

Dur	P.K Testing	Learning Objectives		Group Activities &	Art	Interdisci	Pedagogical	Assessment	Feedback	Inclusive
3	THE SENTENCE Q1. What do you understand by a phrase? Q2 What do you understand by a clause? Q3. What do you undersand by Sentence?	importance of writing short and long compositions. - use of appropriate language, vocabulary, - expressions and sentence structure -To understand the meaning of sentence. -to be able to frame meaningful sentences. - to be able to differentiate between a phrase and a clause. -to be able to understand various parts of sentences.	- to enable the students to differentiate between a phrase and a clause. - to be able to frame meaningful sentences	Students will be divided in groups of two and turnwise quiz each other on types of sentences etc.	correctly. -Students will acquire the correct format. SDG's will be integrated with the pictorial representation.Students will learn to write different types of sentences.	relevance of Notice writing. --acquire appropriate language, expression and sentence structure. -Students will learn to express themselves freely through class d iscssion.	means of communication - Students will be able to comprehend the topic.. - Identify different types of sentences. -Frame meaningful sentences.	context, competency - Based questions will also be taken up Students will be assessed through multiple choice questions, reference context, competency - Based questions will also be taken up -	will be taken up for slow learners different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners	- Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students Quiz, MCQ ,Fill Ups etc will be taken up for slow learners.
4	The Parrot who won't talk	To enable the students: To enhance fluency, intonation, stress and language function. Children should be able to read and comprehend the	. Students will learn a lesson that caging animals is a sin. - They will also understand virtues like truth, honesty, good deeds result in moral	Students will be divided into groups. They will be asked to enact a short play as animal characters discussing how they feel when they are caged.	SDG'S will be integrated with the chapter in the form of moral values such as honesty ,	The capability to imagine will be enhanced -Speaking, listening and vocabulary development will be	The Chapter will be read by the students with modulation. - Important words will be explained along with their meanings. -Students will be	The students will be asked to solve worksheets and will be judged by	The students will be asked to solve worksheet s and will be judged	Quiz, MCQ ,Fill Ups etc will be taken up for slow learners.

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4	THE CHAMPA FLOWER 1.Name the different types of flowers. 2.Do you love nature? 3.Share your childhood memories	chapter. They should use vocabulary words in context. They will understand that caging animals is inhumane.	growth of their characters.		truthfully and justice.	encouraged. -Drama integration will help the students to get ready to collaborate and use creativity to show their thinking.	able to comprehend the story to answer factual, inferential and evaluative questions. -Vocabulary will be enhanced with synonym-	conducting a quiz based on the chapter	by conducting a quiz based on the chapter-	
		They will understand the feelings of a parrot.	- To enable the students to share their childhood experiences with their classmates. - To share playful and innocent memories of their tender age. To enjoy simple things of life	Students will be asked to write a Short Paragraph on significance of preserving nature (trees and plants).	The students will be asked to enact the daily routine of the mother and the playful activities of the child. –	-Students will learn to enjoy simple pleasures of their life and adopt playful attitude to remain happy	Students will learn the art of reading with proper pronunciation and modulation. -Paraphrasing will be done and vocabulary words will be discussed - They will be able to identify rhyme scheme and literary devices.S	Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. –	different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners. - different levels of achievers will be selected.	Quiz, MCQ ,Fill Ups etc will be taken up for differently abled students
3	NOUNS & PRONOUNS 1.Define nouns and pronouns. 2. Give few	. Students will be able to define nouns and pronouns. -Identify various objects. -Learn the usage of	The students will be asked to solve a worksheet and will be judged by conducting a quiz based on nouns and pronouns.	-Students will be asked to identify different types of nouns in their	-Students will be asked to explain the	Students will learn to express themselves	Students will be asked to name any person, place, animal or thing. They will	Students will be assessed through multiple	Extra class and extra questions	Quiz, MCQ ,Fill Ups etc will be taken up

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3	examples of nouns and pronouns. 1. Do you know their types.	pronouns. -Learn different types and their identification		surroundings, -Students will be asked to explain the usage of pronouns by describing one of his/her friends.	usage of pronouns by describing one of his/her friends.	freely by adopting correct terminology.	be asked to explain both the topics in detail.	choice questions, competency Based questions will also be taken up	will be taken up for slow learners.	for differently abled students
	TOPIC – E-MAIL 1.Name the oldest and the latest means of communication. 2.Do you write e-mail to your family and friends.	Students will be able to compose a well structured e-mail effectively and creatively. - They will be able to share their opinions and ideas with others.	To enable the students to: - articulate their thoughts well. - develop communication skills. - express themselves without any inhibition. - imbibe the skill of maintaining good relations with family and friends,	The students will be asked to send an e-mail to his/her best friend. -The class will be divided into two groups and students will be asked to discus the content of e-mail.	Students will be able to write an e-mail on their own. Imaginative and thinking skills will be developed.	They will be able to know the correct usage of nouns and pronouns in the sentences write an e-mail on their own. Imaginative and thinking skills will be developed. Students will be able to learn to maintain good social relations-	Students will be able to write an e-mail to their classmates and share their experiences. –	.Students will be assessed through multiple choice questions, competency based questions will also be taken up. –	different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners. –	Quiz, MCQ, Fill Ups etc will be taken up for differently abled students
4	In Morning Dew Q1-What does the morning dew do to nature? Q2- What does it	To enable the students to read and appreciate poetry To enable them to recite poem with proper rhyme	- - - - - - To enable the students to observe qnd appreciate smalled details of nature? To enable the students to	- Students will be asked to write a paragraph on beauty,	Students will be able to learn to maintain good social	Students will learn the art	Students will learn the art of reading with	Students will be assessed through multiple	different levels of achievers	sQuiz ,MCQ ,Fill Ups etc will be taken up for differently

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4	symbolize?	and rhythm. -	understand the importance of empathy	productivity and significance of knowledge in life	relations Students will be asked to outline the role of scarecrow in a field and draw a scarecrow. Also elaborate personification of a scarecrow by the poet.	of social living and the concept of interdependence and tolerance in a social set up. Students will learn about the honesty about their inability to answer questions.	proper pronunciation and modulation. -Paraphrasing will be done and vocabulary words will be discussed - They will be able to identify rhyme scheme and literary devices.	choice questions, reference to context, competency Based questions will also be taken up. –	will be selected. Extra class and extra questions will be taken up for slow learners.	abled students
	The Curious case of coronavirus	To enable the students to develop basic skills of language -listening, reading, writing, vocabulary etc	The students will be able to comprehend:- - Ups and downs are the part and parcel of our life. - We must not give up.	- Students will be asked to write about their COVID experience. There will be group discussion about e - learning vs classroom learning.	They will be asked to paste few pictures of life of people during COVID Times.	Students will learn to express themselves freely through dialogues delivery and confidence	Students will learn to express themselves freely through dialogues delivery and confidence	The students will be asked to read the chapter aloud in the class with proper voice modulation and intonation. - The chapter will be explained and stress will be laid on vocabulary words used in the chapter	Students will be assessed through multiple choice questions, reference to context and competency based questions will also be taken up.	Quiz, MCQ, Fill Ups etc will be taken up for differently abled students.
	Q1. What is corornavirus? Q2. Share your experience of Covid. Q3. What did you learn during that period?									
		-			SDG's will					

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4	ADJECTIVES Q1 Define nouns. Q2 How to enhance the meaning of a noun? Q3.How would you describe your class teacher?	- To give students knowledge of adjectives and its kinds. The students will be able to identify adjectives in a sentence and mention its kinds. To enable the students to develop basic skills of grammar. -will be able to apply rules of grammar. -write appropriately Knowledge of purpose and importance of grammar topics	- To enable the students to correctly use the order of adjectives in sentences. To enable them to frame sentences with various examples using different kinds of adjectives. To enable the students to imbibe – -correct rules of grammar -application of style. -knowledge of the purpose and importance of grammar topics	Students will be encouraged to make a flow chart of different kinds of Adjectives- Students involvement in explanation of the certain concepts by asking them to frame questions and giving answers. -Model exercise of each topic will be given. - Class quiz will be conducted.	be integrated with the topic. Students will be able to adjectives themselves. They will be able to do various exercises of the same topic. SDG ‘S will be included to imbibe curiosity,	-while learning the order of adjectives students will be able to draw parallel with the Periodic table in Chemistry. -Students will be able to share their personal experiences. - Students will be able to understand the plot and character of the story.	- Students will learn about adjectives. -All kinds of adjectives will be explained with examples. Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up	-Students will be assessed through multiple choice questions, gap filling etc . .-Students will be assessed through multiple choice questions, gap filling etc . different levels of achievers will be selected.E xtra class and extra questions will be taken up for slow learners.	-Students will be assessed through multiple choice questions, gap filling etc . different levels of achievers will be selected.E xtra class and extra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students
6	TENSES				SDG ‘S will			Students will		

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4	ACTIVE AND PASSIVE VOICE Q1 How many types of voice are there? Q2 What is active voice? Q3 What is passive voice?	To enable the students to develop basic skills of grammar. -will be able to apply rules of grammar. -write appropriately - Knowledge of purpose and importance of grammar topics.	To enable the students to imbibe – -correct rules of grammar -application of style. -knowledge of the purpose and importance of grammar topics.	Students involvement in explanation of the certain concepts by asking them to frame questions and giving answers. -Model exercise of each topic will be given. - Class quiz will be conducted	be included to imbibe curiosity, confidence ,rules ,etc.confidence ,rules etc	Students will be able to use important rules. -application of knowledge, -knowledge of purpose and importance of grammar topics	Students will be able to share their personal experiences. - Students will be able to understand the plot and character of the story. –	be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	different levels of achievers will be selected.Extra class and extra questions will be taken up for slow learners. –	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students
4	Pronouns Q1 Define nouns . Q2 Identify various objects such as door floor etc . Q3.What can be used instead of nouns ?	- To enable the students to read and comprehend pronouns correctly. - To enable the students to identify the types of pronouns. - Identify various pronouns devices. - To enable them to move from factual understanding to critical thinking. To enable them to comprehend various human emotions	To enable the students to - Differentiate between nouns and pronouns and its various types. To enable them to frame sentences with various examples using different pronouns	. Students will be encouraged to make a flow chart of different kinds of pronouns	SDG's will be integrated with the topic. Students will be able to identify nouns and pronouns themselves. They will be able to do various exercises of the same topic.	Students will learn to express themselves freely by creating their own music Music,Psychology and Sociology will be integrated	Students will learn about nouns and pronouns . -All kinds of pronouns will be explained with examples .	Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. - Students	different levels of achievers will be selected.Extra class and extra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

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4	<p>The Sentence</p> <p>A few statements will be written on the board. Students will be told to write yes or no in front of the sentence which form or do not form any sense.</p> <p>1.A pleasant day 2.What a pleasant day! 3.Dangerous tides.</p> <p>Do you come here for a walk?</p>	<ul style="list-style-type: none">- To enable the students to understand the usage of different types of sentences.- To make the students identify subject and predicate.- To enable them to understand different types and parts of sentences. <p>They should be able to write meaningful sentences using basic sentence patterns.</p>	<ul style="list-style-type: none">- To enable the students to enhance their vocabulary.- To enable the students to make a paragraph with correct sentence formation	<p>FUN TIME</p> <p>Students will be asked to play a game in pairs.They will give letters to each other and will frame sentences with those letters. The sentence could be interrogative, exclamatory, declarative.</p>	<p>SDG’s will be integrated with the chapterpll;; ;;;;;;;;;;; ;;;;”.</p>	<p>-Students will learn to express themselves freely by creating conversation and will help the students in improving their spoken.</p>	<p>- Students will understand the definition of the sentence.</p> <p>Different types of sentences will be written on the board to check their understanding. –</p>	<p>will understand the definition of the sentence. Different types of sentences will be written on the board to check their understanding</p>	<p>-Students will assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.</p>	<p>different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.</p>
4	<p>Determiners</p> <p>Q1 Name the parts of speech. Q2 What is a noun clause? Q3.Which part shows up first in a noun clause</p>	<p>To give students knowledge of determiners and its kinds.The students will be able to identify determiners in a sentence and mention its kinds</p>	<ul style="list-style-type: none">- To enable the students to think logically while making a sentence. To enable the students to correctly use Determiners in a sentences. <p>To enable them to frame sentences with various examples using different kinds of Determiners</p>	<p>Students will be encouraged to make a flow chart of different kinds of Determiners</p>	<p>Students will be able to make sentences on their own with different words and different kinds of sentences too.</p>	<p>Thinking skills will also be developed-while learning the order of determiners students will be able to know understanda and appreciate finer details of the language.</p>	<p>while learning the order of determiners students will be able to know appreciate finer details of the language.</p>	<p>- Students will learn about Determiners.</p> <p>-All kinds of Determiners will be explained with examples</p>	<p>different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners</p>	<p>Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students</p>
					The students			Giving an		

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3	Article writing	Asking the students if they have read article in the newspaper. Putting up questions regarding the articles they ha read and asking them to correla it with what is t be done in the class that day.	1. To enable the students to write good English. 2. To enhance student knowledge to comprehend the topic 3. To enrich their vocabulary. To create interest o students in writing	To enable the Students to Imbibe- Correct rules of grammar Application of writing Knowledge of the purpose Importance of grammar topics.	will be divided into two groups and same topic will given to write o The group leade will be asked to sum up the poin and read aloud i the class. Thereafter, COHESION will b taught. This will learn to make connectio between the ide within the text.	The students will b given a picture and will be asked to wr a few lines on it, th choose a topic of a article to be written from it. Resources <i>including</i> ICT:- Diksha portal link, NCERT textbook, you tube link	Explanation of the par of writing an article. Making the students w equipped with writing styles and techniques	article to write	An extra cl with extra questions ca bet Taken up fo slow l Learners. Simple Questions c be asked to Motivate them.	These activiti Will focus on Differently abled Students, if a n Class.
3	Let's go Seed Collecting P.K TESTING 1 Have you ever sown seeds or planted trees? 2 What according to you is the best way to plant trees?	To enable the students to develop basic skills of language -listening, reading, writing, vocabulary etc	The students will be able to comprehend -the environment we live in. - what can we do to safeguard our environment. -importance of trees -easier way of planting trees.	Students will be asked to write about their planting experience. There will be group discussion about planting trees for safeguarding enviroment.	They will be asked to paste few pictures of different types of seeds.	Students will learn to express themselves freely through dialogues delivery and confidence	Students will learn the art of social living and the concept of interdependence and tolerance in a social set up. Students will learn about the honesty about their inability to answer questions.	The students will be asked to read the chapter aloud in the class with proper voice modulation and intonation. - The chapter will be explained and stress will be laid on vocabulary words used in the chapter	Students will be assessed through multiple choice questions, reference to context and competen cy based questions will also be taken up.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

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4	Gravity	<p>To enable the students: To enhance fluency, intonation, stress and language function. Children should be able to read and comprehend the poem. They should be able to make out the use of various poetic devices. They will understand the concept of gravity. To enable the students:</p>	<p>Students will understand gravity and it's effect. They will also understand the functions of gravitational push and pull.</p>	<p>Students will be divided into groups. They will be asked to study about the laws of gravity and discuss live examples.</p>	<p>SDG'S will be integrated with the chapter in the form of scientific knowledge</p>	<p>The capability to imagine will be enhanced -Speaking, listening and vocabulary development will be encouraged.</p>	<p>The poem will be read by the students with modulation. - Important words will be explained along with their meanings. -Students will be able to paraphrase the extracts of the poem</p>	<p>The students will be asked to solve worksheets and will be judged by conducting a quiz based on the reference to context-</p>	<p>Different levels of achievers will be selected-. Extra class and extra questions will be taken up for slow learners</p>	<p>Quiz, MCQ ,Fill Ups etc will be taken up for slow learners.</p>
5	Oliver Twist	<p>To enhance fluency, intonation, stress and language function. Children should be able to read and comprehend the chapter. They should use vocabulary words in context. They will understand the feelings of poor children when not given proper food</p>	<p>Students will experience the struggles faced by poverty ridden children. They will also understand that child labour is a sin. They will learn to help the poor. They will learn to raise their voice against social evils.</p>	<p>Students will be divided into groups. They will be asked to enact the scene of the play , taking roles as the characters in the play.</p>	<p>SDG'S will be integrated with the chapter in the form of art and dramatics</p>	<p>The capability to imagine will be enhanced -Speaking, listening and vocabulary development will be encouraged. -Drama integration will help the students to get ready to collaborate and use creativity to show their thinking.</p>	<p>The Chapter will be read by the students with modulation. - Important words will be explained along with their meanings. -Students will be able to comprehend the story to answer factual, inferential and evaluative questions. -Vocabulary will be enhanced with synonyms</p>	<p>The students will be asked to solve worksheets and will be judged by conducting a quiz based on the chapter</p>	<p>Different levels of achievers will be selected-. Extra class and extra questions will be taken up for slow learners</p>	<p>Quiz, MCQ ,Fill Ups etc will be taken up for slow learners.</p>

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4	The Stonecutter Q1. Do you get influenced by others to buy something. Q2. How can humans control their desire to buy more.	<ul style="list-style-type: none"> - To make students proficient in Reading, writing, speaking and listening skills 	Art in the form of Drawing, Psychology, Sociology, History and Public Speaking will be integrated. - SDG’S will be included to imbibe resilience, tenacity, perseverance, determination, hard work etc. -	<ul style="list-style-type: none"> - Students will be asked think of an imaginary situation and write a paragraph on it starting with I - 	Make a collage of proverbs	Students will learn to express themselves freely through dialogues delivery and confidence.	<ul style="list-style-type: none"> - The students will be asked to read the chapter aloud in the class with proper voice modulation and intonation. 	Students will be assessed through multiple choice questions, reference to context and competency based questions will also be taken up.	-Extra class and extra questions will be taken up for differentl y abled students .-Simple question will be asked to motivate them. –	Quiz, MCQ, Fill Ups etc will be taken up for differently abled students
4	The chocolate cream soldier Q1 what will the man remember to the last hour of his life? Q2 What is the main theme of the play, arms and the man?	<ul style="list-style-type: none"> - To enable the students to read and appreciate prose. To enable them to read the chapter with proper pronunciation and learn new vocabulary	To enable the students to imbibe and comprehend the language - To enable the students to understand the context of the chocolate cream, soldier. To enable the students to understand the difference between reality and illusion.	Students will be asked to write a Short Paragraph and share their experiences. . Students will be able to be asked to write and explain the significance of drama in soldiers life.	Students will be asked to write historical context of the serbo-Bulgarian war.	Students will learn the art never to give up and face the danger with courage. - They will be able to understand the motivation and attitude towards the war.	<ul style="list-style-type: none"> - The chapter will be explained and stress will be laid on vocabulary words used in the chapter. Students will learn the art of reading with proper pronunciation and modulation. -Paraphrasing will be done and vocabulary words will be discussed 	-Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

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4	ADJECTIVES Q1 Define nouns. Q2 How to enhance the meaning of a noun? Q3.How would you describe your class teacher?	<ul style="list-style-type: none">- To give students knowledge of adjectives and its kinds.- The students will be able to identify adjectives in a sentence and mention its kinds.	To enable the students to correctly use the order of adjectives in sentences. <ul style="list-style-type: none">- To enable them to frame sentences with various examples using different kinds of adjectives	Students will be encouraged to make a flow chart of different kinds of Adjectives. .	SDG’s will be integrated with the topic. Students will be able to adjectives themselves. They will be able to do various exercises of the same topic.	with the - while learning the order of adjectives students will be able to draw parallel Periodic table in Chemistry	<ul style="list-style-type: none">- Students will learn about adjectives.-All kinds of adjectives will be explained with examples.	Students will be assessed through multiple choice questions, gap filling etc . –	different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners. –	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students
4	The Coromondal fishers Q1-Have you ever been to a coastal area? Q2- Have you seen fishers? Q3- Do you find it fascinating?	<ul style="list-style-type: none">- To enable the students to read and appreciate writing style- To enable them to read with proper pronunciation and modulation.-	<ul style="list-style-type: none">- To enable the students to understand the life of fishermen? To enable the students to understand how they interactwith nature?	Students will be asked to write a paragrqphabout fishermen and their association with nature.	Students will be asked to outline the role of scarecrow in a field and draw a collage about life of fishermen in coastal areas	-Students will learn the art of social living and the concept of interdependence and tolerance in a social set up. Students will learn about life in coastal areas.	<ul style="list-style-type: none">- Students will learn the art of reading with proper pronunciation and modulation.-Paraphrasing will be done and vocabulary words will be discussed- They will be able to identify rhyme scheme and literary devices.	Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up.	different levels of achievers will be selected.Extra class and extra questions will be taken up for slow learners.	Quiz ,MCQ ,Fill Ups etc will be taken up for differently abled students

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Notice Writing										
Duration/ No. of Days	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
Notice writing	Q1:-What do you mean by Notice? Q2:-Have you ever seen a notice in your surroundings? Q1:-What is the format of Notice?	<ul style="list-style-type: none"> To enable the students to express effectively. To share ideas To develop appropriate, Style of writing. Know the purpose and importance of writing short and long compositions. Use of appropriate language, vocabulary, expressions and sentence structure. 	<ul style="list-style-type: none"> Identify the appropriate usage of writing skills. Apply it in practical life. Express their views in detred manner. Develop knowledge and purpose of writing a notice 	<ul style="list-style-type: none"> Familiarize the students with the format of this writing skill. Model samples will be shared. Sample for practice will be shared. 	SDG's will be integrated with the Notice. Students will be able to express freely and correctly. - Students will acquire the correct format.	Students will learn to express themselves freely by adopting the correct terminology. - know the relevance of Notice writing. -acquire appropriate language, expression and sentence structure.	<ul style="list-style-type: none"> Notice will be explained. Correct format will be discussed. Students will learn self-expression through a formal means of communication. 	<ul style="list-style-type: none"> Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. 	Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.	Quiz, MCQ Fill Ups etc. will be taken up for differently abled students

Paragraph Writing										
Duration/ No. of Days	P.K Testing	Learning Objectives		Group Activities & Hand on Learning	Art Integration	Interdisciplinary Linkage & Infusion of life skills	Pedagogical Strategies	Assessment	Feedback & Remedial Teaching	Inclusive practices
		Subject Specific	Behavioral (Application based)							
Paragraph h Writing	Q1:- What do you mean by a "Paragraph"?	<ul style="list-style-type: none"> To teach the students concept of paragraph writing. To give them knowledge how to write accurately. To inculcate the spirit of one's writing. 	<ul style="list-style-type: none"> Students will organize their collective thoughts or ideas into a well written paragraph. They will appreciate the lesson by discovering their hidden skills and talents in writing. 	<ul style="list-style-type: none"> Value:points will be given to the students. They will frame a paragraph about the school-campus 	SDG'S will be integrated with the chapter. Students should learn to analyze and explain a text or data and then describe it in simple and clear language.	<ul style="list-style-type: none"> To make students understand that paragraphs play an important role in writing because they provide a framework for organizing your ideas in a logical order Using a clear structure for paragraphs helps guide the reader through the written work. 	<ul style="list-style-type: none"> Paragraph will be explained. - Correct format will be discussed. Students will learn the importance of paragraph writing in daily life. 	<ul style="list-style-type: none"> Students will be assessed through multiple choice questions, reference to context, competency Based questions will also be taken up. 	Different levels of achievers will be selected. Extra class and extra questions will be taken up for slow learners.	Quiz, MCQ Fill Ups etc. will be taken up for differently abled students

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4	MESSAGE WRITING Q1. How were messages conveyed in earlier times? Name any two	-To enhance the writing skill of the students. -To encourage students to integrate grammar with writing tasks. -To express themselves properly.	-Students will be able to learn and apply the concept of message writing in their daily life. -They will be able to write the message accurately. -They will be inculturated with a spirit of one's writing.	-Students will paste pictures on traditional method of delivery of a message. -Students will write a paragraph on Advancement of	-SDG'S will be integrated with the topic in the form of encouraging students to write a message and intellectual	-Students will be able to write a message as their intellectual	Students will be asked to solve worksheet. a)Do you test message? b)What do you like about it? c)What is tricky about writing a	-The students will be asked to solve worksheet. -They will be judged by conducting a	Students will be given special worksheet -They will be given	Quiz MCQ Fill Ups etc will be taken up for differently abled students.		

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			-							

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
		everyday experience.				
					-	

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			•	•		

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
				*		

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
		-	•		-	

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">	<ul style="list-style-type: none">		

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			•			
			•			

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			•			
			•		❖	

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">	1.	❖	

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">	<ul style="list-style-type: none">		

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
		-				

Duration/	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning	Assessment
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
					area of interest.	

TERM- II

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
		-				
			•	•		

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">	(i)		

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
			<ul style="list-style-type: none">			

Duration/ No. of Days	Theme/ Topic	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			