

April 2023

No of Teaching Days

Topic Literature

No. of teaching days required to complete the topic

L -1 The prince and the Pauper

### Learning outcomes

1. Children will develop their reading skills. through reading practice.
2. **Understanding objective-** Students will understand many social traits eg. empathy, compassion and kindness through the chapter.
3. **Application objective-** Children can apply abstract skills like love and kindness in their daily life.
4. **Skill objective-** Children will learn new vocabulary and framing of sentences through the chapter.
5. **Previous knowledge Testing** -Students will be asked:
  - 1) what would you do if you met a prince or a princess?
  - 2) what questions would you ask him or her?
6. **Teaching Aids** chalk, duster, board, text. Books
7. **Pedagogical strategies:** The teacher will explain. the chapter after reading. Children will repeat after her. The teacher will check the pronunciation of the students. Lesson will be read by the students followed by new words make sentences and question answers, after discussion with the students.
8. **Hands on Activity (Experiential Learning)** White 7-8 lines about the Prince and his qualities in your notebook. Draw or paste a picture of the Prince. Also mention how he behaved with the Pauper in the story.
9. **Art Integration** A picture of a Prince will be drawn or pasted by the students. It will enhance their artistic skills.
10. **Interdisciplinary Linkages and infusion of life Skills** Students will come to know that qualities like kindness and compassion can give them so much peace of mind They will also develop social skills.
11. **Recapitulation** Revision tests of the chapter like dictation, word meanings and question. answers will be given.
12. **Resources including ICT** (Information and communication Technology), e books, workbooks

Internet, <https://youtu.be/vrURL4P dmxc>,

Mo check the conceptual clarity, various types of assessments will be done. Exercises in textbook and notebook will be done. Revision assignment will be given.

**13. Feedback and Remedial Teaching** & Students (slow learners) will be asked to watch more videos related to the topic. They will be encouraged to read the lesson carefully 3 and practice of spellings and sentences.

**14. Inclusive Practices and Full participation without discrimination:**

& group discussion ☆ Hands on. learning

Reading Books

Watching Videos

Collaboration

~No of Teaching Days

No. of days required to complete the topic

Module 1 and Nouns

1. **Learning outcomes** children will learn a common, proper and collective nouns:

2. **knowledge objectives** Students will be able to learn about nouns and differentiate be nouns.

3) **Understanding objectives** & students will able to apply their knowledge of noun They will understand how to categorise names of persons, places, animals, thing

4. **Application objectives** Students will be able to differentiate between different kinds of Common, Proper, collective, Material and Abstract nouns

5. **skill objectives** Their vocabulary will enriched. Hence writing skills will also improve.

6. **Previous Knowledge Testing** students w be asked:

1) Name any five thing you see in the classroom

2) which is your of festival?

3) Name any two countries. 4 what is happiness? Is it a feeling?

**Teaching Aids** Chalk, duster black be chart, flash cards, lab, books, real objects.

**8. Pedagogical strategies** The teacher will explain nouns and its lends in detailDefinitions and examples of all kinds of nouns will be read by the students Live examples will be given for the better understanding of the topic. All the related exercises will be done in an interact - we way. Meanings of difficult words will be explained. A variety of exercises will be dove to to make the concept clear.

## 9. Hands on Activity

Using flash cards. Students will be shown flash cards and then asked about the kind of noun. Real objects like pen, book, bottle will be shown for the better understanding. eg: a bouquet of flowers a class of students a file of books

10. **SubIntegration** The students will be asked to draw / paste any pictures of kind of noun.

11. **Interdisciplinary linkages and infusion of Life skills** → By doing various exercises like word grid and puzzles, the students will be able to draw and make table charts.

12. **Recapitulation** Oral revision will be given in every period while doing the topic of nouns.

**Resources including ICT (Information and communication Technology)** e books, workbooks, Internet, [https://youtube /](https://youtube.com/) [https://youtu.be/LA8SM3mw' mw g - Y](https://youtu.be/LA8SM3mw'mw)

13. **Assessment Items** To check the conceptual clarity, various types of assessments will be done.

Exercises in the work book and notebook will be done.

Revision assignments will be done. Exercises in the workbook and notebook will be done. Revision assignments will be given.

Practice sheets will also be given

14. **Feedback and Remedial Teaching Students** (slow learners) will be able to watch now videos related to the topic. They will be encouraged to read the lesson carefully and do practice of exercises and spelling

Inclusive practices and full participation without discrimination's Group Activity

Reading Books

Watching videos Flash Cards Live examples from classroom Charts

Hands on Learning Collaboration

May 2023

No of Teaching Days , Literature

No of days required to complete the topic 1-3 - The caged Bird + 1-4\_ The Mango

**1. Learning Outcomes.**

- 1) Children will learn to recite a poem with rhythm and unison.
- 2) Children will learn to read lesson and new vocabulary through the Chapter.

**2. Understanding objective** children will learn to empathise and plight of birds and animals which are caged in cages and homes.

**3. Application Objective**

Children will learn to be kind towards birds and animals

**4. skill objective**

Children will learn new Vocabulary, rhyming words and verses, framing of sentences .

**5. Previous knowledge Testing** students will be asked: 1) Do you think that birds and animals should be kept in cages? 2) How would you feel if you were a bird in a cage ? 3) Have you ever lied and got into trouble because of the incident.

**6. Teaching aids** chalk, duster textbook,

chart of a bird, story cards

**7. Pedagogical strategies** The teacher will recall the poem followed by students The teacher will explain the poem verse by verse. She/she will also ask questions.

during the explanation to keep the children engaged. The students will recite the poem in groups for practice and in detail to learn it! World. and Question / Ans of the poem will be given for L -4

**8. Hands on Activity (Experiential Learning)** Draw a picture of a bird in a cage. Write 7-8 lines about how you would feel if you or locked in a room. were kept in a Cage 12

**9. Art Integration** A picture of a bird will be drawn or pasted in their notebook. It will help them to gain a new perspective.

**10. Interdisciplinary Linkages and Infusion of Life skills** Students will understand to empathising and learn to be kind while looking at birds or animals locked in cages in goos

**11. Recapitulation** Revision tests of the poem will be given. Few verses will also be heard. from the students after they learn it

**12. Resources including ICT (Information and communication Technology) e books, workbooks** Internet, <https://www.youtube.com/watch?v=PJPJc9DrG8> <https://youtu.be/C7quZRyF80> @

**13. Assessment Items** To check the conceptual clarity, various types of assessments will be done. Work in textbook related to the chapter will also be done.

**14. Feedback and Remedial Teaching** Student will be asked to watch videos on youtube on the given links slow learners will be encouraged to read the poem for a times for better recitation.

**15. Inclusive Practices and Full Participation without discrimination:**

**I group discussion Reading poetry Watching videos. & Hands on learning & collaboration English Lab**

No of teaching days

Topic: Picture Composition.

1. **Learning outcomes.** Children will learn to comprehend pictures and write according about them.

2. **Knowledge Objectives.** The students will be asked to describe given pictures.

3. **Understanding objectives** It will reinforce vocabulary and reading comprehension. It will also enable the students to express the ideas clearly.

4. **Application objectives:** Students will be able to Understand and frame stories. skill objective It will build their language skills. The students will be able to develop the skill of observation in students.

5. **Previous knowledge testing** students will be asked a) Have you ever you ever visited a zoo ?2) Name 300.3) a few animals you have seen in a ) Should animals be locked in cages?

6. **Teaching Aids** Chalk, duster, board, book, videos, lab, chart.

7. **Pedagogical strategies** The teacher will show a picture from the book and the students will be asked to observe the picture composition and will be asked to write a few points about during the explanation to keep the children engaged.

The students will recite the poem be in groups for practice and to learn it! World meaning and Q/ Ans of the poem will be done. Same for £-4.

8. **Hands on Activity** (Experiential Learning) Draw a fictive of a bird in a cage. White 7-8 lines about how you would feel if you were kept in a cage. or locked in a room.

9. **Art Integration-** picture of a bird will be drawn or pasted in their notebook. It will help them to gain a new perspective.

10. **Interdisciplinary Linkages and Infusion of Life skills** Students will understand to empathising and learn to be kind. while looking at birds or animals locked in capes in zoos

11. **Recapitulation** Revision tests of the poem will be given Few verses will also be heard. from the students after they learn it

12. Resources including ICT (Information and communication Technology) e Books, workbooks, Internet, [https:// you tube / PJP Jc 9 DAGH 8](https://you tube / PJP Jc 9 DAGH 8) <https://youtu.be/C7quZ Ry F80@>

13. Assessment Items To check the conceptual clarity, various types of assessments will be done. Work in textbook related to the chapter will also be done.

14. Feedback and Remedial Teaching Students will be asked to watch videos on youtube on the given links slow learners will be encouraged to read the poem for a few times for better recitation.

15. Inclusive Practices and Full Participation, without discrimination:

group discussion Reading poetry Watching videos Hands on learning collaboration & English lab

July 2013

**No of teaching Days** Topic Literature

**No of days required to complete the topic\_** 2-7- Puppet Traditions of India

**Learning Outcomes** Children will learn about the art of puppetry. It will enhance their artistic skills.

**Understanding Objective** children will know and connect to the traditional out of puppetry and its legacy.

**Application Objective** Children will learn. → about different forms of puppetry and how they are used to depict folk tales.

**4. skill objective** children will learn new vocabulary, tongue twisters, dramatics through role play

**5. Previous knowledge Testing** Children will be asked 1) Have you ever seen a puppet show? what did you like about it? 2) Have you ever participated in plays and dances on stage? Shave you experience.

**6 Teaching Aids** text book > Chalk, duster, a puppet,

**7. Pedagogical strategies** > The teacher will 7. read the chapter The students will repeat after her for better pronunciation. The chapter will also be read by children.

for practice. Students will do new words, s (Sentences, word meanings and question-answers , given by the teacher. The children will do. work in the notebook after discussion with- the children.

**8. Hands on Activity** (Experiential learning) Draw or paste pictures of puppets (any so two kinds) and write a paragraph about the origin and kinds of puppets showcased in India.

**9. Art Integration** Children will learn about puppets through drawing and colouring them. They can also make. puppets using craft material.

**10. Interdisciplinary Linkages and Infusion of Life skills:** They (children) will learn the ۲ part of storytelling, along with the rich \* heritage of puppetry and how puppets & usually take the form of a human, mythical figure or animal. This will help y in developing their imagination, creativity and observation skills.

**11 recapitulation** Revision of the chapter will be given to children eg: dictation lest, word meanings and Q/Ans.

**12. Resources including ICT** (Information and Communication Technology) Textbooks, e Books  
Internet: <https://youtu.be/JERUKdiuseful>.

**13. Assessment Items** To check the clarity of the chapter among the students various assessments will be done of Reading test, dictation, Gand As.

**14. Feedback and Remedial !** Teaching Students will be asked to watch videos on puppets and also read about the history of puppetry from books. slow learners will be asked to read the chapter 2-3 times for more clarity.

**15 Inclusive Practices and Full Participation.** without discrimination.

۲ \* group discussion

+ Reading Poetry/Books Watching Videos  
Hands on Learning + Collaboration  
& Watching live videos /shows on stage

No. of Teaching days.

Topic Grammar (Singular and Plural Noun)

No of days inquired to complete the topic Module-3 and Module-4

1. **Knowledge Objectives** Students will be able to identify singular and plural nouns.

**Understanding objectives** Students will be to make basic sentences using singular and plural nouns.

**5Application objectives** & Students will be able to find the singular and plural nouns from the passage story givers.

4. **Skill objectives** Students will be able to change singular nouns to plural nouns They'll also be able to spell plural nouns. correctly.

5. **P.testing** & students will be asked: (4) What is 'on' and' (11) what are Many? singular and plural nouns? (!! ) What is the plural of pew? (i) what is the plural of child?

6. **Teaching aids** chalk, duster, board, Chart videos, lab, books, flash cards, real objects etc.

7. **Pedagogical strategies** The teacher will explain Singular and plural nouns with examples from Classroom Definitions will be given and Explained thoroughly. They'll be told how to form plurals 1) by adding -s

Vi) by adding -ed (121) by Changing -for fe to WD) by changing-y to- i e s

All the exercises will be done in an interactive way

8. **Hands on Learning Experiential Learning)**

(4) Students will be given live examples from the classroom and will be asked whether the nouns are single or plural .

eg one boy-many boys one bench-many One child Many benches Children

They will be done flash cards also to explain the topic.

9. **Art Integration** Pictures of nouns will be [drawn colourfully in the notebooks. They's 14. Feedback be taken to the lab to show Chants relates to singular plural.

10. **Interdisciplinary Linkages and infusion of live skilled** Students will be able to s enhance their vocabulary by using the names related to plants, animals, fruits , vegetables, musical instruments etc. eg-piano- pianos, deer-deer

**11. Recapitulation** Oral revision will be done. time to time

**12- Resources including ICT** (Information and Communication technology & e books work books, internet, <https://youtu.be/>)

**13. Assessment Icons** To check the conceptual clarity, various types of assessments will be done. Exercises in the workbook will be done. Exercises in the Revision assignment will be given along with practice worksheets.

**14. Feedback and Remedial Teaching** Students who need special attention and slow learners. will be asked to watch more videos related to the topic.

**15. Successive practices** and full participation

without discrimination 2+ group discussion

fine examples from classroom

\* Flash Cards.

Book + chants

& Hands on Actively Watching videos

August 23

No. of Teaching Days 7

Topic No of days required to complete the topic L-9 A Musical Journey (Poem)

**1. knowledge objectives**

- 1) Children will learn to recite a poem with rhythm pronunciation
- 2) Children will learn to recite and learn the art of recitation.

**2. Understanding Objectives** Children will learn about music and will create interest in this beautiful art.

**3. Application objectives** Children will learn new vocabulary and discover the art of music in themselves.

**4. skill objectives** Children will learn new rhyming words and expressions such as heavenly, divine, classical music etc.

**5.P.K. Testing** students will be asked: 1) Do you like music? what kind of music do you like? What are the level notes in music? 9.

**6. Teaching Aid** Chalk, duster, textbook, musical notes, flash cards etc.

**7 Pedagogical strategies** → The teacher will recite the poem and students will repeat after her The teacher will explain the poem to the students. She will ask questions in between to keep them focussed. The students will recite the poem in groups for practice. Word meanings and Questions /And of the poem will be done.

**8. Hands on Activity** Draw/paste a picture of your favourite singer and write a paragraph about him/her. Also mention how you are inspired by your favourite singer..

**9. Art Integration -A picture** of students favourite singer will be drawn or pasted in their notebook This activity will enhance their artistic skills and create interest in music.

**10.Linkages and infusion Inter disciplinary** students will understand Life Skills the value of the such inheritance which will develop their interest toward various art forms. They will also the importance of music in a person's life.

**11.Recapitulation,** Revision tests eg. Question/Ans and oral test of the poem will be the students. given to

**12.Resources including ICT** (Information and communication Technology) e books, text book, Internet: <https://youtu.be/607XIE->

**13. Assessment Items To** check the understanding of the students, various types of assessment will be done. Work related to the chapter. will be done in the text book.

**14. Feedback and Remedial Teaching** Students will watch videos on youtube, from the given link. slow learners will be asked to read the form 3-4 times and learn more about music from their surroundings.

No. of Teaching Day

Topic Articles and Pronouns

No. of days required to complete the topic

**1. Learning outcomes** students will be to identify correct and incorrect use of articles in sentences.

**2. Understanding objectives** They will be able to articulate when and why definitive or indefinite articles should be used in particular control.

**3. Application Objectives** & students will be able to define and identify pronouns in text. They can differentiate between subject and object pronouns.

**4. Skill objectives** They'll be able to identify singular and plural pronouns as well as first, second and third person pronouns

**5. P.K Testing** students will be asked

1) How many vowels and consonants are there in English alphabet?

2) what is the difference between vowels and vowel sounds?

3) Name the pronouns used for males, females and non living things.

**6. Teaching aides** chalk, duster, board, chart videos, lab, books, flash cards, real objects

**7. Pedagogical strategies** - The teacher will explain articles: a, an, the with real examples from the classroom. They'll be taught 'you' sound an sound and the use of article the when we talk of a particular person or thing ex a utensil

a one rupee note. an honest man (Silent 'hi the stands, the Ramayana.

The teacher will explain that a pronoun is a word used in place of a noun. They'll be taught singular and plural pronouns. They'll also be taught kinds of pronoun 10 with examples:

eg I, me, mine I First Person You, Yours He, she, they second person third person

All the exercises will be done in an interactive way.

**8. Hands on Actively**, (Experiential Learning) The students will be shown live examples from the classroom and will be asked to distinguish the three articles. a book, a table a chair an orange an apple

They'll also be shown flash cards to explain the topic.

**9. Art Integration** pictures of nouns will be drawn colourfully in the notebooks. taken to the lab to show charts related to articles and pronouns. . They'll be

**10. Interdisciplinary Linkages and infusion of Life skills** The students will be able to enhance their vocabulary by using the articles and pronouns related to books, buildings, space, directions etc.

the Ganges, an Octopus, the South, the Sun etc.

**11. Recapitulation** Oral revision will be done time to time.

**12. Resources including ICT** (Information and Commune -Cation Technology) e-books, workbooks, Internet <https://youtu.be/2gla bow 357g>, <https:// youtube /J7n R/W2426M>

**13. Assessment Items** & To check the conceptual claim various types of assessments will be done Revise and exercises in the workbook will be done. Practice worksheets will also be given.

**14. Feedback and Remedial Teaching.** Same as earlier .

**15. Inclusive Practices**

group Discussions.

Live examples from classroom

Flash Cards

Book

Charts

Hands on Activity

Watching Videos

October 23

### **No of Teaching says**

#### **Topic Literature**

No. of days required to keep the topic

L-10- The eat lace

1. **Learning Outcomes** Children will learn the importance of competitions and how winning and losing can make a difference in their lives.
2. **Understanding objective** Children will also learn that Sometimes helping others is more important than winning and how this will also give them a moral lesson.
3. **Application objectives** & Children will learn and understand that we should never be clever. and misuse or take advantage of someone's good helpful nature. They will use these good traits like honesty, helpful nature in their lives.
4. **Skill objective** & Children will learn new Vocabulary, sentence making and moral values through the chapter.
5. **Previous knowledge Testing** -Children will be asked
  - 1) Have you ever participated in a race
  - 2) Have you ever won any competition or a have? Share your experience
  - 3) Should we think about winning more de helping other I

**Teaching Aids** Chalk, duster, text book, pictures of animals

7. **Pedagogical strategies** The teacher will do model reading followed by children. She will explain the chapter and make the Students underline new words in the book. Then they will write new words wow frame sentences and do Question Towels in the notebook-

8. **Hands on Activity** (Experiential Learning) M Draw or paste a picture of a cafe and write fin lines on How would you feel if you are also kept in a cafe like the bird. a

9. **Art Integration** Children will learn the importances of artistic skills by draw pictures of a scene of a racing animals eg. The cave and the tortoise .

10. **Interdisciplinary linkages** and infusion & Life skills Children will learn more → Values for eg: honesty, helpful habits, competitive traits etc. This will develop their social and competitive skills.

11. **Recapitulation** → Revision of the chapter will be given to Children like dictation Test word and question /ans. Reading practiced will also be done side by side.

12. **Resources including ICT** (Information and communication Technology se books, YouTube. <https://youtu.be/Ta - F1048 CDY>

13. **Assessment Items** To check the clarity of the chapter among the students various Assessments will be dons of Reading, dictation etc.

**14. Feedback and Remedial Teaching** students will be asked to watch videos on competitions, athletics and animal stories on youtube. slow learners will be asked to read the lesson 2-3 times for more daily.

**15. Inclusive practices** and full participation without discrimination :

Group Discussion

Reading Poetry / Books on moral lessons

. Watching Videos

Hands on Learning

Collaboration

Hearing stories from elders

**No. of Teaching Days.**

**Topic** Grammar

No. of days required to complete the topics, Module Adjectives and degrees of Comparison

**1. Learning Outcomes** Children will learn. degrees of a adjectives and correct usage fr the same in a sentence.

**2. knowledge and understanding objectives** students will be able to define They will also learn kinds of adjectives

**3. Application objective** students will be able to find adjectives in a sentence. They'll be able to write their adjectives on their ow

**4. skill objectives** The students will be able to use the positive, comparative and superlative degrees of the regular and irregular adjectives and adverbs.

**5. P.k. Testing** Students will be asked:

1)What are describing words?

2) What are describing words for this bag?

3) many children are there in the class

4) what is the colour of sky, grass, sun etc

5)What is the difference between big\_ big biggest?

**6. Teaching Aids** Chalk, duster board ch videos, real objects, lab, books

**7. Pedagogical strategies** → The leacher will explain adjectives and its kinds with examples eg:

a) Adjective of quality- new, curly, funny etc.

b) Adjective of Quantity some, much, enough etc.

- c) Adjective of number eight, many, all etc.
- d) Demonstrating adjective. this, that, these, those et
- e) Interrogative adjectives -my, your, his etc.

The teacher will explain degrees of comparison with real examples from the classroom q: Positive degree big- ( for one), Comparatives degree bigger (for two) Superlative degree - (biggest) for more than two

**8. Hands on Actively** - (Experiential Learning) → The students be asked to introduce themselves to the class. by describing qualities about themselves –

- a) I'm very cheerful, helpful and kind
- b) show and tell activity
- c) Describing the day
- d) Riddle game listing adjective
- e) circling the adjectives in favourite stories
- f) describing your partner / people

**9. Interdisciplinary linkages** and infusion of skill use the following adjectives and degrees of Comparison help student learn different life skills.

Happy- happier – happiest  
 Courageous - more courageous -most courageous  
 beautiful - more beautiful - most beautiful  
 great -greater- greatest  
 brave- braver -bravest

**10. Recapitulation** Oral revision and written revision will be done.

**11. Resources including ICT** (Information and Communication Technology) e books, work books, internet <https://youtu.be/VZmlj>, <https://youtu.be/0maYoEXg3AY>

**12. Assessment Items** - To check the conceptual clarity, various types of assessments will be done. Exercises in the textbook, workbooks will be done. Revision assignment will be given. Practice sheets will be given

**13. Feedback**

**14. Inclusive Practice**

Same as mentioned below.

November 23

**No. of Teaching Days**

Topic

No. of days required to complete the topic

L-13 The Herculean Task

**1. Learning Outcomes** Children will learn the traits like bravery, Strength and courage. This will help them to achieve success in future.

**2. Understanding Objective** & Children, will also the Qualities of a brave person or a hero should have.

**3. Application objectives** Children will learn to face their fears, come out of their shells and face Challenges bravely which will be helpful for them in the future.

**4. skill objective** → Children will learn new vocabulary sentence making and moral values through the chapter.

**5. Previous knowledge Testing** children will be asked

1) According to you, what Qualities should a hero have ?

2) If you were a hero, what qualities would you like to have? Who is your ideal hero ?

**6. Teaching Aids** & Chalk, duster, text book pictures of animals

**7. Pedagogical Strategies** :The teacher will do model heading followed by children. She will explain the chapter with examples. She will make the students underline new words and ask questions in between for more clarity. Students will write new words from the book, word meaning as written on the board. Students will discuss Questions answers and write in the notebook. 13-

**8. Hands on Activity** (Experiential Learning- S Draw and paste picture of a brave person/ athlete you admire and write five - light lines on him/her.

**9. Art Integrations:**Children will learn the importance of being strong confident and fearless through pictures of brave people and highlighting Qualities through sketches or drawing.

**10 Interdisciplinary linkages** and infusion of Life skills Children will learn trait like bravery, confident and Strength This will make them confident, and focus on their mental as well as physical well being.

**11. Recapitulation** & Revision of the chapter will be given (written and oral) eg: dictation, word meanings, questions / Answers etc.

**12. Resources including ICT** ebooks, [https:// You tube /2 eft at 9w3s 1g](https://www.youtube.com/watch?v=9w3s1g), textbooks etc.

**Assessment Items** To check the clarity of the chapter among the students various assessments will be done of ready, dictation, class discussion etc.

**14. Feedback and Remedial Teaching** Students will be asked to watch videos on stories-on bravery slow learners will be asked to practices words and write part for improvement .

**15. Inclusive practices and full participation without discrimination**

group Discussion  
Ready Books on stories about bravery  
Watch Videos  
Hands on Learning  
Collaboration  
Hearing stories from elders

No of Teaching Days  
Topic grammar Module -7  
No of days required to complete the topic.

**Prepositions:**

**Learning Outcomes**

Students will learn about the position of a noun, pronoun or vert in a sentence.

**Understanding objective**

students will be able to identify and define prepositions, prepositional phrases and object of the preposition

**Application objective**

Students will be able to differentiate between an object of the preposition and other objects.

**skill objective**

The students will be able demonstrate the relationship between two words in a sentence, normally between a noun, verb or an adjective and noun ora pronoun.

**P.K Testing**

Students will be asked:

- 1) What are position words
- 2) which is the preposition in the sentence- The book is in the bag.
- 3) which is the preposition in the sentence-b book is on the bag,

**6. Teaching Aids**

Chalk, duster, board, videos, lab, books, real objects

**7. pedagogical strategies –**

The teacher will explain and define prepositions by giving real examples from the classroom. Thy will be told that a preposition is a word which shows. the relation between a noun or a and some other words in a sentence.

**8 Hands on Activity**

(Experiential Learning Assign students into small teams Tell students. You will give them a list of ten prepositions. Each team must discuss how many accurate sentences they can create using the

prepositions. write the prepositions to be practiced on the board, such as in, under, on, into, above, below, behind, at, in front of between.

### **Art Integration**

Prepositions will be drawn or pasted in the notebooks.

### **Interdisciplinary linkages and infusion of life skills**

Passages from science and social studies can be given and student can be asked to identify prepositions from the given passages.

**Recapitulation** will be done eg: oral. revision, worksheets etc.

**Resources including ICT** e. books, workbooks REENs://youtube be/ V06N4v MPfL, https:// you tee a BU AY C F NT g

### **.Assessment Items**

To check the conceptual [ clarity various types of assessment will be done Revision assignment will be Practice Worksheets will also be given.

### **Feedback and Remedial Teaching**

students will be asked to watch videos or topic like prepositions which will help them in conceptual clarity.

### **Inclusive Practices and full participation without discrimination**

Group discussion

Practice in workbooks.

Watching Videos

Hands on learning

Collaboration Flow Chants

### **December 23**

Topic – Comprehension

No. of teaching days required to complete the topic

### **Learning Outcomes**

The students will be Cable to improve heir leading skills and language through comprehension.

**understanding objective**

The students will be able to comprehend any given passage.

**Application objectives**

Helping the students to expand their vocabulary and new vocabulary in context.

**Skill objective**

Cultivating in the students the love for reading and developing their oral and silent reading skills, also training children for critical reading and thinking.

**P.k. Jesting**

The students will be asked:

What is a comprehension?

What are the steps of doing comprehension?

What is the difference between a picture composition and a comprehension?

**Teaching Aids**

chalk, duster, board, book, videos, lab, chart.

**Pedagogical strategies –**

The teacher will give a passage from the book and the students will be asked to read the passage two times. They will be also be told to read silent and mark the answers.

Children will be told to write any additional information.

**. Hands on Actively**

To give a reading and to break the monotony, the teacher will take few popsicles and write if questions colourfully from the given passage. Popsicles will then be put in a cup. One by one, the students will be asked to pick up the popsicles and answer the question.

**Art Integration**

The students will be asked to paste/ draw and colour the pictures, and written 15. material. They can also be asked to make colourful flashcards for the activity.

**Interdisciplinary Linkages and life skills.**

The students will be able to learn how to access, understand, comprehend, employ and synthesise the expertise from various disciplines.

Topics related different subjects/genres to comprehend Technology, Stories et science, , sports, given can be

. **Recapitulation** to oral revision will be given

**Resources including ICT** e books, work book, Internet <https://youtu.be/Chfjj oDSXE>, <https:// youtube be // 38 7 r b 4 n F8 VA>

**Assessment Items**

To Check the conceptual clarity, various types of assessments will be done. Passages. from the text book will be. practice Revision assignments. be given students will be asked to watch videos or grammar topic like prepositions will help in conceptual clarity.

**Inclusive practices and full participation without discrimination**

group discussion  
Practice in workbooks  
Watching videos  
Hands on Learning  
Collaborations  
Story Cards

**January 2024**

No of Teaching Days  
Topic Literature (L-15-Poem)

**Learning Outcomes.**

Children will realise, wonderful it feels to fly swiftly like bird even if you're on a bicycle...

**Understanding Outcomes**

Children will learn the importance of happiness doing even activities, like riding bicycle.

**Application objective**

Children will learn to tory to ride a bicycle on a its happy. hill and experience

**skill objective**

Children will learn new vocabulary, reciting a poem and value of being happiness in all circumstances

**Previous knowledge Testing** Students will be asked.

- 1) Do you know cycle?
- 2) Why or why new-play?
- 3) Do you like to cycle?
- 4) Have you ever rippled down a hill ?
- 5) How do you you would feel while hill? Share your thoughts. cycling down a

**Teaching Aid**

Chalk, duster, text book pictures of animals

**Pedagogical Strategies**

The teacher will do model reading followed by children. Children will recite the poem 2-3 times for practice. She will make the students underline new words and ask Q/ans in between for more clarity. students will write Q/ Ans and context of the poem in notebook. reference to

**Hands on Activity (Experiential Learning)**

Draw / haste pictures of a bicycle with a child on it and write few lines on how you would feel after riding the bicycle.

**Art integration**

Children will learn to draw and paint a bicycle and express happiness. through pictures.

**Interdisciplinary Linkages and infusion of life skills**

Children will harm traits like happiness, joy, excitement and freedom.

**Recapitulation**

Revision of the chapter will be done (written and oral) eq. recitation, reef to lout, Q/ans

**Resources included ICT / e books, you tube. [https://](https://youtube.com/Tab3sFg)**

youtube 12 y Tab 3sFg, textbook's ltr.

**Assessment Items**

To check the clarity of the chapter among the students various assessments. will be done g., dictation, class discus ek.

No.of teaching days

Topic writing section - Story Writing

No. of days to complete the topic

**Learning Outcomes**

Children will barn the art of story writing

**Understanding objecting-**

4Students will be able to identify the beginning, middle and end of

**Application objectives**

Students will be able to Understand and decode stories. It provides children with a window to new world.

**skill objective**

students will be able to develop an understanding respect and application for other cultures and a positive attitude to people from different, lands races and religion.

**P.K Testy**

Heme ever heard a which kind of story de fairy tales?  
you for like a will  
what are moral story?

**Teach aids**

chalk, duster, board, book, videos, lab, chart

**Pedagogical strategies**

The teacher will explain fine elements of a story:

After explains the elements of the story, few clues will be written on the board. They'll be wasted to make the beginning middle and end of a story. They'll be asked to write the story in the fest and to add few sentences in direct speech. Adjectives and adverts will be added to make it interesting. The students will discuss the stay in class in an interactive way.

**Hands on Activity (Experiential Learning)**

Story Chart provided with Insee books will be used to teach story writing. Students will be asked to use all cards with different parts. of speech to frame a story. A demo will be. given by the teacher for better leaning.

**Art Integration**

the students will be asked paste/ draw the pictures colourfully. They'll also be asked to make flash Cards/Charts for story telling/Writing Activity.

**Interdisciplinary Linkages and infusion of life skills** stories from different cultures. religions and lands will be taken. Moral stories will improve their life skills.

**Recapitulation**

Oral revision will be time to time. Given

**Resources included** BCT e books, workbooks, internet. [https:// youtube / id 433 i Nm SP4,](https://youtube/id433iNmSP4)  
[https://youtu.be/9.](https://youtu.be/9)

**Assessment items**

To Check the clarity, the concept amour various assessments will be. eg. practice, vocabulary tests etc.

Feedback students will be asked to watch videos on moral, animal and real life. stories and practice story telling .

**Inclusive practices and full participation without discrimination**

group discussion  
Practice in Workbooks  
Watch videos  
Hands on hearing  
collaboration  
Story Cards

No. of Teaching Days

Topic Literature (L-16 - The Magical world of science )

Learning Outcomes

Children will learn some tongue twisters like for fun activity. She will teach children a few more for reflex brain activity

Understanding Outcomes

Children will learn the importance of science in our lives and how science is connected with every aspect of our life.

Application objective

Children will do apply Science in various fields. They will focus on find and describing the world around them through observation and experimentation

skill objectives

Students will be able to develop- An understanding regarding the importance of over. science and the developments happening all because of it.

. P. K Testing Students will be asked

1) Do you like science?

2) What is the importance of science in our lives?

3) What are the important developments have been made by science and technology?

Teaching aids

Chalk, duster, Chants, tex book, science models etc.

Pedagogical strategies

The teacher will do model reading followed by children. She will explain the chapter with examples. She will make the students underline the new words, and ask questions in between for 12 more clarity Students will white new word word meanings as written on the board Students will discuss Question answers and white in then book.

Hands on Activity

Draw/ paste a picture of your favourite scientist and write lives to on how his / she-her invention helped in the progress of the world.

Art integration

Children will learn the out of sketch when they'll draw picture of their favourite scientist or the invention made by him/her.

Interdisciplinary linkages and infusion of life Skills

Children get the inspiration from the renowned scientists and this will motivate them to also follow their dreams.

Recapitulation –

Revision of be given (written and oral). word meanings, Q/ans . the chapter will eg: dictation,

Resources including ICT

E books, you tube [<https://youtube 12 g To w 3s7g>, test books etc.

Assessment Items

To Check the clarity of the lesson among the students various assessments will be [dove of ready, dictation, class discussion etc.

Feedback

Students will be asked to read books on science, watch videos and experience live museums. for more clarity.

Inclusion practices and full participation without discrimination

group discussion

practice in workbooks

Watching videos

Hands ons learning

Collaboration.

Story Cards

No. of Teaching days-> Topic grammar (tenses ).

**1. knowledge objectives.** → students will be able to identify the verb tense in a sentence.

**2. Understanding objective** - Students will be able to differentiate between different kinds of tenses Tense Present Tense, Past Tense and Future

**. Application objectives** students will able to write a sentence using the past, present or future tense

**Skill objective** To enable the students to read with correct expression and voice modulation and enable them to ideas clearly and confidently. express their

P. Testing Students will be asked: a) sentence with today. (present tense) b) Make a sentence with yesterday (hast tense ())make sentence with tomorrow (future tense) d) live a suitable verb for the timeline's mentioned below.

**Teaching aids**

Chalk , blackboard, Chart, flash Cards, lab, book.

**7. Pedagogical strategies**

The teacher will explain tenses with the help of time line as mentioned before. They will be explained that the these is by when an section is happening.

it is past base. (I) If it is happening now, it is present tense, (II) If it is about, to happen or will happen later, it is future cause.

They will also be taught forms of 'be' and have with examples.

A) Be Simple Present is, am, are

B) Have Present / have

was, were

had

Simple Past - I simple future. I will be shall be

will have/ shall have

A variety of exercises in the workbook and notebook will be done to make the concept clear to the students.

**8. Hands on Activity** (Experiential Learning), To throw the boredom out of students' learning times, the following activities will be introduced to make the lesson interesting: 1) Making Questions.

11) Quiz

(i) sing it out loud (iv) Name of the tenses. (1) Tell a story from a wise Listen and say

**9. Art Integration** The students will be asked to draw pictures showing different tenses. They will draw colourfully a time table and a chart showing all tenses - simple, Continuous and Perfect.

**Interdisciplinary linkages and infusion of life skill i)** by doing various exercises like word, this kind, chant, table etc. Students will be able to enhance their other skills.

. Recapitulation Revision of tenses through worksheets, exercises in workbook and oral drill will be done.

**12. Resources including ICT** e books, internet and youtube link <https://youtu.be/67Tgy2a>, <https://youtu.be/PcqpoI>

**Assessments Items** > To check the clarity of the concept, various assessments like (practice w.s revision, and oral drill

Feedback Students will be asked to do practice in various grammar books and videos on tenses for conceptual clarity.

February 2024

No. of Teaching Days

Topic Comprehension and Revisions for Finals.

**Learning Outcomes** the students will be able to improve their reading skills and language through comprehension and revise and recall the previous syllabus for exams.

**2 Understanding Objecting** The students will be able to comprehend and while answers on their own.

**Application Objective** Children will be able to expand their vocabulary and new words. in context.

**4. skills objectives** Cultivating in the students. the love for reading skills, also children for critical reading and thinking

**5. P.K. Testing** the students will be asked. 1) What is a comprehension? \* What are the steps of doing Comprehension? What is the difference between a picture composition and a comprehension?"

**6. Teaching Aids &** Chalk, duster, board, book videos, lab, Chart

**7 pedagogical strategy** & the teacher will passage from the book and the will be asked to read the passage two times. They'll be told to read silently and mark the answers.  
Children will also be told to write information

**Hands on Actively** the comprehension To give a reading and to break the monotony, the teacher will take few popsicle and write questions colourfully of-from the passage there popsicles will then be put. One by one, the students will be asked to pick up the popsicle and answer the questions. in a

**Art integrations** the students will be asked to draw/paste and colour the pictures and material. They can also be asked to colourful flash Cards. for the activity.

**Interdisciplinary linkages and Life skills** The students will be able to learn how to access, understand, comprehend employ and Synthesise the expertise from various disciplines. Topics related different subjects) genres can be given to comprehend science, , sports, technology, stories

**Recapitulation** Oral revisions will be A schedule will be through which Children revisions for final exams. will be given

**Resources including** ICT->e books, internet, <https://youtu.be/ChfjjoyDSXE>, <https://youtu.be/1138Er4wFPVA> workbook

**. Assessment Items** To check the conceptual clarity various types of assessments will be done - oral and written revisions will be given for recapitulation. Passages from the textbooks will be done.. Revision assignments and practice sheets will also be given.

Students will be asked to watch videos related to and few grammar topics for revision

Inclusive practices and full participation without discrimination

Group discussion

Practice in Workbook

Watch Videos

Hands on Learning.

Collaboration.

Story Cards