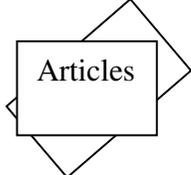
		<p>3 adverbs 4 articles – a, an &amp; the</p>	<p>question-answer activity to test their understanding</p> <p>*Drilling the use of articles a, an, and the , and the production of the same in a paragraph</p> <p>*Drilling of the use of describing words and adverbs</p> <p>*Children to solve given cross wise puzzles with clues / pictures</p> <p>*Children to create a class drama where they play the role of mummy, papa, nani etc. and the rest of the class to ask them about their favourite food, clothes, stories etc.</p> <p>*Children to</p>	<p>Visuals on articles</p> <p>Cross wise puzzles</p> <p>Puppets mask toys</p>	<p>Able to use articles while expressing his/her ideas on any topic</p> <p>Learns the use of new words in proper context</p>		
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			<p>write the articles they would like to carry for a camping holiday in a paragraph</p> <p>*Children to make a class dictionary with words from the story</p> <p>*Children to make new words using `ly` *To write new words in cursive hand *To make peers speak in their language.</p>	<p>Spelling cards</p> <p>Flash Cards</p>			
December	<p>Develops love &amp; care for nature. Caring for plants &amp; trees</p> <p>Plants and trees important for</p>	<p>Watering rhymes (poems) language items –</p> <ol style="list-style-type: none"> <li>1. silent letters</li> <li>2. Punctuations</li> </ol>	<p>*Children to recite the poem with correct pronunciation and intonation</p> <p>*To play word building games like antakshiri. *To pick out silent letters from the words</p>	<p>Flash cards on words</p> <p>Spelling cards on</p>	<p>Able to recite the poem with proper rhyme and rhythm</p>	<p>Natural/Scientific Value- Respect for the environment.</p>	4

	existence of life		<p>e. g. Knit</p> <p>*To find out “ing” words</p> <p>*To write slogan on importance of water</p> <p>*To punctuate the sentences</p> <p>*To give homophones for the given words</p> <p>*To express their ideas fluently on the topic- Plants &amp; its importance Including ways that could help protect endangered plants in their school</p> <p>*To write new words in cursive hand</p> <p>*To fill in the letters to complete the word</p> <p>* To observe</p>	<p>silent words</p> <p>Spelling cards. Drink- ing</p> <p>Flash Cards</p> <p>Spelling Cards</p>	<p>Able to exchange his or her ideas with peers</p> <p>*Able to Use appropriate spoken &amp; written language in meaningful contexts/ situations</p> <p>Able to use the new words in proper context</p>		
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			<p>plant and identify different parts.</p> <p>*Project-- Poster making showing pollution</p> <p>*To collect some advertisement about pollution/ green world</p>				
December		<p>The Giving Tree</p> <p>Language Items-</p> <p>1.Plurals 2.Adverb- ly words</p> <p>3. Punctuation Drill</p> <p>4.Revision of article- a- an &amp; The</p>	<p>*Children to read the lesson with correct pronunciation, proper expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*To enact the lesson and deliver the dialogue with confidence</p> <p>*Drilling of the given language</p>	<p>Pictures of different trees</p> <p>Pictures card</p>	<p>Able to read with proper understanding</p> <p>Able to express his/her views on importance of trees in speaking and writing</p>	<p>Respect for the environment</p>	7

		<p>5. Exclamatory sentences</p>	<p>items</p> <p>*Children to see the picture and write composition on trees</p> <p>*Children to write a letter to their friend describing the importance of trees</p> <p>*To write slogans on importance of trees</p> <p>*To narrate any other related story</p> <p>*To fill in the blanks with singular/ plural</p> <p>*Children to write sentences- who said to whom</p> <p>*Project- Save the trees in the school</p>	<p>Flash cards on plurals.</p> <p>Visuals on plurals</p> <p>Flash cards</p>			
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			compound , weekly watering of trees, clearing of weeds in kitchen garden *Linked with BASAVA'S FARM in EVS				
January	Reading books is a pleasant & meaningful activity.	Books (poems) Language Items 1. Words with   Ell, ee, ail, ook, 2. 	*Children to recite the poem with correct intonation  *Children to write short composition on importance of books  *To make word family 'ell' 'all' 'ee' 'ook'  *To fill in the blanks using Articles  *To write new words in cursive way	Spellings cards         Alphabet cards	Able to recite the poem with proper rhyme and rhythm         Able to use the new words & language	Importance of books	12

			*To conduct Interview with Librarian		items in proper context		
January	Books and joy of reading	<p>Going to buy a book (Prose)</p> <p>Language items</p> <p>1 framing question with should</p> <p>2 Punctuations drill</p> <p>3 Describing words</p> <p>4 Use of future time</p> <p>5 use of and, or</p>	<p>*Children to read aloud the story with correct pronunciation and pause</p> <p>*Children to do silent reading followed by question-answer session to test their understanding</p> <p>*Drilling of new language items followed by the production by children in a meaningful paragraph</p> <p>*Children to tell about the books they have read and narrate a story which they like most</p> <p>*To write a short paragraph on importance</p>	<p>Flash cards on new words</p> <p>Clue words on flash cards</p> <p>Clues on flash Cards</p>	<p>Able to read the story with understanding</p> <p>Able to carry out a brief conversation involving seeking / giving</p> <p>Able to use the new words and language</p>	<p>Spiritual Values-</p> <p>Stories from the holy classical books</p>	15

			<p>of books</p> <p>*To punctuate the given passage</p> <p>*To fill the blanks using describing words (adjectives)</p> <p>*Children to talk about the visit to a book shop</p> <p>*To enact a situation in which children go to borrow a book from the school library</p> <p>*Make a book mark and write five Sentences stating the necessity of book mark</p> <p>* write new words in cursive</p>	<p>Rod puppets,</p> <p>Old greeting cards, papers, glues, card board for making book marks</p> <p>Spelling Cards</p>	<p>items in proper context</p> <p>Able to exchange his or her ideas with peers</p>		
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			<p>hand</p> <p>*To complete the words          ___ ell, ___ ee, ___ uk          Jumbled letters.          *To make questions using 'Should '</p> <p>*To complete a given dialogue by filling 'and'/'or' in the blanks</p>	<p>Spelling cards</p> <p>Flash Cards</p>			
February	<p>Importance of art &amp; craft</p> <p>Importance of creativity</p>	<p>The naughty boy (Poem)</p> <p>Language Item-          1.Describing words          2.Revision of Naming words</p>	<p>*Children to recite poem with proper intonation</p> <p>*Children to speak about the places they have visited</p> <p>*To describe the behavior of students</p>	<p>Visuals on various places of tourist interest</p> <p>Spelling Cards</p>	<p>Able to recite the poem with proper rhyme and rhythm</p> <p>Able to carry out a brief conversation involving seeking / giving information</p>	<p>Respect for other cultures.          Value for our cultural heritage          Unity in diversity.          Respect for different religion</p>	11

			<p>.</p> <p>* use' slip in' rhyming cards and write them down</p> <p>*Children to identify describing words</p> <p>*To match the Nations to their nationality</p> <p>*To write a few lines about the naughtiest child in their class</p> <p>*Narration of any experience in first person (A visit to school library)</p> <p>*Children to speak on any one book they like most</p> <p>*To solve a word maze with describing words</p>	<p>Rhyming words</p> <p>Flash cards</p> <p>Clues on Flash cards</p> <p>Flash Cards</p>	<p>.</p> <p>Able to know Nationality of different Nations</p> <p>*Able to exchange his/her ideas with the peers</p>		
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			<p>*To write down the names of things made of wood that they see around them</p> <p>*To add suitable adjectives to the given nouns</p> <p>*To prepare four placards – Metal, Wood, Rubber, Cloth and sort out the various things given in the list into the correct group</p> <p>*To write new words in cursive hand</p> <p>*To write name of countries &amp; their capitals.</p>	<p>Spelling Cards</p> <p>Spelling cards</p>	<p>Able to use new words in proper context</p>		
February		Pinocchio Language Items-1.	*Children to read aloud the story with correct pronunciation, expression & pause		Able to read the story with proper understanding	Righteous conduct	13

		<p>Suffix</p> <p>– Er, ness, ity,ty,r.id</p> <p>2.</p> <p>Prefix</p> <p>Dis, Un, In</p> <p>3.Synonyms</p>	<p>*Children to do silent reading followed by question-answer activity to test their Understanding</p> <p>*Drilling of new words and language items in proper context</p>							
			<p>To write sentences on the tools of a carpenter</p>	<p>Clues on flash cards e.g. Bench, poker, and plane.</p>						
			<p>*to make opposites using 'dis' and 'in' as prefix</p>	<p>Flash cards</p>						
			<p>*Teachers to narrate a story from</p>	<p>Books from the</p>						

			<p>Panchantra and children to narrate this story in their own words</p> <p>*To talk about any puppet play that they have seen</p> <p>*To add 'er' 'r' to the doing words *To give another word for strange, surprised</p> <p>*To make stick puppets, finger Puppets and glove puppets</p> <p>*To dramatize the lesson with script written in simple sentences</p> <p>*To write synonyms of the given word.</p> <p>*To write new words in cursive</p>	<p>class library</p> <p>Rod puppets</p> <p>Spelling cards</p> <p>Glue, colour ,paper</p> <p>Puppets masks</p> <p>Spelling cards</p>	<p>Able to exchange his/her ideas with the peers</p> <p>Able to use the new words in proper context</p>		
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			hand				
February & March			Revision				Remaining periods

\*At the end of each lesson, the learners understand and learn the use of suggested language items and new words in proper context.

\* Lessons may be integrated with EVS, Maths and Hindi wherever necessary..