

TERM 2

CLASS 2 ENGLISH LESSON PLAN

SESSION 2026-27

MONTH- OCTOBER

NO. OF TEACHING DAYS REQUIRED TO COMPLETE THE TOPIC- 22

TOPIC- LESSON 6 A Ride in the Metro

Picture Comprehension , Articles (Grammar Book)

- **Learning Outcomes-** 1. Students will be able to ***get familiar with the metro as a fast and efficient public transport***
- 2. Students will come to understand the process of travelling on a metro, including purchasing tokens, using escalators, following safety instructions etc.
- 3. Students will come to know learn that electrified, high capacity metro systems are eco-friendly alternatives that reduce traffic and carbon emissions.
- 4. Students will understand and appreciate the cleanliness and orderly nature of public transport systems.

Previous Knowledge Testing-

1. Name different type of means of transport.
2. Name some public transport vehicles.

Teaching Aids- Chalk, blackboard, pictures showing buses, trains, metros, aeroplanes etc.

Pedagogical Strategies- The teacher will read the lesson and the students will repeat after it . The students will be asked to mark new words in the book. The teacher will explain the lesson. Through the story the students will learn about a metro train as a fastest means of transport within large cities. Word meanings , make sentences and question answers will be discussed and students will note them down in the notebooks. Back exercises and activities will be done in the course book.

Hands on Activity (experiential learning)- Students will be asked if there would be no means of transport. How would they have covered long distance places. They will share their ideas in a group.

Art Integration – Students will draw or paste a picture of a metro train in their notebook and will speak a few lines on it.

Inter Disciplinary Linkages and Infusion of Life skills- Students will come to know about different means of transport. They will also learn about how they can purchase token, use escalator, follow instructions and identify train lines.

Recapitulation- will be done , oral revision will also be given.

Resource Including ICT (Information and Communication Technology)-

E-book, work books, internet

<https://youtu.be/xyhhSCimWv8?si=fth3OaCEHcHMzkBU>

Assessment Items-

1. Dictation will be given from the lesson to make students learn new words and spellings.
2. Test of question answers and word meanings will be given to test their understanding of the lesson.

Feedback and Remedial Teachings- Students (slow learners) will be asked to watch more videos related to the topic. They will be encouraged to read the lesson carefully and do practice of spellings.

Inclusive Practices and full participation without discrimination-

*Group Activity

*Reading Activity

*Watching Videos

**Flash cards*

**Hands on Learning*

**Language Game*

TOPIC- ARTICLES

Learning outcomes-

- 1) Knowledge objectives-** Students will be able to identify correct and incorrect use of articles in sentences.
- 2) Understanding objectives-** They will be able to articulate when and why definite or indefinite articles should be used in particular context.
- 3) Application Objectives-** Students will be able to define and identify pronouns in text.
- 4) Skill Objectives –**They will be able to identify singular and plural pronouns as well as first, second and third person pronouns.
- 5) Previous knowledge testing-** Students will be asked:-
 - 1) How many vowels and consonants are there in English alphabet?

2) What is the difference between vowels and consonants?

3) Name the words used for nouns.

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

Teaching Aids- Chalk, duster, board, charts, flashcards, books, videos, real objects.

Pedagogical Strategies- The teacher will explain articles: a, an, the with real examples from the classroom.

They'll be taught 'yoo' sound and 'we' sound. They'll be taught the use of articles 'the' when we talk of a particular person or thing.

Example:-

a utensil

a one rupee note

an honest man (silent 'h')

the stars

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 will also be taught kinds of pronouns with examples.

Eg:

I, we, mine → First person

You, yours → Second person

He, she, they → Third person

All the exercises will be done in an interactive way.

Hands on activity-

- 1) The Students will be shown live examples from the classroom and will be asked to distinguish the 3 articles.

a book

a table

a chair

an orange

an apple

- 2) They'll be shown flashcards to explain the topic.

Singular pronoun

I, me, you, she, her, he, him, it

Plural pronoun

We, us, you, they, them

Art Integration- Pictures of nouns will be drawn colour fully in the notebooks. They will be taken to

the lab to show charts related to articles and pronouns.

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.

Recapitulation- Oral revision will be done time to time.

Resources including ICT(Information and Communication Technology)– e books, workbooks, Internet

Assessment Items- To check the conceptual clarity, various types of assessments will be done. Exercises in the workbook will be done. Revision assignments will be given. Practice worksheets will also be given.

Feedback and remedial Teaching- Students who need special attention will be asked to watch more videos related to the topics. They'll be encouraged to read the topic again and will be given more practice.

Inclusive practices and full participation without discrimination –

- Group activity
- Live examples from classroom
- Flash cards

- Workbook
- Charts
- Hands on Activity
- Watching videos

MONTH-NOVEMBER

NO. OF DAYS REQUIRED TO COMPLETE THE TOPIC- 21

- **TOPIC- LESSON 7 Poornima Flies a Kite**
The Wright Brothers (Poem)
- ***VERBS (Grammar Book)**

Learning Outcomes-

- 1. Knowledge objectives-** *The students will learn about rhyming words and they will get knowledge about intonation and voice modulation.*
- 2. Understanding objectives-** *The students will come to know about the strong bond between the brothers, highlighting how they supported and encouraged each other, and how their differences made them effective partners.*
- 3. Application objectives-** *Students will appreciate the Wright brothers who were inspired by watching birds fly, prompting them to wonder why humans could not do the same.*

4. Skill objectives- *students will come to know how the brothers did not view failures as final but as learning opportunities to improve their designs.*

Previous Knowledge Testing-

- 1. Name different type of air transport.*
- 2. Have you ever seen an Airplane?*

Teaching Aids- *Chalk , duster, blackboard, chart, flashcards, book.*

Pedagogical Strategies-

The teacher will recite the poem and the students will repeat after her. The teacher will tell the students how to recite the poem with proper intonation and voice modulation. Reference to the context will be done in the notebook through discussion method. Back exercises will be done in the course book.

Hands on Activity-

Students will be asked to bring a picture of an airplane. The students will share their ideas and speak a few lines on it.

Art Integration-

The students will be asked to draw or paste a picture of an airplane and small branches and write few lines on it in their notebook.

Recapitulation-

Reference to context will be revised in the class. Students will be asked to recite the poem in a group.

Resource Including ICT (Information and Communication Technology)-

E-book, work books, internet

<https://youtu.be/E9XpdUS9VhM?si=x4sAmGCQfHnjLhD0>

Assessment Items- *Practice of reference to context will be done in the notebook. A few questions will be asked to check the students understanding.*

Feedback and Remedial Teachings- *To improve the reading skills of slow learners, more reading practice will be given. They will be encouraged to read different poems by different poets.*

Inclusive Practices and Full Participation Without Discrimination-

**Reading different poems*

**Watching Videos*

**Read loud*

**Composing short poems*

**Collaboration*

Topic – Verbs(Adverbs)

Learning outcomes:

1. **Knowledge objectives** - Students will be able to define adverbs. They will learn the kinds of adverbs.
2. **Understanding objective**-They'll be able to categorize adverbs from other parts of speech in a sentence.
3. **Application objectives** -Students will be able to use adverbs to modify verbs, adjectives or other adverbs.
4. **Skill objectives** - The students will be able to use adverbs to modify verbs, adjectives or other adverbs.

P.K. Testing

Students will be asked:

- 1) What are verbs? Give examples

2)What are adverbs? Give examples

3) Which word tells- how the soldiers fought?

Teaching aids:- Chalk, duster, board, videos, real objects, books

Pedagogical strategies:- The teacher will explain

Hands on activity:- Assign students into small teams. Tell students you will give them a list of 10 adverbs. Each team must discuss and will divide them into five groups. List of adverbs can be given on Chart, flashcards.

Art Integration : Pictures related to adverbs will be drawn, pasted in the notebook.

Interdisciplinary linkages and infusion of life skills:- Different passages from science can be given and students can be asked to identify adverbs from the given passages.

Recapitulation- will be done and Oral revision will also be done.

Resources including ICT - eBooks, workbooks, internet

Assessment Items – To check the conceptual clarity various types of assessments will be done. Exercises in the notebook will be done. Revision assignment will be given.

Feedback and Remedial Teaching: Students who need special attention will be asked to watch more videos related to the topic they will be given more practice worksheets.

Inclusive Practices and full participation without discrimination :

- *Watching videos.
- *Group activity
- *Flashcards
- *Real objects from the classroom
- * Charts

MONTH-DECEMBER

NO. OF TEACHING DAYS REQUIRED TO COMPLETE THE TOPIC- 19

TOPIC- LESSON 7 Poornima Flies a Kite

****PREPOSITIONS***

Learning Outcomes-

- 1. Students will be able to know about famous kite festival Uttarayan that is an Indian festival.*
- 2. Students will come to know that this festival is celebrated by flying different types of kites.*

3. *Students will be encouraged to reflect on the joy of activities like flying a kite and understanding the significance of cultural celebrations.*

Previous Knowledge Testing-

1. *Do you like to fly kites?*
2. *Name different festivals of India.*

- **Teaching Aids-** *Calyx book, blackboard, chalk, pictures showing of Jackal, dogs , elephant, donkey etc.*

Pedagogical Strategies-

- *1.The teacher will read the lesson and the students will repeat after her. The students will be asked to mark new words in the book. The teacher will explain the lesson. Through this story the students will learn to appreciate cultural diversity and express personal thoughts on festivals.*

2.Word meanings, make sentences and question answers will be discussed and students will note them down in the notebooks. Back exercises and activities will be done in the course book.

Hands on Activity (Experiential Learning)-

- *Students will be asked to draw kites and label their name or draw scenes on them.*

- **Art Integration-** Students will draw or paste a scene highlighting what Poornima sees from the terrace.

Interdisciplinary Linkages and Infusion of Life Skills-

Students will come to know about different type of festivals celebrated in India.

Recapitulation- will be done, oral revision will also be given.

Resource Including ICT (Information and Communication Technology)-

E-book, work books, internet

<https://youtu.be/BC32pJHbZY4?si=yO0J8ooUWhIKbLJw>

Assessment Items-

1. Dictation will be given from the lesson to make students learn new words and spellings.
2. Test of question answers and word meanings will be given to test their understanding of the lesson.

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 and do practice of spellings.

Inclusive practices and full participation without discrimination-

**Group Activity*

**Reading Activity*

**Watching Videos*

**Flash Cards*

**Hands on Learning*

**Language Game*

Topic - Prepositions

Learning outcomes:-

1. **Knowledge objectives** -Students will be able to identify and define prepositions and objectives of preposition .
2. **Understanding objectives** - Students will be able differentiate between an objects of the preposition and other objects.
3. **Application objectives** - The students will be able to explain the role of prepositional phrases in sentences.
4. **Skill objectives** - The students will be able demonstrate the relationship between two words in a sentence, normally between a noun, verb or adjective and a noun or a pronoun.

P.K. Testing :

1. Where is my pen?
2. Who is sitting between Rohan and Priya ?
3. Where is the Board?
4. Where is the fan?

Teaching aids : Chalk, duster, board, chart, videos, lab, books, real objects.

Pedagogical strategies-

The teacher will define and explain prepositions by giving real examples from the classroom. They will be told that a preposition is a word which shows the relation between a noun or a pronoun and some sentences and will be told to find prepositions.

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 ten 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 notebook.

Interdisciplinary Linkages and infusion of life skills :

Different passages from EVS can be given and students. can be asked to identify adverbs from the given passages.

Recapitulations:- will be done and oral revision will also be done.

Resources including ICT :

eBooks,workbook,Internet

<http://youtu.be/buAYvKCFhTg>

Assessment Items : To check the conceptual clarity, various types of assessment will be done. Exercises in the notebook and workbook will be done. Revision assignment will be given.

Feedback and Remedial Teaching : Students who need special attention will be asked to watch more videos related to the topic. They will be given more practice worksheets.

Inclusive and full participate without discrimination

- * Watching videos
- * Group activity
- * Flashcards
- * Real objects from the classroom
- * Charts

Month-January

No. of teaching days required to complete the topic- 19

- **Topic-** Lesson 9 Grandma's Wonderful Chair
The Swing (Poem)
Conjunctions
Reading section – Unseen Comprehension

Learning Outcomes-

- 1.Knowledge objectives-** The students will learn about rhyming words and they will get knowledge about intonation and voice modulation.
- **2.Understanding objectives-** Students will recognize the celebration of childhood innocence, freedom and the joy of simple pleasures.
- 3.Application objectives-** Students will be able to identify descriptions that appeal to senses like 'blue', 'sky', 'green garden' to visualize the scene.
- 4.Skill objectives-** The students will learn to reflect on personal experiences of joy, playfulness and emotional regulation.

Previous Knowledge Testing-

1. How do you spend your free time?
2. Do you like to take swings?

Teaching Aids- Chalk , duster, blackboard, chart, flashcards, book.

Pedagogical Strategies-

The teacher will recite the poem and the students will repeat after her. The teacher will tell the students how to recite the poem with proper intonation and voice modulation. Reference to the context will be done in the notebook through discussion method. Back exercises will be done in the course book.

Hands on Activity-

- *Students will be asked to bring a picture of a child taking a swing. The students will share their ideas.*

Art Integration-

The students will be asked to draw or paste a picture of a swing with a child in a garden and write a few lines on it.

Recapitulation-

Reference to context will be revised in the class. Students will be asked to recite the poem in a group.

Resource Including ICT (Information and Communication Technology)-

E-book, work books, internet

<https://youtu.be/dv3tOAh-dH8?si=JKR6eYsNEhWaAlzz>

Assessment Items- *Practice of reference to context will be done in the notebook. A few questions will be asked to check the students understanding.*

Feedback and Remedial Teachings- *To improve the reading skills of slow learners, more reading practice will be given. They will be encouraged to read different poems by different poets.*

Inclusive Practices and Full Participation Without Discrimination-

**Reading different poems*

**Watching Videos*

**Read loud*

**Composing short poems*

**Collaboration*

Topic Reading Comprehension

Learning Outcomes-

1. Knowledge Objectives- The students will be able to comprehend any given passage

2. Understanding Objectives- Familiarizing the students with different writing styles and different text genres.
3. Application Objectives- Helping the students to expand their vocabulary and learn new Vocabulary in context.
4. Skill Objective- Cultivating in the students the love for reading and developing their oral and silent reading skill.

P.K Testing-

1. What is an unseen passage called ?
2. What are the steps of doing 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 also be told to read silently. Then they will be told to read the question carefully .Thirdly, they will be told to mark the answers by underlining or putting the answers in brackets. Finally, the students will be asked to write the answers in the given spaces.

Hands on Activity-

To give a spark to comprehension reading ,the teacher will take few popsicles and write Questions colourfully from the given passage. These popsicles will then be put in a cup. One by one, the students will be asked to pick up the popsicle and answer the questions. This will be a real fun for the students.

Art Integration- The students will be asked to paste or draw the pictures.

They can also be asked to make colourful flashcards for the activity.

Interdisciplinary Linkages and infusion of life skills- The students will be able to understand and comprehend the topics related to different subjects.

Recapitulation- Oral revision will be given time to time.

Resources including ICT- e-books, internet, workbook, textbook.

Assessment Items-To Check the conceptual Clarity, various types of assessments will be done. Passage from the textbook will be done.

Feedback and Remedial Teaching- Students who need special attention will be given more practice worksheet.

Inclusive practices and full participation without discrimination

- Reading different paragraphs
- Group activity
- Flash cards
- Workbook
- Textbook
- Collaboration

Month- February

REVISIONS FOR THE FINAL EXAMS

TERM 1

CLASS 2 ENGLISH LESSON PLAN

Session- 2026-2027

Month-April

No. of teaching days required to complete the topic-
23

Topic- Lesson- 1 Our Album of Memories

The Alphabet (Grammar Book)

Lesson- 2 Sentences (Grammar Book)

Punctuation Marks and rewrite the sentences using capital letters.

Learning Outcomes-

- 1. Students will be able to identify and order significant events from their past, appreciating how these experiences shape their present identity.*
2. Students will learn to value the role of family members in their lives and recognize the importance of preserving shared history.
3. Learners will be able to reflect on past happiness, challenges and growth enhancing their self-awareness.

4. Students will develop skills in assembling and arranging memories through photo album.

Previous Knowledge Testing-

1. Do you have a family photo album?
2. What specific memories were included in the album?

Teaching Aids- Reader book, blackboard, chalk, pictures showing of photo album and old pictures.

Pedagogical Strategies-

The teacher will read the lesson and the students will repeat after her. The students will be asked to mark new words in the book. The teacher will explain the lesson. Through this story the students will learn about importance of documenting personal, family or school history to preserve memories.

Word meanings, make sentences and question answers will be discussed and students will note them down in the notebooks. Back exercises and activities will be done in the Calyx book.

Hands on Activity (Experiential Learning)-

Students will be asked if they go on a family trip. How will they keep a record of the memories they will cherish? They will share their ideas in a group.

Art Integration-

Students will draw or paste a picture of their family trip from their old memories.

Interdisciplinary Linkages and Infusion of Life Skills-

Students will develop an appreciation for the role of family and friends in their lives.

Recapitulation- *will be done, oral revision will also be given.*

Resource Including ICT (Information and Communication Technology)-

E-book, work books, internet

[https://youtube.com/shorts/ OzftNmgW-M?si=sKiDmgrd31JFAGxh](https://youtube.com/shorts/OzftNmgWM?si=sKiDmgrd31JFAGxh)

Assessment Items-

- 1. Dictation will be given from the lesson to make students learn new words and spellings.*
- 2. Test of question answers and word meanings will be given to test their understanding of the lesson.*

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 and do practice of spellings.

Inclusive practices and full participation without discrimination-

**Group Activity*

**Reading Activity*

**Watching Videos*

**Flash Cards*

**Hands on Learning*

**Language Game*

Topic-Punctuation Marks

Learning Outcomes-

1. Knowledge objectives- Students will be able to learn about punctuation marks and it's kinds.

2. Understanding objectives- Students will be able to differentiate between different kinds of punctuation marks.

3. Application objectives- Students will be able to apply their knowledge of punctuation marks. They will demonstrate an understanding of punctuation through correct usage.

4. Skill objectives- Their vocabulary will be enriched. Hence writing skills will also be improved.

Previous Knowledge Testing-

1. *What punctuation mark do you use at the end of the question?*

Eg:

Write question about your favourite animal.

2. *When should you use an exclamation mark?*

Eg:

Write a sentence that shows excitement or surprise.

Teaching Aids- *Chalk , duster, blackboard, chart, flashcards, book.*

Pedagogical Strategies-

The teacher will explain punctuation marks and it's types in detail. Definitions and examples of all kinds of punctuation marks will be read by the students.

Different examples will be given for the better understanding of the topic. All the related exercises will be done in an interactive way. A variety of exercises will be done to make the concept clear.

Hands on Activity (Experiential Learning)-

Using flashcards- Students will be shown flashcards and then asked about the types of punctuation marks.

Art Integration- *The students will be asked to draw or paste any two signs of each kind of punctuation marks.*

Interdisciplinary Linkages and Infusion of Life Skills-

By doing various exercises of punctuation marks, students can identify when each punctuation mark (exclamation sign, question mark, comma and full stop) is needed.

Recapitulation- *will be done, oral revision will also be given.*

Resource Including ICT (Information and Communication Technology)-

E-book, work books, internet

<https://youtu.be/Y-DTA0PeVz4?si=xV-214cUi2cztbqM>

Assessment Items *- To check the conceptual clarity, various types of assessment will be done. Exercises in the work book and note book will be done. Revision assignments will be given. Practice sheets will also be given.*

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 and do practice of spellings.

Inclusive practices and full participation without discrimination-

**Group Activity*

**Reading Activity*

**Watching Videos*

**Flash Cards*

**Hands on Learning*

**Charts*

Month-May

No. of teaching days required to complete the topic-
16

Topic- Lesson 2 The Emperor's New Clothes

Thank You Prayer (Poem)

Reading Section-Unseen Comprehension

Learning Outcomes-

- 1. Knowledge objectives-** *The students will learn about rhyming words and they will get knowledge about intonation and voice modulation.*
- 2. Understanding objectives-** *Students will recognize and appreciate the blessings in their lives—such as family, food, friends and nature.*
- 3. Application objectives-** *Students will appreciate a personal connection with the divine through praise and acknowledgment of God as the provider.*
- 4. Skill objectives-** *The students will be encouraged to recognize daily joys, fostering a positive outlook and mindfulness of their environment.*

Previous Knowledge Testing-

- 1. Name some things of nature.*
- 2. How can you Thank God for providing you everything?*

Teaching Aids- *Chalk , duster, blackboard, chart, flashcards, book.*

Pedagogical Strategies-

The teacher will recite the poem and the students will repeat after her. The teacher will tell the students how to recite the poem with proper intonation and voice modulation. Reference to the context will be done in

the notebook through discussion method. Back exercises will be done in the calyx book.

Hands on Activity-

Students will be asked to make a Thank You Card to whom they admire the most in their English notebooks. The students will share their ideas.

Art Integration-

The students will be asked to draw or paste a picture of some beautiful things that they can see in the nature in their English notebook and write a few lines on it.

Recapitulation-

Reference to context will be revised in the class. Students will be asked to recite the poem in a group.

Resource Including ICT (Information and Communication Technology)-

E-book, work books, internet

https://youtu.be/YkdmiCQPibI?si=-GnM1zR7EUWf94_e

Assessment Items- *Practice of reference to context will be done in the notebook. A few questions will be asked to check the students understanding.*

Feedback and Remedial Teachings- *To improve the reading skills of slow learners, more reading practice will be given. They will be encouraged to read different poems by different poets.*

Inclusive Practices and Full Participation Without Discrimination-

**Reading different poems*

**Watching Videos*

**Read loud*

**Composing short poems*

**Collaboration*

Topic Reading Comprehension

Learning Outcomes-

1. Knowledge Objectives- The students will be able to comprehend any given passage
2. Understanding Objectives- Familiarizing the students with different writing styles and different text genres.
3. Application Objectives- Helping the students to expand their vocabulary and learn new Vocabulary in context.
4. Skill Objective- Cultivating in the students the love for reading and developing their oral and silent reading skill.

P.K Testing-

1. What is an unseen passage called ?
2. What are the steps of doing 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 also be told to read silently. Then they will be told to read the question carefully .Thirdly, they will be told to mark the answers

by underlining or putting the answers in brackets. Finally, the students will be asked to write the answers in the given spaces.

Hands on Activity-

To give a spark to comprehension reading ,the teacher will take few popsicles and write Questions colourfully from the given passage. These popsicles will then be put in a cup. One by one, the students will be asked to pick up the popsicle and answer the questions. This will be a real fun for the students.

Art Integration- The students will be asked to paste or draw the pictures.

They can also be asked to make colourful flashcards for the activity.

Interdisciplinary Linkages and infusion of life skills-

The students will be able to understand and comprehend the topics related to different subjects.

Recapitulation- Oral revision will be given time to time.

Resources including ICT- e-books, internet, workbook, textbook.

Assessment Items-To Check the conceptual Clarity, various types of assessments will be done. Passage from the textbook will be done.

Feedback and Remedial Teaching- Students who need special attention will be given more practice worksheet.

Inclusive practices and full participation without discrimination

- Reading different paragraphs
- Group activity
- Flash cards
- Workbook
- Textbook
- Collaboration

Month- July

No. of days required to complete the topic-25

Topic- Lesson 4 Jas meets a Fairy

Lesson 3 Nouns (Grammar book)

**** Common Nouns and Proper Nouns***

**** Picture Composition***

**** Pronouns***

Learning Outcomes

1. Students will be able to *develop foundational literacy by reading aloud, recognizing words, and understanding the sequence of events.*
2. Students will be able to *enhance speaking and listening skills through interactive storytelling and role-playing.*
3. Students will *foster a sense of care, empathy and respect for nature and all living creatures.*

Previous Knowledge Testing

1. *What do you see in the park or garden?*
2. *Do you like fairy tales?*

Teaching Aids- Textbook, blackboard, chalk, pictures showing of garden, fairy tale, flowers.

Pedagogical Strategies

The teacher will read the lesson and the students will repeat after her. The students will be asked to mark new words in the book. The teacher will explain the lesson. Through this story, the students will learn to foster imagination by exploring the concept of magic and fantasy creatures.

Word meanings, make sentences, question answers will be discussed and students will note then down in

their notebooks. Back exercises and activities will be done in the calyx book.

Hands on Activity (Experiential Learning)

Students will be asked to narrate their favourite fairy tale. They will share their ideas in a group.

Art Integration

Students will draw or paste a picture of fairy in their notebook and write a short story related to a fairy in their notebook.

Interdisciplinary linkages and infusion of life skills .

Students will come to understand the difference between fantasy (fairies) and reality.

Recapitulation- will be done oral revision will be given.

Resource including ICT (Information and communication Technology)- eBook, Work Books, Internet

<https://youtube.com/shorts/TW6dyl5q1NQ?feature=shared>

Assessment Items-

- 1. Dictation will be given from the lesson to make students learn new words and spellings.*

2. Test of question answers and word meanings will be given to test their understanding of the lesson.

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 and do practice of spellings.

Inclusive practices and full participation without discrimination-

*Group Activity

*Reading Activity

*Watching Videos

*Flash Cards

*Hands on Learning

*Language Game

Topic- Picture Composition (Writing Section)

Learning outcomes-

1) Knowledge objective- The Students will be able to describe any given picture.

2) Understanding objectives- It will reinforce vocabulary and reading Comprehension. It will also enable the student to express their ideas clearly.

3) Application Objectives- Students will be able to understand and decide stories. They will also enhance their ability to analyse a given picture and write about it.

4) Skill Objectives -The Students will be able to learn how to speak and built sentences.

Previous knowledge testing- The student will be asked;-

a) You study in which school?

b) How many rooms are there in your school?

c) In which class do you study?

d) How many playgrounds are there in your school?

Teaching Aids- chalk, duster, board, book, chart, lab.

Pedagogical Strategies- The teacher will show a picture from the book and the student will be asked to observe the picture carefully. Then they will be asked to write few points about it. Using those points, they will be asked to frame sentences. The students will be asked to use the correct verb, tense, articles etc.

Hands on activity – Picture can be great tool for helping students acquire vocabulary, practice

pronunciation and work on writing and oral language skills.

Activity- The class can be divided into four groups. Each group will be asked to write few lines about the given picture.

Art Integration- The students will be asked to paste or draw the pictures carefully.

Interdisciplinary linkages and infusion of life skills-
Student will be able to learn how to access, understand, employ and synthesis the expertise from various disciplines. Students can be given pictures, related to the plants, buildings, sports, playground etc.

Recapitulation- Oral revision will be given time to time.

Resources including ICT (Information and Communication Technology) – e books, workbooks
Internet

<https://youtu.be/EFdJIFYDBp8>

Assessment Items- To check the conceptual clarity, various types of assessment will be done. Pictures in the course book will be done. Revision assessments will be given.

Feedback and remedial Teaching- Students(Slow learners) will be asked to practice more picture

composition. They 'll be encouraged to observe carefully and express their ideas with correct formation of sentences.

Inclusive practices and full participation without discrimination –

- *Group activity*
- *Flashcards*
- *Charts*
- *Hands on activity*
- *Collaboration*
- *Books*

Month- August

No. of teaching days required to complete the topic-
23

Topic- Animals Homes (poem)

Lesson 5 Little Red Riding Hood

**** Adjectives (Describing Words)***

Learning Outcomes-

- 1. Knowledge objectives-** *The students will learn about rhyming words and get knowledge about intonation and voice modulation.*
- 2. Understanding objectives-** *The students will learn to identify that animals live in diverse places like holes, trees, water and nests.*
- 3. Application Objectives-** *The students will learn to Recognize that animal homes offer shelter, food and protection from danger.*
- 4. Skill objectives-** *Student's reading , writing and listening skills will be improved.*

Previous Knowledge Testing-

- 1. Do you like animals ?*
- 2. What is home of a bird called?*

Teaching Aids- *chalk, duster, board, book, chart.*

Pedagogical Strategies-

The teacher will recite the poem and the students will repeat after her. The teacher will tell the students how to recite the poem with proper intonation and voice modulation. Reference to the context will be done in the notebook through discussion method. Back exercises will be done in the course book.

Hands on Activity- *The students will be asked to share their experiences about the knowledge of the homes of different animals.*

Art Integration- *Draw or paste pictures of different homes of animals.*

Interdisciplinary Linkages and Infusion of Life Skills-

Through this poem, the students will learn about the specific terms for animal homes (e.g. kennel, hive, burrow, web etc).

Recapitulation-

*Reference to context will be revised in the class.
Students will be asked to recite the poem in a group.*

Resource Including ICT (Information and Communication Technology)-

E-book, work books, internet

<https://youtu.be/dOloDj-5ULE?si=NMqx3liJGU1rd9kT>

Assessment Items- *Practice of reference to context will be done in the notebook. A few questions will be asked to check the students understanding.*

Feedback and Remedial Teachings- *To improve the reading skills of slow learners, more reading practice*

will be given. They will be encouraged to read different poems by different poets.

Inclusive Practices and Full Participation Without Discrimination-

**Reading different poems*

**Watching Videos*

**Read loud*

**Composing short poems*

**Collaboration*

Month- September

Revisions and half yearly exam.

