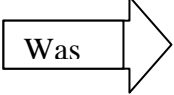
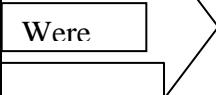


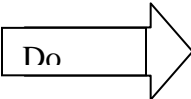


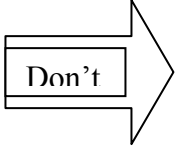
		<p>hear early in the morning e.g. birds chirping , leaves rustling etc</p> <p>*To write the answers of simple questions based on Poem</p> <p>*To give various contrasting / similar situations to emphasize the use of And and But</p> <p>* To explain the degree of comparison of adjectives and. Children write down a paragraph using</p>	<p>Flash cards</p> <p>Visuals on degree of</p>	<p>imaginatively and creatively</p> <p>Able to combine sentences using 'and' and 'but'</p> <p>Able to use degrees of comparison of adjectives in</p>		
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			<p>positive comparative and superlative forms</p> <p>* To speak about morning scene</p> <p>*To write new words and language items in cursive way</p>	<p>comparison</p> <p>Picture of morning scene</p> <p>Flash cards</p>	<p>speaking and writing</p> <p>Able to use the new words in proper context</p>		
April & May		<p>Neha's Alarm Clock Language Items-</p> <p>1.Use of preposition</p> <p>2.Revision of Degrees of comparison &amp;Punctuatio</p>	<p>*Children to read the story aloud with proper expression, pronunciation and gestures</p> <p>*Children to read silently followed by</p>		<p>Able to read with understanding</p>	<p>Personal Value-</p> <p>Punctuality in Value life</p> <p>Respect for nature.</p>	20

		<p>n</p> <p>4..Use of</p> <p>Was </p> <p>Were </p> <p>5.Framing questions using –Who, Why</p>	<p>question-answer activity to test their understanding</p> <p>*To dramatize the play</p> <p>*To discuss the importance of Time and Punctuality in the class</p> <p>*To introduce word building games</p>	<p>Puppets, masks &amp; related pictures</p> <p>Puzzles</p>	<p>Able to exchange his or her ideas with peers</p> <p>Able to use new words in proper context</p> <p>Able to use common punctuation marks</p>		
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			<p>*Children to punctuate a given passage</p> <p>*To write new words &amp; language items in cursive hand</p> <p>*To use Was and Were in meaningful sentences followed by a paragraph writing</p> <p>*To state- Who said to Whom</p> <p>*To make sentences using 'Who' and Why</p> <p>*To write composition on morning scene</p>	Clues on flash cards	Able to write a paragraph describing the activities in progress in past (Use of was & were)		
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			*To write words related to Clock	Model of a Clock			
June & July	Self Esteem & Satisfaction  Respecting individuality	Noses (Poem) Language Items-  1Punctuation . 2. Action words,(verbs as doing words)  5.. Use of  	*Children to recite the poem with proper intonation  *Discuss different types of faces after observing their friends' face in class  *To pick out the rhyming words  *To write new words in cursive way	Illustrations of different types of faces  Rod puppets with different type of faces  Picture cards	Able to recite and appreciate  Able to do creative writing	Personal value-Hygiene (Love for self body & taking care of each body parts )	14

			<p>*To drill the use of Do and Don't followed by the production of the same by children in a paragraph</p> <p>*To punctuate the given passage</p> <p>*To show pictures and ask them to frame sentences using action words</p> <p>*To write new words and language items in cursive hand</p>	Picture cards	Able to use new words in proper context		
June/July		The little Fir tree	*Children to read the lesson aloud with proper		Able to read and understand the story	Interpersonal value - Feeling of	18

		<p>Language Items-</p> <p>1. Noun(opposite words )</p> <p>2. Punctuations (Sign of exclamation!)</p> <p>3..Use of</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 5px;">In</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 5px;">im</div> </div> <p>5. Use of Past continuous sentences</p>	<p>pronunciation, expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*To write five sentences on different types of trees</p> <p>*To re- write the sentences using sign of exclamation</p>	<p>Picture panorama</p> <p>Role play</p> <p>Picture of different trees</p> <p>Strips of story sequences</p>	<p>Able to write a paragraph showing the actions in progress in past</p> <p>Able to find out the opposites of nouns from the story</p> <p>Able to identify homophone</p>	<p>brotherhood</p>	
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			<p>*Drilling the use of past continuous to show an action in progress in past followed by the production of the same in a meaningful paragraph</p> <p>*To change the circled Words to Its opposites (Using- un/im )</p> <p>*To write a paragraph on our National Bird</p> <p>*To find out Homophones</p> <p>*To write new</p>	<p>Two containers of bio degradable &amp; degradable waste</p> <p>Picture cards</p> <p>Flash cards</p> <p>Visuals on Homophones</p>	<p>Able to use of the new words in proper context</p>		
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			<p>words &amp; language items in cursive hand</p> <p>*To talk about Indoor games/ outdoor games</p> <p>*To listen to the sounds of singing bird on CD. and speak a few sentences on it</p>	<p>Spelling cards</p> <p>Picture of games</p> <p>CD on birds</p>	<p>Able to carry out a brief conversation involving seeking /giving information</p>		
August	<p>Importance of games &amp; sports</p> <p>Building concentration</p>	<p>Run (Poem)</p> <p>Language Items-</p> <p>1.Verbs (doing words)</p>	<p>* Warm up exercises and to speak a few lines on how do they feel?</p>		<p>Able to recite the poem with proper modulation, rhyme and rhythm</p>	<p>Personal values- Hygiene (personal Fitness )</p>	8

		<p>2.. Frame questions with Why, Where ,How many ,What are , Where are , How is/are</p>	<p>*To recite the poem with proper action and intonation</p> <p>*To recite another related poem by involving children in racing game</p> <p>*To frame questions after seeing pictures and ask questions starting with Where..., How many..., What are..., Where are..., How is/are... from each other</p> <p>*To observe and explain the</p>	Picture Cards	<p>Able to frame questions using where, How, Why, What</p> <p>Able to carry out a brief</p>		
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			<p>picture ...</p> <p>*To discuss the importance of games and sports in their lives.</p> <p>*Children to speak about their favourite game</p> <p>*To write rhyming words</p> <p>*To write correct spelling e.g. Tr__ Pl__se.</p> <p>*To introduce words ending with -'ing'e.g. racing, jumping,</p>	<p>Spelling cards</p> <p>Flash cards</p>	<p>conversation involving seeking /giving information</p> <p>Able to use verbs (doing words) in sentences</p>		
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			running etc.  *To write new words in cursive hand		Able to use new Language Items in proper context		
August		Nasruddin's Aim (Prose)  Language Item-  1.Use of ly and ing words	*Children to read the story aloud with proper expression. pronunciation and pause  *Children to do silent reading followed by question-answer activity to test their understanding  *To drill new words in proper context	Picture Cards  Related pictures  Model of bow and arrow and target	Able to read with correct pause and pronunciation	Interpersonal Values-  Games and taking turns  Co-operation  Sharing  Polite manner	12

			<p>*To dramatize /Role Play of the story</p> <p>*To change the words by adding- ly &amp; frame sentences</p> <p>*To make words using –ing</p> <p>*To answer simple Questions based on picture</p> <p>*To develop the story through the strips/ Pictures and put the story in right sequence</p>	<p>Picture cards</p> <p>Strips written / Pictures for developing story</p>	<p>Able to exchange the idea with peer</p> <p>*Able to write a short description of any event e.g. cricket</p>		
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			<p>Creative Writing-</p> <p>1.To write a paragraph on archery/ cricket</p> <p>2.To write 10 sentences on favorite sports/ games</p> <p>*To look up new words in the dictionary</p> <p>*To write new words in cursive hand</p> <p>*PROJECT---</p> <p>To make a picture folder by cutting sports picture from newspaper and magazines</p> <p>Integration with Hindi Text Rimjhim 'Narsuddin ka</p>	<p>Model of Archery/ Cricket</p> <p>Clues on Flash cards</p> <p>Spelling cards</p>	<p>Learns to use new words and language items in proper context</p>		
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			chamatkar				
August	<p>Sense of imagination curiosity, wonder and Creativity</p> <p>Developing self expression courage &amp; spontaneity</p>	<p>Why (Poem)</p> <p>Language Item- 1.</p> <p>Framing questions with Why, Have, Do.</p>	<p>*Children to play games in which they become statues and pose for different expressions like smile, think etc. Each child of different groups to explain in simple sentence why is he smiling? What is he Thinking? through his imagination.</p> <p>*Children to recite the poem with proper intonation</p>	<p>Clues on flash cards</p> <p>Flash Cards on rhyming words</p>	<p>Able to recite the poem with proper gestures &amp; intonation</p>	<p>Personal Value- 6</p> <p>Develops creativity and Power of imagination</p> <p>Natural values - Develops love for nature</p>	



			<p>*To see the picture (nature) &amp; write about it</p> <p>*Children to frame questions using Why, Have , Do</p> <p>*To make correct words from the jumbled up</p> <p>To write new words in cursive hand</p> <p>To speak about</p>	<p>Picture cards on clouds, sea trees etc</p> <p>Flash cards</p> <p>Clue words on flash cards</p>	<p>Able to write a short composition on the given picture</p> <p>Able to use the new words in proper context</p>		
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			<p>curious boy mentioned in the poem</p> <p>*PROJECT--Try to make/ search some more poems on 'why' eg.  Why do stars twinkle in the night?  Why does the sun shine bright?  Why are trees so high?  Why are the deserts very dry?</p>		Able to exchange ideas with peer		
September	Be courageous & brave	Alice in wonderland	*Children to read the story	Flash cards on new words		Natural/ scientific value-	6

	<p>Be self reliant no matter what hurdle comes in your way</p>	<p>Language Item- 1. Adjectives, Adverb (words with similar meaning) e.g. To walk fast  2.(noun) opposites  3. Framing questions with-How Where, Can, Why</p>	<p>aloud with proper pronunciation, expression &amp; pause</p> <p>*Children to read the story silently for understanding followed by question-answer activity</p> <p>*Dramatization of the story / role play</p> <p>*Drilling of framing simple questions using-How, Where, Can, Why and children to ask questions to each other</p>	<p>Puppets &amp; masks</p>	<p>Able to read and understand the story .</p> <p>Able to exchange his or her ideas with peers</p>	<p>Care for animals</p>	
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			<p>*To give opposite word for the given words &amp; frame sentences using it</p> <p>*To observe the picture cards &amp; write a story</p>	Flash Cards			
			<p>*To write a paragraph after listening to the teacher (Dictation)</p>	Paragraph from story	Able to write a short description of a person		
			<p>*To find one word from the story e. g. To walk fast-----</p> <p>*To rearrange the words to make meaningful sentences</p>	Clues on flash cards	Able to use new words and new language items in proper context		
			<p>*To write a</p>				

			<p>paragraph on Alice</p> <p>To write new words in cursive hand</p> <p>*To speak about rabbit mentioned in the story</p> <p>*To talk about night scene</p> <p>*To narrate the story in their simple language</p> <p>*Project-- Children to draw a garden of their dream and write about it</p>	Masks, pictures	<p>Able to carry out a brief conversation involving seeking / giving information</p>		
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September		<p>Don't be afraid of dark (Poem) Don't give up (Poem)</p> <p>Language Items-</p> <p>1.Compound words 2.Contractio ns e.g. didn't, Wouldn't 3.Double letter words (noun, adjective,) 4. Noun(opposite)</p>	<p>*A blindfold game where children 'follow the leader '-the game can be initiated to give children sense of joy &amp; participation</p> <p>*To recite the poem with proper intonation</p> <p>*Children to write ten sentences on the picture depicting night</p>	<p>Flash cards on new &amp; rhyming words</p> <p>Picture of night scene</p>	<p>.</p> <p>Able to recite the poem with proper rhyme and rhythm</p> <p>Able to develop sensitivity against violence/anger</p> <p>Able to write a short composition based pictures</p>	<p>Personal Value- safety</p>	<p>6</p>
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			<p>scene &amp; on importance of sun</p> <p>*Children to sit in groups with different pictures &amp; exchange ideas on importance of moon, Sun &amp; stars</p> <p>*To ask questions based on stanza from the poem</p> <p>*To write- Don't – do not Won't – will not</p> <p>*To depict the words with the help of illustrations eg. Moon + light = moonlight</p>	<p>Picture cards On moon, stars &amp; sun</p> <p>Spelling cards</p>	<p>Able to exchange his or her ideas with the peer</p> <p>Able to use the contracted forms in speaking and writing</p>		
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			<p>*To write new words and language items in cursive way.</p> <p>*Children to use the words in their own sentence showing correct meaning(s) Deer – Dear, Son – Sun, Too – to, one – won</p> <p>*To talk about night scene</p>	<p>Flash cards on new words</p> <p>Visuals on homophones</p>	<p>Able to use the new words in proper context</p> <p>Able to exchange his or her ideas with the peer</p>		
September		Helen Keller	* Children to read the story with proper	visuals on picture & CD	Able to read and understand	Personal values-	8



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



			<p>animal you love'.</p> <p>*To fill in the blanks with rhyming words</p> <p>*To make words using the letters of the word 'stable' and write the names of the animal which live in a stable</p> <p>*Children to understand the full form of l`d and He `d---and use them in proper sentences</p> <p>*To write new words in cursive hand</p>				
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October		<p>Milkman's Cow</p> <p>Language Items</p> <p>1 Simple Present and Simple Past Tense</p> <p>2.</p> <div data-bbox="453 786 663 873" style="border: 1px solid black; padding: 2px; display: inline-block;">Adjectives</div> <p>3. Noun (opposites)</p>	<p>*Children to read the story aloud with proper pronunciation, expression &amp; pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Drilling the use of simple present and simple past in proper context and production of the same in a meaningful paragraph</p> <p>*To underline</p>		<p>Able to read and understand the story</p> <p>Able to write two meaningful paragraphs using Simple Present &amp; Simple Past in proper context</p> <p>*Able to</p>	<p>Social Value---- Dignity of labour (People having different Roles e.g. .Driver, gardener, peon etc.) and Respecting people who help us in society</p> <p>Importance of being kind</p>	9
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			<p>opposites, describing words and homophones from the lesson</p> <p>*Children to punctuate a short passage</p> <p>*Role play of any animal using mask</p> <p>*To tell the jokes to create laughter in the class</p> <p>*To write the past form of the given verbs e.g. Know-knew</p> <p>*To complete the picture cards of various occupations and write one/ two sentences about</p>	<p>Picture Cards</p> <p>Picture Cards</p>	<p>punctuate a passage using common punctuation marks</p> <p>Able to exchange his or her ideas with peers</p>		
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			<p>each occupation</p> <p>*To arrange the picture cards in proper sequence and develop/ write a story</p>				
November	Love & understanding	Hiawatha (Poem)	*Children to recite the poem with proper	Scene of jungle & Puppets	Able to recite the poem with proper	Natural/ scientific Values-	12

	Communication, mother tongue & multi-lingualism	Language Item 1. Pronouns	intonation  *Children to narrate their experiences  *Role play/dramatization of the poem as Mowgli  *Children to write 10 sentences on Hiawatha  *To show the visual on birds and animals and Children to	Visuals on Homophones  Scene of jungle. & Puppets Picture of Hiawatha	pronunciation, expression & pause  Able to talk about various animals, birds & their way of living	Care for Pets animals & birds  Logical enquiry	
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			<p>discuss their ways of living</p> <p>*Teacher to help the children to learn the words beginning with 'h' sound using slip-in sound cards</p> <p>*To find out homophones,</p> <p>*To write picture composition on different birds and animals</p> <p>*To show flash cards on animals and their homes</p> <p>*To match the animals with their homes</p>	<p>Visuals on birds and animals</p> <p>Visuals on homophones</p> <p>Flash Cards</p>	<p>Able to use the new words in proper context</p>		
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			<p>*To fill the blanks of a given passage using pronouns</p> <p>*To talk about jungle scene</p> <p>*To make a crown with feathers</p>	Pictures of animals	<p>*Able to carry out a brief conversation involving seeking / giving</p>		
November		<p>The scholar mother's tongue(prose)</p> <p>language items</p> <p>1 action words-Ing words</p> <p>2 describing words</p> <p>3 adverbs</p> <p>4 articles – a, an &amp; the</p>	<p>*Children to read the story aloud with proper pronunciation, expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Drilling the use of articles a, an,</p>		<p>Able to read the story with understanding</p> <p>Able to use articles while</p>	<p>Universal Human Values-</p> <p>Respect for all languages</p>	15

			<p>and the , and the production of the same in a paragraph</p> <p>*Drilling of the use of describing words and adverbs</p> <p>*Children to solve given cross wise puzzles with clues / pictures</p> <p>*Children to create a class drama where they play the role of mummy, papa, nani etc. and the rest of the class to ask them about their favourite food, clothes, stories etc.</p>	<p>Visuals on articles</p> <p>Cross wise puzzles</p> <p>Puppets mask toys</p>	<p>expressing his/her ideas on any topic</p> <p>.</p> <p>Learns the use of new words in proper context</p>		
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			<p>*Children to write the articles they would like to carry for a camping holiday in a paragraph</p> <p>*Children to make a class dictionary with words from the story</p> <p>*Children to make new words using `ly`          *To write new words in cursive hand          *To make peers speak in their language.</p>	<p>Spelling cards</p> <p>Flash Cards</p>			
December	Develops love & care for nature. Caring for plants & trees	Watering rhymes (poems) language items – 1. silent	*Children to recite the poem with correct pronunciation and intonation		Able to recite the poem with proper rhyme and rhythm	Natural/Scientific Value- Respect for the environment.	4

	Plants and trees important for existence of life	<p>letters 2. Punctuations</p>	<p>*To play word building games like antakshiri. *To pick out silent letters from the words e. g. Knit</p> <p>*To find out “ing” words *To write slogan on importance of water</p> <p>*To punctuate the sentences</p> <p>*To give homophones for the given words</p> <p>*To express their ideas fluently on the topic- Plants &amp; its importance Including ways</p>	<p>Flash cards on words</p> <p>Spelling cards on silent words</p> <p>Spelling cards. Drink- ing</p> <p>Flash Cards</p>	<p>Able to exchange his or her ideas with peers</p> <p>*Able to Use</p>		
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			<p>that could help protect endangered plants in their school</p> <p>*To write new words in cursive hand</p> <p>*To fill in the letters to complete the word</p> <p>* To observe plant and identify different parts.</p> <p>*Project-- Poster making showing pollution</p> <p>*To collect some advertisement about pollution/ green world</p>	Spelling Cards	<p>appropriate spoken &amp; written language in meaningful contexts/ situations</p> <p>Able to use the new words in proper context</p>		
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			<p>composition on trees</p> <p>*Children to write a letter to their friend describing the importance of trees</p> <p>*To write slogans on importance of trees</p> <p>*To narrate any other related story</p> <p>*To fill in the blanks with singular/ plural</p> <p>*Children to write sentences- who said to whom</p> <p>*Project- Save</p>	<p>Visuals on plurals</p> <p>Flash cards</p>			
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			<p>the trees in the school compound , weekly watering of trees, clearing of weeds in kitchen garden</p> <p>*Linked with BASAVA'S FARM in EVS</p>				
January	Reading books is a pleasant & meaningful activity.	<p>Books (poems) Language Items</p> <p>1. Words with</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Suffix</div> <p>Ell, ee, ail, ook,</p> <p>2.</p>	<p>*Children to recite the poem with correct intonation</p> <p>*Children to write short composition on importance of books</p> <p>*To make word family 'ell' 'all' 'ee' 'ook'</p>	Spellings cards	Able to recite the poem with proper rhyme and rhythm	Importance of books	12

		Articles	<p>*To fill in the blanks using Articles</p> <p>*To write new words in cursive way</p> <p>*To conduct Interview with Librarian</p>	Alphabet cards	Able to use the new words & language items in proper context		
January	Books and joy of reading	<p>Going to buy a book (Prose)</p> <p>Language items 1 framing question with should 2 Punctuations</p>	<p>*Children to read aloud the story with correct pronunciation and pause</p> <p>*Children to do silent reading followed by question-answer session to test their understanding</p>	<p>Flash cards on new words</p> <p>Clue words on flash cards</p>	Able to read the story with understanding	<p>Spiritual Values-</p> <p>Stories from the holy classical books</p>	15

		<p>drill</p> <p>3 Describing words</p> <p>.</p> <p>4 Use of future time</p> <p>5 use of and, or</p>	<p>*Drilling of new language items followed by the production by children in a meaningful paragraph</p> <p>*Children to tell about the books they have read and narrate a story which they like most</p> <p>*To write a short paragraph on importance of books</p> <p>*To punctuate the given passage</p> <p>*To fill the blanks using describing words (adjectives)</p>	<p>Clues on flash Cards</p>	<p>Able to carry out a brief conversation involving seeking / giving</p> <p>Able to use the new words and language items in proper context</p> <p>Able to exchange his or her ideas with peers</p>		
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			<p>*Children to talk about the visit to a book shop</p> <p>*To enact a situation in which children go to borrow a book from the school library</p> <p>*Make a book mark and write five Sentences stating the necessity of book mark</p> <p>* write new words in cursive hand</p> <p>*To complete the words ___ ell, ___</p>	<p>Rod puppets,</p> <p>Old greeting cards, papers, glues, card board for making book marks</p> <p>Spelling Cards</p> <p>Spelling cards</p>			
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			<p>ee, ___ uk Jumbled letters. *To make questions using 'Should '</p> <p>*To complete a given dialogue by filling 'and'/ 'or' in the blanks</p>	Flash Cards			
February	<p>Importance of art &amp; craft</p> <p>Importance of creativity</p>	<p>The naughty boy (Poem)</p> <p>Language Item- 1.Describing words 2.Revision of Naming words</p>	<p>*Children to recite poem with proper intonation</p> <p>*Children to speak about the places they have visited</p> <p>*To describe the behavior of students</p>	<p>Visuals on various places of tourist interest</p>	<p>Able to recite the poem with proper rhyme and rhythm</p> <p>Able to carry out a brief conversation involving seeking / giving information</p>	<p>Respect for other cultures. Value for our cultural heritage Unity in diversity. Respect for different religion</p>	11

			<p>.</p> <p>.</p> <p>* use' slip in' rhyming cards and write them down</p> <p>*Children to identify describing words</p> <p>*To match the Nations to their nationality</p> <p>*To write a few lines about the naughtiest child in their class</p> <p>*Narration of any experience in first person (A visit to</p>	<p>Spelling Cards</p> <p>Rhyming words</p> <p>Flash cards</p> <p>Clues on Flash cards</p>	<p>.</p> <p>Able to know Nationality of different Nations</p> <p>*Able to</p>		
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		<p>school library)  *Children to speak on any one book they like most</p> <p>*To solve a word maze with describing words</p> <p>*To write down the names of things made of wood that they see around them</p> <p>*To add suitable adjectives to the given nouns</p> <p>*To prepare four placards – Metal, Wood, Rubber, Cloth and sort out the various things given in the list</p>	<p>Flash Cards</p> <p>Spelling Cards</p>	<p>exchange his/her ideas with the peers</p> <p>Able to use new words in</p>		
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			<p>into the correct group</p> <p>*To write new words in cursive hand</p> <p>*To write name of countries &amp; their capitals.</p>	Spelling cards	proper context		
February		<p>Pinocchio</p> <p>Language Items-</p> <p>1.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">Suffix</div> <p>– Er, ness, ity,ty,r.id</p> <p>2.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">Prefix</div> <p>Dis, Un, In</p>	<p>*Children to read aloud the story with correct pronunciation, expression &amp; pause</p> <p>*Children to do silent reading followed by question-answer activity to test their Understanding</p> <p>*Drilling of new words and language items</p>		<p>Able to read the story with proper understanding</p> <p>Able to do some creative writing</p>	Righteous conduct	13

		3.Synonyms	<p>in proper context</p> <p>To write sentences on the tools of a carpenter</p> <p>*to make opposites using 'dis' and 'in' as prefix</p> <p>*Teachers to narrate a story from Panchantra and children to narrate this story in their</p>	<p>Clues on flash cards e.g. Bench, poker, and plane.</p> <p>Flash cards</p> <p>Books from the class library</p>	<p>Able to carry out a brief conversation involving seeking / giving information</p> <p>Able to exchange his/her ideas</p>		
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			own words		with the peers		
			*To talk about any puppet play that they have seen	Rod puppets			
			*To add 'er' 'r' to the doing words *To give another word for strange, surprised	Spelling cards	Able to use the new words in proper context		
			*To make stick puppets, finger Puppets and glove puppets	Glue, colour ,paper			
			*To dramatize the lesson with script written in simple sentences	Puppets masks			
			*To write synonyms of the	Spelling cards			

			<p>given word.</p> <p>*To write new words in cursive hand</p>				
February & March			Revision				Remaining periods

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

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