

ACADEMIC PLAN FOR CLASS I

Week/ Month	Unit/ Key Concepts	Suggestive activity	Suggested Resources
Wk 1 /April Class Readiness and Exposure to Language for Building Familiarity with the Language	Myself	Pin Up Activity: Teacher will provide pin ups with names and pin them up on the shirts of the students and students will speak out their names and talk about themselves with teacher and the things in the class Exercise : 'Circle the things in class '	Worksheet *
	Join the Dots	The student to draw on the dots (horizontal and, vertical lines, slant lines, zigzag lines, semi circles) Worksheet in Fun With Writing	
	Poems/songs	Activity : Singing Week Song One, two buckle my shoe...(rhyme) Animals(Old Mac Donald) Alphabet Song (Identification of alphabets from worksheet) Fun With Writing	Text of poems/songs*
	Names of fruits and Vegetables	Prompting Activity (Teacher will show the flash card of some fruits and vegetables {Apple, Banana, Orange, Grapes, Mango. Tomato, Potato, Pumpkin, Lemon and Capsicum } and call out their names and students will prompt it after her) Exercise: Fill the colours in outline fruits (Apple, Banana, Orange, Grapes, Mango) Worksheet of 'Identification of Fruits' Fun With Writing Worksheet of Identification of Vegetables Fun With Writing Activity : create a fruit shop in the class by bringing real	Flash card of common fruits and vegetables{Apple, Banana, Orange, Grapes, Mango. Tomato, Potato, Pumpkin, Lemon and Capsicum } * Worksheet with Outline of fruits and vegetables *{Apple, Banana, Orange, Grapes, Mango. Tomato, Potato, Pumpkin, Lemon and Capsicum }

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	<p>Drawing/ coloring as precursor to writing</p> <p>Identification of Basic Colours</p>	<p>fruits(students will bring one fruit each) ,Fruit Chat to be prepared and tasted Exercise: Listen and Circle (Teacher will name the fruit and students will encircle it)</p> <p>Drawing/ coloring Identification Activity (Teacher will show Flash card of basic colors to students and give real life examples e.g Red: colour of school Building, Green: Colour of Leave, Blue: Colour of School Uniform, Yellow: Colour of Banana) colours (Red, Blue, Green, Yellow) Drawing Exercise: Fill the basic colours in blank boxes</p> <p>Fill the colours in traffic lights Worksheet provided in Fun With Writing Let's Colour Ronnie (worksheet) Worksheet provided in Fun With Writing Assessment Sheet of Fruits and Vegetables Worksheet provided in Fun With Writing Assessment sheet of Colours (Colour Bala) Worksheet provided in Fun With Writing</p>	<p>Real Fruits</p> <p>Worksheet*</p> <p>Flash card of Basic Colours *</p> <p>Blank boxes *</p>
<p>Wk 2/ April Class Readiness Introduction to Language for Building Familiarity with the Language</p>	<p>Practice the strokes</p> <p>Animals/Birds</p>	<p>The student to draw strokes (horizontal and, vertical lines, slant lines, zigzag lines, Semi circles) Worksheet provided in Fun With Writing</p> <p>'A Joyride on the Train' (Teacher will call out the names of various animals and students have to draw an arrow from its point of origin.) Worksheet provided in Fun With Writing</p> <p>Identification Activity: Teacher will show the flash card* and call out the names of animals and birds the students will repeat after her (Names of common animals e.g Tiger,</p>	<p>Flash Cards of Animals and Birds*</p>

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	Shapes	<p>Elephant, Dog, Cat, Cow. Birds: sparrow, Pigeon, Parrot ,hen</p> <p>Exercise: Lets colour Fill the pictures of Outline animals and birds.</p> <p>Shape of Square, Circle, Triangle and Rectangle Activity: Create a clown (cut the given shapes and paste them to create a clown) Work sheet provided in Fun with Writing Activity: Create shapes with straws, Activity: 'Trace the Circles on Mini's Frock and colour' Work sheet provided in Fun with Writing</p> <p>Exercise: complete the picture by colouring the different shapes as per the colour scheme Work sheet provided in Fun with Writing</p>	Worksheets /Outlines of Birds and Animals *
Wk3/May	<p>Unit 1 A Happy Child (Building familiarity with language, recitation of the poem)</p> <p>Vocabulary Building</p>	<p>Recitation of poem with emphasis on Clear speech Correct pauses Activity Distribute smilies to students. Ask them to Exercise Draw different kind of facial expressions showing emotions</p> <p>Activity Teaching in familiar linguistic context (Pronunciation Card) Additional similar sounding/ rhyming words e.g see, bee, fee, cat , bat , mat</p> <p>Activity for Developing psycho-motor skills Practice Letters of Alphabets(Lower Case) Drawing your own hand(outline)</p>	<p>Smilies Worksheet*</p> <p>(Pronunciation Card) * Rhyming word card*</p>

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		Drawing your Face Worksheets provided in <i>Fun with Writing</i>	
WK 4 and 5 /May	Three Little Pigs Good and bad Houses building material Straw Sticks bricks Family Animals (Domestic and Wild)	<p>Narrating story for better understanding by Role play Activity Sight Words, Sounds Exercise Comprehension check Dialogue slips</p> <p>Activity Talk about strength of different building materials Exercise Outline of different kinds of hut on which real straw, sticks, and pieces of bricks to be pasted</p> <p>Teacher will read out the reading card of 'Nonu's Family' and students will answer the oral comprehension <i>Reading card provided in Fun with Writing</i> Drawing Activity: Teacher draws his/ her own family tree on board Exercise students paste the pictures of family members and then talk about them with teacher</p> <p>Singing Song Activity 'Old MacDonald' (students will recall the names of domestic animals)</p> <p>Segregation Activity: students will be divided into two groups and they will be given two sheets of animals*. The teacher will help to cut the pictures in it and take out wild and domestic animals separately. The team who does it quickly will win.</p> <p>Developing psycho-motor skills Making circular movements with fingers on sand</p>	<p>Pronunciation card* Comprehension check card* Dialog card*</p> <p>Outline of huts*</p> <p>Outline Family tree *</p> <p>Old Macdonald Song (Text*)</p> <p>Cut out sheets of animals*</p>

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		<p>Freehand circular drawing by the child on paper practicing 'a', 'b' and 'c'</p> <p>Assessment sheet</p>	<p>Circular Drawing sheet*</p> <p>Assessment sheet*</p>
JUNE VACATIONS			
Wk 6/July	<p>Readiness after vacations</p> <p>Vacations Hometown Family Animals Colours</p> <p>Counting Body Parts Fruits and Vegetables</p>	<p>Talk about their</p> <p>Vacations, Native place Journey during the vacations{ let the child share its ideas}</p> <p>Worksheets on colours.* Worksheets on animals *</p> <p>Repetition of nursery rhymes</p> <p>Counting Body parts Worksheet on 'fill the basket with fruits and vegetables' Worksheet provided in <i>Fun with Writing</i></p> <p>Assessment sheets 1,2,3,4 Worksheet provided in <i>Fun with Writing</i></p>	<p>Worksheets on colours and animals *</p> <p>Text of rhymes*</p>
Wk 7/July	<p>Unit 2</p> <p>After a Bath</p> <p>Personal hygiene</p> <p>Body Parts</p>	<p>Recitation of poem with emphasis on Clear speech Correct pauses</p> <p>Activity</p> <p>Demonstrate the action of wiping using a hand towel Nursery rhyme on body parts Language game called 'Name what I Show' (Procedure: Teacher will touch his/ her body parts (the forehead, head nose, eyes etc.) and ask the students to name them.) Flash card of various body parts</p>	<p>Flash card of body parts*</p>

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		<p>Activity Read the text aloud follow forward chaining</p> <p>Exercise Pronunciation card Recognition of body parts and their names worksheet</p> <p>Activity: show a card to students of various things which they wear and on which body part.</p> <p>Activity: 'Talk about Self' teacher will initiate talking to students one by one and then they will be asked to talk about them individually addressing to the class</p>	<p>Pronunciation card Body Part recognition Worksheet*</p> <p>Circle the things worksheet*</p>
<p>WK 8/ July</p>	<p>The Bubble, the straw and the shoe</p> <p>Float and sink</p>	<p>Narrating story for better comprehension using puppet show and realia. New words through flash card</p> <p>Activity : to differentiate between things that float and sink.</p> <p>Activity Pronunciation card Circle the things that sink and float (Worksheet)</p> <p>Activity Short talk by teacher on 'saving water' this will sensitize students and enhance their interest in public speaking. Activity Group activity to improve spoken English of students</p> <p>Exercise Teacher will ask them to say small sentences about themselves</p>	<p>Use of bubble machine, straw and a shoe</p> <p>Flash card for 'Burst 'and 'Splash' Water bowl and things which can float and sink e.g. stone, leaf, pencil etc</p> <p>Pronunciation card* Circle the things that float and sink*</p>

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		<p>Exercise For freehand movement of hand the worksheet of 'journey of tadpole' to be done*</p> <p>Exercise Recognition of letters*</p> <p>Activity Alphabet recognition and writing worksheet*</p> <p>Activity 'Game' count the cutlery in kitchen</p> <p>Assessment sheet</p>	<p>Worksheet*</p> <p>Worksheet *</p> <p>Worksheet*</p> <p>Game card*</p> <p>Assessment sheet*</p>
Wk 9/July	<p>Unit 3 One Little Kitten (poem)</p> <p>Names of animals</p> <p>Counting (1-20)</p> <p>Identification of objects available in day to day life</p>	<p>Oral work with the help of games and flash cards Names of Animals (creating a virtual zoo)</p> <p>Cutting and sorting</p> <p>Activity Recitation of poem with emphasis on (tr+ sts) Clear speech Correct pauses</p> <p>Exercise</p> <p>Forward chaining Pronunciation card (drill) Phrase cards (drill) Activity card on feelings</p> <p>Activity Number Rhymes (one, two buckle my shoe...) Exercise Comprehension check card Game of 'Cutting and sorting' (teacher will cut and sort) Say the words aloud and recognize the things</p> <p style="text-align: center;">Assessment sheet</p>	<p>Flash Cards Animals*</p> <p>Pronunciation Card* Phrase Card* Activity card*</p> <p>Text on rhyme * Comprehension card* Cutting and sorting* Recognition card*</p> <p>Assessment sheet*</p>

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	<p>Lalu and Peelu (story)</p> <p>Colours</p>	<p>Activity Narrating story for better comprehension using Enactment by dialog slips Activity Sight Words, Sounds Pronunciation card (drill) Exercise Reading Skill Card, say aloud card Underline a,e,i,o,u Activity Cut the pictures according to their colour (Teacher will cut)</p> <p>Activity Role play (teacher to divide the class and assign different roles to different students and tell them to say aloud the dialog the teacher will say first)</p> <p>Say aloud card Colour the Chicken and suggest a name, according to their colour</p> <p>Assessment sheet</p>	<p>Text*</p> <p>Pronunciation card *</p> <p>Worksheet* 'Cut and sort' card*</p> <p>Role play card1,2*</p> <p>Say aloud card*</p> <p>Worksheet*</p> <p>Assessment sheet*</p>
<p>Wk10/ Aug</p>	<p>Unit 4 Once I Saw a Little Bird</p> <p>Birds and their features</p> <p>Reverting to basic queries</p>	<p>Recitation of poem with emphasis on Clear speech Correct pauses Dramatization (dialog slip* provided)</p> <p>Pronunciation card</p> <p>Students to share their views on birds they see around them. Game called 'half a minute'. Sound identification</p> <p>Identification of rhyming words and making pairs* Fill in appropriate letter of alphabet worksheet*</p>	<p>Dialogue slip*</p> <p>Pronunciation card</p> <p>Worksheet*</p> <p>Worksheet*</p>

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<p>Wk 11/Aug</p>	<p>Mithu and the Yellow Mango Birds with special reference to parrot Eating habits of parrot</p> <p>Fruits and their trees</p>	<p>Read the 'Once I Saw a Little Bird' for recall</p> <p>Narrating story for better comprehension with enactment Visit to school garden to show them various trees and their fruits (August is season of ripe fruits) Sound identification Listening to the sound of various birds, Imitation of birds sound Imitation of some animals sound (if students are interested to this activity)</p> <p>Repeat activity for better comprehension Pronunciation card* Reading card of various fruits* worksheet 1,2 Worksheets Fruits and trees*</p> <p>Show birds pictures and talk about them in brief (teacher) Drawing Colouring worksheets* of outlined dholak and parrot</p> <p>Assessment sheet 1 Assessment sheet 2 Assessment sheet 3 Provided in <i>Fun with Writing</i></p>	<p>Text of previous poem</p> <p>Garden in the premises of the school</p> <p>Audio Tape with the sounds of various birds</p> <p>Pronunciation card * Reading card* Worksheet*</p> <p>Colouring worksheets* of outlined dholak and parrot Assessment sheet 1* Assessment sheet 2*</p>
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Wk 12/Aug	Unit 5 Merry Go Round	<p>Recitation of poem with emphasis on (tr+ sts) Clear speech Correct pauses</p> <p>Round shape</p> <p>Things round in shape to be shown to students. Follow up activity students to add to the items presented from their own experience.</p> <p>Fair</p> <p>Describe a familiar Fair/Carnival. Flash Card of Fair. Students to talk about a fair/carnival they know about. They may include their experience of sitting in a merry go round Sing and dance activity</p> <p>Activity lets talks, lets share, Lets have fun here students will share their experiences Pronunciation Word card*</p> <p>Recognition of letters Reading and recognizing activity worksheet 1,2 * Students to circle the letters they hear*</p> <p>Activity: Play 'Farmer's den'</p> <p>Activity: Sing and dance Drawing Colouring the outlined animals in worksheet Assessment sheet</p>	<p>Coin, bangle , sun in the sky</p> <p>Use flash cards and Pictures related to fair*</p> <p>Worksheet* Pronunciation Word card*</p> <p>Worksheet*(recognize and read card) 'Farmer's den' *</p> <p>Activity Card* Worksheet* Assessment sheet*</p>
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Wk 13/Aug	<p style="text-align: center;">Circle</p> <p>Lines Other shapes Big/small</p> <p>Identification of shapes Identification of colours</p>	<p>Make students sit in circle. Draw lines on board and tell students to do the same Narrating story for better comprehension by enactment Pronunciation Card Conversation skills</p> <p>Students to differentiate between size shapes and colours and flash cards 1,2,3,4*</p> <p>Look at the picture and fill the blanks (worksheet)*</p> <p>Word building</p> <p>Cut outs of different shapes sizes and colors to form hut Worksheet on shapes and to colour them accordingly</p> <p>Trace the objects 1, 2. Draw a face</p> <p>Assessment sheets</p>	<p>Pronunciation card *</p> <p>Conversation skills card*</p> <p>flash cards 1,2*</p> <p>Worksheet*</p> <p>Worksheet*</p> <p>Worksheet*</p> <p>Assessment sheets*</p>
Wk 14/Oct	<p>Unit 6 If I were an Apple</p> <p>An Apple Tree</p>	<p>Recitation of poem with emphasis on Clear speech Correct pauses Vocabulary card One Minute Activity (If I were...) Ask students to imagine that they were aero plane or a rocket or any other object of their choice.</p> <p>Conversation Skills and Word building</p>	<p>Text*</p> <p>Instruction card*</p> <p>P 66 of the textbook.</p> <p>Conversation Skill card*</p>

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		<p>Activity: Circle the things found on tree How does a seed grow? Reading Card Assessment sheet</p>	<p>Worksheet* Worksheet* Reading Card* Assessment Sheet*</p>
Wk 15/Oct	Our Tree	<p>Pointing to a real tree in the school compound</p> <p>Narrating story for better comprehension by role play.</p> <p>Activity: Fun with letters Crossword Fruits Colour Concepts 1,2,3</p> <p>Pick the right Colour Assessment sheet*</p>	<p>Real tree in the school compound Textbook</p> <p>One student from each group to talk</p> <p>Worksheet* Worksheet* Worksheet1,2,3*</p> <p>Worksheet* Assessment sheet*</p>

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<p>Wk 16/Oct</p>	<p>Unit VII A Kite</p> <p>Shapes Process involved in flying the kite</p>	<p>Showing a kite</p> <p>Recitation of poem with emphasis on Clear speech Correct pauses</p> <p>Pronunciation card Conversation Skills Activity: Make a Kite</p> <p>Comprehension check*</p> <p>Read and write worksheet 1,2 Pick and write</p> <p>Assessment sheet 1,2</p>	<p>Realia : real kite</p> <p>Textbook</p> <p>Pronunciation card* Conversation Skills* Instruction card* Comprehension check*</p> <p>Read and write* Worksheet*</p> <p>Assessment sheet 1,2*</p> <p>'Patang' Lesson 11 from Rimjhim-1</p>
<p>Wk 17/Nov</p>	<p>Sundari</p>	<p>Recall the poem 'A Kite'. Narrating story for better comprehension using flash cards with emphasis on stress and intonation enactment Making the sounds as per the card available Comprehension check Pronunciation card</p>	<p>Poem 'A Kite' Textbook , flash cards 'Patang' Lesson 11 from Rimjhim-1</p> <p>Sound card* Comprehension check* Pronunciation card*</p>

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		<p>{Teacher can make the sound himself/herself} Group speaking activity on 'Flying kites'.</p> <p>Revise the letters of alphabets (Worksheets)1,2,3 Arrange the letters to form words (Worksheet) 1,2 Verbs under the picture</p> <p>Assessment sheet</p>	<p>Worksheet* Worksheet* Worksheet*</p> <p>Assessment sheet*</p>
Wk 18/Nov	<p>Unit VIII A Little Turtle Physical features of Turtle</p>	<p>Recitation of poem (with actions) with emphasis. Clear speech Correct pauses Comprehension check*</p> <p>Picture of a turtle Colour the turtle worksheet 1,2</p> <p>Poetry recitation by students with actions Rhyming words worksheets* Let's act card*, Let's talk card* Conversation skills* Listening skill: Game</p> <p>Trace the Words and read the Sentence Lets read and write 1,2 Assessment sheet</p>	<p>Comprehension check*</p> <p>Picture of a turtle Worksheet*</p> <p>Worksheet*</p> <p>Worksheet*</p> <p>Instruction card* Assessment sheet* Worksheet* Worksheet* Assessment sheet*</p>

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<p>Wk 19/Nov</p>	<p>The Tiger and the Mosquito Wild Animals Insects</p>	<p>Read the poem 'A Little Turtle' to recollect the image of a turtle and its features. Narrating story for better comprehension using Role Play . Listen and act with dramatization Comprehension check (Orally) Pronunciation card</p> <p>Activity Comprehension activities Jumbled letters Exercise Wh- Questions Identifying 'who said this.' Activity</p> <p>Fill the blanks by tracing the dotted line(worksheet)</p> <p>Dramatization</p> <ul style="list-style-type: none"> • Assessment sheet 1,2 	<p>Worksheet* Textbook Dramatization card*</p> <p>Comprehension check card* Pronunciation card*</p> <p>Worksheet* Worksheet*</p> <p>Worksheet*</p> <p>Worksheets with fill ups of content words from the text*</p> <p>Worksheet* Assessment sheet 1,2*</p>
<p>Wk 20/Nov</p>		<p>Field Trips, review and projects</p>	
<p>Wk 21/Nov</p>	<p>Revision A Tree Process involved for the growth of a tree</p>	<p>List out all the things which are found around the trees.</p> <p>Vocabulary Card</p> <p>Crosswords, scrabble for basic level Assessment sheet</p>	<p>Text*</p> <p>Vocabulary Card Worksheet*</p> <p>Assessment sheet*</p>

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	ASSESSMENT	December	ASSESSMENT
Wk 22/Jan	Unit IX 'Clouds' Seasons Rain	Recitation of poem with emphasis on Clear speech Correct pauses Pronunciation check Flash cards of various words 'hot, raincloud and sky.' Match the pictures with words (Worksheet) Fill in the blanks (worksheet) Comprehension check Conversational skills card 'Let's share card' students to speak on the list of questions teacher will ask	Text* Pronunciation check Card* flash cards* Match the pictures with words (Worksheet)* Fill in the blanks* Comprehension check* Conversational skills card* 'Let's share' card*
Wk 23/Jan	Anandi's Rainbow Rain Rainbow	The poem 'Clouds' to be read out. For review and revision. Colours differentiation activity. Narration of the text with the use of flash cards. Draw Rainbow Comprehension check Sight Words, Sounds Circle the name of things that can be seen in the picture Drawing a Rainbow Space trace colouring	Oral recitation Flash cards of various colours and objects Worksheet* Worksheet* Worksheet* Worksheet* Worksheet*

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<p>Wk 24/Feb</p>	<p>Unit X Flying Man</p> <p>Flying man</p> <p>Things that can fly</p> <p>occupations</p>	<p>Recitation of poem (with actions) with emphasis. Clear speech Correct pauses Comprehension check (Orally) Vocabulary Card</p> <p>Noticing Activity- students to look at pictures and think Card 1,2 Fill the blanks with suitable occupation</p> <p>Vocabulary Card Pronunciation card</p> <p>Fill in the blanks by using words from the box Assessment sheet</p>	<p>Text*</p> <p>Comprehension check Worksheet*</p> <p>Vocabulary card*</p> <p>Flash cards of various people and their occupations Worksheet*</p> <p>Sight vocabulary card* Pronunciation card*</p> <p>Worksheet 1,2* Assessment sheet*</p>
<p>Wk 25/ Feb</p>	<p>The Tailor and his Friend</p> <p>Friendship</p> <p>Friendship between humans and animals</p>	<p>Activity Ask students to think about their friends and share their thoughts with their classmates</p> <p>Activity Narrating story for better comprehension using Role Play for better understanding. Expression of emotions through words Pronunciation card Comprehension check Conversational skills Lets read and write Anagram</p>	<p>Text*</p> <p>Pronunciation card Worksheet* Comprehension check Conversational skills* Worksheet* Worksheet*</p>

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		<p>Activity: Game (sentences)</p> <p>Exercise Match the words with the activity</p> <p>Assessment sheet 1,2</p>	<p>Worksheet*</p> <p>Match the words Worksheet*</p> <p>Assessment sheet 1 ,2*</p>
<p>Last two weeks are for Reflective Assessment and other activities</p>			

ACADEMIC PLAN FOR CLASS II

Month/Week	Unit	Key Concepts	Suggested Activity	Suggested Resource
April Week 1	Class Readiness and exposure to language for building Familiarity	Myself	Name slips- Slip of each child with his name will be provided to the child. This can be pinned on their clothing. The children will read their name and of their partners and put the slips back in the box.	
		Noun (Naming words)	Exercise: Writing their name, partner's name in bold letters.	Worksheet (name sheets)
		Recognition of letters- Upper case Lower case	Activity: Game (Snakes and Ladders) The game will be played as normal snakes and ladders. Exercise: What comes after, before	Worksheet (Letters)
		Knowing things we buy	Activity: Collecting wrappers (Chips, chocolates, soaps).The students will get the same and will be pasted on different chart papers. Exercise: Colour the kite (naming word) Picture Reading: Writing and speaking as many words as one can after looking at the picture. Exercise: Reading Aloud Comprehension exercises, Cursive writing sheets Activity: The students will be taken to the field and various actions will be performed by the teachers and the students as given in the worksheet Exercise: Choose the odd one out. *	Worksheet (naming words) Worksheet (picture reading) Worksheet (reading and colouring) Worksheet Worksheet Worksheet (doing words) Worksheet (colouring the clouds and crossing the odd one)

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<p>April week 2</p>	<p>Class readiness exposure to language</p>		<p>Activity: Let me do it Listening to the instructions and acting*</p> <p>Activity: Let me draw it Exercise: Colour it</p> <p>Reading and listening the poems with proper stress and intonation</p> <p>Activity: Conversation skills</p> <p>Cursive writing sheets</p> <p>Activity: Reading the poem with proper stress and intonation and looking for rhyming words. Text provided*</p> <p>Exercise: Find the rhyming words.</p>	<p>Worksheet (shapes)</p> <p>Worksheet (Bow wow says the dog.....)</p> <p>Worksheet (week song)</p> <p>Worksheet (talk to me) Worksheet (colour me)</p> <p>Worksheet (Rhyming words)</p>
<p>May week 3</p>	<p>Unit-I First day at school</p>	<p>Making the students ready with the various feelings , people and things they come across while in school.</p>	<p>Activity: ORAL SKILLS: Invite the students in individual/to tell how they are feeling coming to school.</p> <p>Recitation of the poem Target words: Wonder, stare Twinkle twinkle little star How I wonder what you are* Explaining through facial expressions</p> <p>Stare: Explaining through expression again. Involve two students. Student 1: Don't stare at me? Student 2: I am not staring at you.</p> <p>Activity: What I have in my school bag. Various cut outs with different things will be provided to the students.*</p>	

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<p>May week 4</p>	<p>Haldi's Adventure</p>	<p>Importance of cleanliness</p>	<p>Exercise: Sorting out Activity: People I meet in school. Students will colour the various kites that say about people they see in school Exercise: Colouring whom you meet in school Activity: lets act (page3)Text book The students may be divided into various groups. They will then enact like teacher, student.</p> <p>Exercise: Facial expressions</p> <p>Action song page4 Text book. Reading out the song with actions. Telling the students about the importance of cleanliness of teeth Cursive writing sheets</p> <p>Activity: Assembling letters. The students will make as many words as they can with the word "Adventure".</p> <p>Exercise: Make new words, colour the page. The word surprise will be explained through expression of joy. Adventure: Going on a journey that involves danger.* (The worksheet on assembling letters can be shown to the students.)</p> <p>The story Haldi's Adventure to be enacted and read in class before the formal reading through the story telling method. The mask of Giraffe to be used in class*. One arm as giraffe and other as Haldi. Explaining the conversation between the two. Reading the story with proper stress and intonation Question answer technique maybe used wherein students will be asked who all they meet while coming to school. Page8 to 10 (Text book)</p> <p>Page11 of Text book. Exercise: Write the missing letters of the given words.</p> <p>Page12 of Text book The Paddling Pool</p>	<p>Worksheet (School Bag)</p> <p>Worksheet (Kites)</p> <p>Worksheets: Faces</p> <p>Worksheet: New words</p> <p>Worksheet: Rhyming words</p>
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		Writing in capital letters and putting a full stop.	<p>EXERCISE: Find out the rhyming words</p> <p>Action Words (VERBS)</p> <p>Exercise: The students will look at the picture and write the action words.* Page6, 14(Textbook)</p> <p>Exercise: Write in capital letters and put a full stop.</p> <p>Activity: Simple questions will be put to the students. What do you do before sleeping, coming to school.</p> <p>Exercise: Use before/ after to complete the sentences.*</p> <p>Write the first letter of the given picture*</p> <p>Cursive writing sheets</p>	<p>Worksheet (Capital letters)</p> <p>Worksheet (before/after)</p> <p>Worksheet (picture words)</p>
May week 5	Unit-II I am Lucky	<p>What I wish I was and how I would feel</p> <p>Simple conversation</p> <p>Happy Sad</p>	<p>Recitation of the poem with actions</p> <p>Asking questions</p> <p>Exercise: what do they do? Pg,22,24(Textbook)</p> <p>Explaining the word, “Thankful by saying ‘Thank you for your present. ‘I am lucky and thankful to God to have you as my friend.’</p> <p>Exercise: write ‘Thank you’ On running blackboards. Make “thank you” cards (The teacher will give the concept of making a card)</p> <p>Activity: ‘Knowing yourself’. The students will be made aware of what they can do (write, play) and what they cannot (fly, wriggle)</p> <p>Exercise: Write five sentences on myself and paste your picture</p>	<p>Worksheet (What I can do?)</p> <p>Paper, colour</p> <p>Worksheet (Myself)</p>

ACADEMIC PLAN FOR CLASS II

June	SUMMER BREAK PROJECT.1. The students will be asked to make a picture dictionary of the words they know. 2. Learn the poems done till date. Practice writing strokes/cursive writing sheets		
July week 6	Readiness-	What did you do in your summer break	<p>The students will be asked to tell what all they did in their vacation.</p> <p>They will show their pictures dictionaries.</p> <p>They will recite the poem given for summer break.</p>
July week 7	I want	Wishes	<p>Enactment The students will be divided into various groups. They will wear the masks of giraffe (a sock can also be used and worn in one of the arm and used as a giraffe with long neck), Elephant, Zebra. They will wear the masks and the teacher will become a monkey. Teacher would go to the giraffe to wish for its long neck, the elephant for its trunk and the zebra for its stripes.</p> <p>One of the students will become a fairy with a magic wand (a medium size stick can be made a wand with a small star at one of the ends) The fairy will grant the wish to the monkey.</p> <p>The teacher will show the picture of the monkey in the book after its wish is granted.</p> <p>Reading the story by the teacher and helping the students read it.</p> <p>I would turn a dog into a _____ Pg 33 Textbook</p> <p>Target words Pg 34 Textbook</p> <p>Activity: Asking the students about various animals. .Why they like it or dislike it. Various pictures of the animals may be given to the students to colour and to be used as masks. They may also be divided into groups with all giraffes, Elephants, Octopus, monkeys together in their groups.</p> <p>One group may comment on what they like in the other animal and what they dislike.</p> <p>Exercise: My favourite Animal</p> <p>Look at the pictures and spot the differences*</p>

Worksheet (spot the

ACADEMIC PLAN FOR CLASS II

			<p>Exercise: what I am in a group? (Collective nouns*),</p> <p>Pg 35 Textbook One- Many*</p> <p>Cursive writing sheets</p>	<p>differences)</p> <p>Worksheet (Collective Nouns)</p> <p>Worksheet (One Many)</p>
July wk 8	Unit-III A smile	Expressions	<p>Field Activity: Taking the students out in the garden, play hide and seek, explain the concept of hiding place. Repeat the word again and again.</p> <p>We have wrinkles when we smile and also when we are old.</p> <p>Exercise: Complete the face*</p> <p>Activity: Telling Jokes. The students will narrate some jokes in class (individual activity)</p> <p>Exercise pg 40 (text book) read the joke and find the rhyming word</p> <p>Pg 42, play the game tic tac toe in the class</p> <p>Activity: Clay modelling(make different expression on the face)</p> <p>Exercise: draw the expressions on the face.</p> <p>Action song: ‘if you are happy and you know it...’ involve the class. Let them all add a sentence each. E.g. if you are happy stamp your feet, pat your friends back, rub your nose.</p>	<p>Worksheet (Smile)</p> <p>Clay</p> <p>Worksheet (how I feel)</p>
July wk 9	The Wind and sun		<p>Explain the meaning through dialogues.</p> <p>Teacher: students quickly come here, do this work.</p> <p>Student 1: I am strong I can lift two books.</p> <p>Student 2: I am stronger I can lift four books.</p> <p>Student 3: I am the strongest, I can lift full bag of books.</p>	

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		Rhyming words	<p>Teacher: Wow! You have won this game.</p> <p>Addition worksheet</p> <p>Role play: One student will become the sun and the other wind. The teacher will be the man. (Who is stronger)</p> <p>Pg 48-49 Textbook. Tick the words having similar sounds*.</p> <p>Opposite words</p> <p>Jumbled words</p>	<p>Worksheet (Do you know?)</p> <p>Worksheet (Homophones)</p> <p>Worksheet (opposites)</p> <p>Worksheet (Jumbled words)</p>
August week 10	Unit-IV Rain	<p>Weather</p> <p>Things associated with rain</p>	<p>The unit should be taken in monsoons. The concepts of field, umbrella, dark clouds, wind, storm will be made clear.</p> <p>Activity: singing the poem* pitter patter goes the rain drop, pg 54 (Textbook)</p> <p>Exercise: find the rhyming words pg 55 (Textbook) Colour the picture*</p> <p>Activity: Chinese whispers (chain game) the whole class will be involved.</p> <p>Student 1: Can I play with you in rain? Student 2: Yes, you can play. Student 3: Can I dance with you in rain? Student 4: Yes you can play and dance with me in rain?</p> <p>Find as many words as you can from the given box.</p> <p>Exercise: Colour the clouds*, pg 58 (Textbook)</p> <p>Exercise: Rhyming words pg 60(Textbook), look at the picture and fill in the suitable word.</p> <p>Cursive writing sheets</p>	<p>Worksheet (Umbrella)</p> <p>Worksheet (clouds) Page57, 58 in Text book.</p>
August week 11	Storm in the Garden		<p>Target Words: snails, feelers ,ants</p> <p>Activity: showing the students a picture of a snail</p> <p>Exercise: students will label the parts of snail*, ant *</p>	<p>Worksheet (label me)</p>

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		Position words	<p>The story 'Storm in the Garden' to be narrated with the help of pictures. M other tongue may be used to explain. The student should be able to read the text by now. Exercise pg 65 Textbook Reading of the story by the teacher and students A ball will be placed on the table, under the table, behind the table etc. Exercise: write the position words*, pg 66 Textbook. Find missing letters Action song pg 67 textbook out in the garden...</p>	Worksheet (Preposition) worksheet
August week 12	Unit-V ZOO Manners	Wild and pet animals	<p>Activity: field trip to a zoo or virtual zoo (masks of various animals will be cut and distributed to the class.*) Exercise: Name the animal* Give my sound* Target words: hump, penguins Label the parts of animals* (camel, elephant)</p> <p>Reading the poem with proper stress and intonation pg 72 text book to 74 text book Complete the words and speak aloud* Grammatical concept: this, that Concept sheet* Exercise: write this/ that to complete the sentence*</p> <p>Look at the picture and complete the fill ups. Pg 76 Composition: Elephant, Camel</p>	<p>Masks*</p> <p>Worksheet (Name my sound) Worksheet (Label me)</p> <p>Worksheet this/that</p>
Sep week 13	Funny Bunny	Animals	<p>Picture of the words to be shown to explain the concept.* The pictures of various animals' rabbit, cock, hen, duck, jackal, to be given to the students. Story to be explained through role play with the help of finger puppets Comprehension check Text book Exercise: Page83-85(Text book) Exercise: Rearrange the pictures to put in correct order*.</p> <p>Reading the story aloud by the teacher and the students Cursive writing sheets</p>	Worksheet: Rearranging the story

ACADEMIC PLAN FOR CLASS II

<p>Oct week 14</p>	<p>Unit VI Mr. Nobody</p>		<p>The concept NOBODY and EVERYBODY to be explained.* Exercise: Fill in the correct word Activity: Let's draw page92 (Textbook) * A, An Exercise: fill in the blanks using A, An.</p> <p>Poem: The Zigzag boy (Page94)(Textbook) The students will draw zigzag lines. Cursive writing sheets</p>	<p>Worksheet: Nobody, everybody.</p> <p>Worksheet: Vowels</p>
<p>Oct week 15</p>	<p>Curly locks and three Bears</p>	<p>Family</p>	<p>A picture of a cottage, curly hair to be shown. The vernacular of porridge (dalia) to be told. Identify my family members Hungry - I am hungry. Give me porridge to eat Exercise: colour the bowl, cottage, bears.*</p> <p>Paste on my family tree (Picture of my family)</p> <p>The story "curly locks and the three bear" to be explained to the three bears. Three students will become bears and one curly lock. They will enact the story in vernacular and speak the dialogues. The teacher will be a facilitator and provide simple sentences in English wherever needed.*</p> <p>Reading the story by the students (page 96 to 99) Exercise: Rearrange the pictures in correct order. Complete the story Concept: words with same sound and different meaning.* Exercise Use the correct word. Evaluation</p>	<p>Worksheet</p> <p>Worksheet colour me.</p> <p>Worksheet Rearrange</p> <p>Worksheet (Homophone)</p>

ACADEMIC PLAN FOR CLASS II

Oct Week 16	Unit-VII On my Blackboard I can draw	Target Words: Marigold, chimney, straight Parts of a house Types of flowers	Field Activity: Marigold flower will be shown in the school garden/lawn(gendi in vernacular) Look at the picture and colour it .label the various parts of the house Tr. Will talk about different types of garden{field trip} Follow the instructions: Read the poem on pg 107 (textbook), the students will draw a house. Rhyming words* Activity: what do we do in each room*. Exercise: pg 107(Textbook) Dramatization: the students will perform an episode of Ram leela in the class. They will arrange their own masks etc. Dialogue slips* will be distributed and students to act accordingly Reading aloud by the students Cursive writing sheets	Worksheet*(Label my parts, rooms } Dialogue slips*
Nov. Week 17	Make it shorter		Target words- Courtroom, Erase, Puzzle Student to be told to watch the akbar-birbal cartoon show on POGO and see what a courtroom is. A student will write his name on the board and the other will be told to rub/ erase it. Puzzle: puzzle can be brought to the class. Activity: Enact the court of Akbar and Birbal. Reading the story pg 111, 112 textbook exercise pg 113 textbook Story Thirsty crow ‘Let me draw it’ various instructions will be given to the students and they will make accordingly.(shapes) Exercise: colour the picture drawn. * Activity: making a pencil cap pg 118 Textbook Make a greeting card	Worksheet Worksheet Colour me* Piece of chart paper, crayons

ACADEMIC PLAN FOR CLASS II

Nov Week 18	Unit-VIII I am the music man	Occupations	<p>Field Activity: Visit to the music room. Teacher will show various musical instruments put on display and the pictures of some put on the walls. Exercise: colour the musical instruments and label them. *</p> <p>Reading the poem aloud Exercise pg 124, 125.(Textbook) Find as many instruments as you can from the given maze pg 126 textbook Missing words{vowels} Plurals Colour me</p>	<p>Worksheet (Label me)*</p> <p>Worksheet (Instruments)</p> <p>Worksheet (Vowels) Worksheet(Plurals) Worksheet (Colour me)</p>
Nov. Week 19	The Mumbai musicians	Musical instruments	<p>The words can be explained through actions only. Wherever needed mother tongue can be used to explain better. Cut outs of Donkey, cat, dog, cock will be used* Jumbled words Story to be explained through the role play. Reading the story pg 132.(Textbook)</p> <p>Gender pg 134(Textbook) Word game Activity: Tambola (small slips of various key words to be made, the teacher speaks out the words, whoever gets all out is the winner) Different professions Activity: Let's play bingo pg 135 to 138 (Text book) Ladder game</p>	<p>Worksheet (Gender)</p>
Nov Week 20		Field trips/ projects/Revision/Review /Catch up lessons	<p>Field trips/ projects/Revision/Review /Catch up lessons</p> <p>Cursive writing sheets</p>	<p>Field trips/ projects/ Revision/Review /Catch up lessons</p>

ACADEMIC PLAN FOR CLASS II

Assessment				
December				
Jan WK 21	Unit-IX Granny- Granny please comb my hair		Following to be done for teaching target vocabulary Cushion to be brought to the class Knees to be shown by pointing at them Field trip to experience the breeze and asking them how they felt. Calling a soft wind as 'gentle breeze' Name family members and write five lines on family Poem: pg 141(Text book) students will repeat. Activity: Make a greeting card and give it to your grandparents. Exercise: Dear___ I love you ___ from ____ Maze game Field Activity: Picnic Exercise: pg 146, 147(Textbook) Evaluation	Available in resource book* Worksheet Worksheet Worksheet
Jan Week 22	The magic porridge pot		A bottle of the student will be taken and water will be poured in it till it starts coming out. To show the concepts of spilling. Exercise: write the sentences using whole/half.* A small pot may be brought to the class and would be named 'magic pot' the magic porridge pot, thus explained to the students. Involve the students to say the instructions- cook pot cook. Exercise pg 150 (Text book) complete the sentences by looking at the pictures. Concept sheet: dialogues*, pg 154-156(Textbook)	Worksheet Worksheet
Jan Week 23		Field trips/ projects/Revision/Review /Catch up lessons	Field trips/ projects/Revision/Review /Catch up lessons	Field trips/ projects/Revision/Review /Catch up lessons

ACADEMIC PLAN FOR CLASS II

Feb Week 24	Unit-X Strange Talk	Sounds of animals in Jungle	<p>Activity: using the cut outs of the animals in the previous lessons, ask the students to wear one each and divide them into hens, rabbits, camel, horse etc. where they be told to ask questions about each other.</p> <p>Exercise: from the given words complete the pictures.*</p> <p>Reading the poem strange talk. The different group of students will take out the sound of different animals. Has/ have Who ,when, where</p> <p>Cursive writing sheets</p>	Worksheet* (where I live) worksheet worksheet
Feb Wk 25	The grasshopper and the Ant	Seasons	<p>The words to be explained through actions performed in class. Starve- Hungry The concept of saving for the rainy days to be made clear to the students. Pg 169(Textbook)</p> <p>Reading the text aloud by the teacher and students The character of ant and grasshopper to be distributed among the students and they will perform their characters accordingly.* Pg 170 (Textbook) summers and winters. Exercise: Encircle –ing and –ed words</p>	Dialogue slips* Worksheet (-Verbs)
March	Reviews and reflective assessment			

ACADEMIC PLAN FOR CLASS II

Month	Week	Unit	Chapter
April	1	Readiness	
	2	Readiness	
May	3	Unit-I	First day at School
	4	Unit-I	Haldi's Adventure
	5	Unit-II	I am lucky
June	Vacation		
July	6	Readiness	
	7	Unit-II	I Want
	8	Unit-III	Smile
	9	Unit-III	The wind and the sun
August	10	Unit-IV	Rain
	11	Unit-IV	Storm in the Garden
	12	Unit-V	Zoo Manners
September	13	Unit-V Lesson	Funny Bunny
October	14	Unit-VI	Mr. Nobody
	15	Unit-VI	Curly locks and three bears
	16	Unit-VII	On my Blackboard I can draw
November	17	Unit-VII	Make it shorter
	18	Unit-VIII	I am the Music Man
	19	Unit-VIII	The Mumbai Musicians
	20		Field trip/projects/ Review
December			
January	21	Unit-IX	Granny Granny please comb my hair
	22	Unit-IX	The Magic porridge pot
	23		Field trip/projects/ Review
February	24	Unit-X	Strange talk
	25	Unit -X	The Grass hopper and the Ant
March	Reviews and reflective assessment		

ACADEMIC PLAN FOR CLASS II

ACADEMIC PLAN FOR CLASS-III

Week/month	Key concepts/ Contents	Suggested Activity	Suggested Resource
Week 1 April	<p>Readiness: Familiarity with the language</p> <p>Recalling the previous work</p>	<p>Recitation of poems of Class II with proper stress and intonation and gesture (Granny- Granny Please comb my hair, The Paddling pool, Brush your teeth)</p> <p>Word Game: 2 and 3 letter words revised through card game</p> <p>Comprehension Exercise with focus on Before/After</p> <p>Unjumble the words Homonyms Plural Opposites</p> <p>Student to read the worksheets and do the needful. Sentence completion Exercise(Myself, My school)* Questions related to daily routine (Speaking Exercise)*</p> <p>Pronouns Checking Vocabulary Tick the correct word Body parts</p> <p>Writing</p>	<p>Text provided in class-2 book</p> <p>Card Game*</p> <p>Textbook of class 2 Worksheet*</p> <p>Worksheet* Worksheet* Worksheet*</p> <p>Worksheet* Worksheet* Worksheet* Worksheet*</p> <p>Worksheet*</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

Week 2 April	Unit-I Good Morning (Poem)	Recitation of poem Pg-1 of Textbook	
	<p>The child and nature The world around</p> <p>Greetings</p> <p>Day Time Night Time</p>	<p>Prepare a Scrapbook of natural things around, along with their names.</p> <p>Group Activity: Students to sit in circle in the garden and they greet each other. Exercise: Unscramble and write</p> <p>Let's colour: Drawing scenes showing day and night Page-2 of textbook</p> <p>“Reading is Fun” and “Word building” Page-2 of Textbook New words (Wide, Creeping) A walk in the garden: Showing a creeper (plant) in the school garden, drawing narrow and wide paths.</p> <p>Singing Time: They'll sing out a song “Out in the Garden”. Activity: Teacher will make small groups and each group will represent a different animal and take out sounds. Exercise: The students will match the animals to the sounds they make. Song Time: “I like to sing” Page-3 of Textbook</p>	<p>Pictures of Sun, Moon, Sky, Rain, River, Soil, Desert, Mountain, Animals, Birds.(can be cut from newspapers and magazines)</p> <p>Chart(Greetings)</p> <p>Worksheet(Greetings)*</p> <p>Crayons</p> <p>School Garden by showing realia</p> <p>Text*</p> <p>Worksheet*(Sounds of animals) Masks of flowers (Rose, Lotus, Marigold, Lily, Hibiscus), Fairy, tiny bird, Sun*</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

<p>May Week-3</p>	<p><u>Story: Magic Garden</u></p> <p>Child and nature</p> <p>Flowers</p>	<p>Role Play: Students will play the role of flowers. One of them will become Sun, another one will be a tiny bird and another will be a fairy.</p> <p>Activity Time: Set up a mini-garden by planting saplings in small pots. Drawing and colouring a picture of a garden.</p> <p>Read the story with gestures</p> <p>Flower Scrapbook: Paste real flowers in a scrapbook and write their names under each flower. Loud reading Page-7 of Textbook</p> <p>New Words Magic, Garden, Wings, Pretty, Fairies, Thirsty, Slippery, Proudly Students repeat and write on running blackboard for practicing writing of difficult words.</p> <p>Exercise: Fill in the missing vowels.</p>	<p>Saplings, spade, water, small pots.</p> <p>Garden scene*</p> <p>Real Flowers (Rose, Lily, Lotus, Marigold, Hibiscus)*</p> <p>Showing realia and demonstration method and magic kit</p> <p>Worksheet(new words and vowels)*</p>
<p>May Week-4</p>	<p>Unit-2 Bird Talk (Poem)</p> <p>Differences existing in nature</p> <p>Difference between birds and animals</p>	<p>Recitation Page-11 of Textbook And Role Play(one student will play a part of Robin bird and another one will be Jay)</p> <p>Make a scrapbook of 5 animals and 5 birds.</p> <p>Picture Dictation: Teacher speaks out the word and</p>	<p>Pictures of Jay and Robin</p> <p>Pictures of 5 birds(Pigeon, Sparrow, Parrot, Eagle, Crow) Pictures of 5 animals(Dog, Cat, Cow,</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

<p style="text-align: center;">May Week-5</p>	<p style="text-align: center;">Nina & the baby sparrows (Story)</p> <p style="text-align: center;">Animals and Birds</p> <p style="text-align: center;">Consideration towards others</p>	<p>students draw the animals and birds.</p> <p>Fun Time: Make a bird finger puppet. Page-12 of textbook</p> <p>Find the names of birds in crossword Making Sentences Exercise: Pair work Page-13 of Textbook Rhyming words</p> <p>Repeating Exercise: Let each student speak out one word and then all repeat after him and write. Page-14 of Textbook</p> <p>Pre-teaching Activity Make a paper bird by folding paper and paste it in your notebook. Narration of the story with the help of puppets to be made by students of paper . Making a bird Page-20 of Textbook Making a feeding corner near a tree in the school garden Guided composition Page-19 of Textbook</p> <p>Talking about your pet: My pet/My favorite animal Exercise: Putting the events in correct order and complete the picture story. Page-18 of Textbook</p>	<p>Goat, Elephant)</p> <p>Paper, glue, pencil, colour</p> <p>Worksheet(crossword on birds)*</p> <p>Steps provided*</p> <p>Worksheet(My pet)*</p>
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* Resource Book

ACADEMIC PLAN FOR CLASS-III

<p style="text-align: center;">June</p>	<p style="text-align: center;">Summer vacation</p>	<p>New Words: Market, Bother, Dress, Wedding, Plump Colouring Activity: Draw and colour your favourite bird. Page-19 of Textbook</p> <p>Through explanation and actions Dictation: Teacher speaks the words from the text book and students will write them and make sentences.</p> <p>Exercise: Word building Page-21 of Textbook</p> <p>Say aloud: Miming by the whole class Page-21 of Textbook</p> <p>Make a list of your ten favourite things in 'My Favourites' Make a collage of any ten means of transport Prepare a scrap book of experience during vacations (can write in vernacular language) Paste a picture of your family and add a few lines.</p>	<p>Using Realia and pictures</p> <p>Sample *</p>
<p>July Week 6</p>	<p>Readiness: Revising the previous work</p> <p>Nature</p> <p>Sentence formation</p>	<p>General Question- Answers (Speaking Activity)</p> <p>Write a few lines on natural things around us (Sky, rose, rainbow) Animal Crossword Jumbled words</p>	<p>List of Questions on the previously done lessons</p> <p>Worksheet*</p> <p>Worksheet*</p> <p>Worksheet*</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

		<p>Scruples sheet Rhyming words Opposites Garden Talk Game (spelling relay) Coloring activity Guided composition (compose with the help of pictures)</p>	<p>Worksheet* Worksheet* Worksheet* Worksheet* Instructions provided* Worksheet* Worksheet*</p>
<p>July Week-7</p>	<p>Unit-3 Little by Little (Poem) Process of growth of plant</p>	<p>Sing the poem Page-23 of Textbook</p> <p>Ladder Game: growth from a seed to a big plant-</p> <p>Puzzle Game: Cut outs of various parts of the plant to be given and students put them in order.</p> <p>Web Chart Activity: What trees give us Watching the growth of plant</p> <p>Group Activity: Growing plant in mud pots. Plant corner in the class.</p> <p>Exercise: Complete the picture of a plant and write the names of its parts</p> <p>New Words: Hidden, Slowly, Slender, Shoot, Pride, Upward</p> <p>Through Pictures and actions Exercise: Match the opposites Page-25 of Textbook</p>	<p>Worksheet(Ladder Game)*</p> <p>Worksheet (Puzzle Game)</p> <p>Worksheet (Web Chart)*</p> <p>By realia and demonstration Saplings, small mud pots</p> <p>Worksheet(Parts of a plant)</p> <p>Worksheet(Opposites)*</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

		Application for sick leave	Worksheet (Sick Leave)*
July Week-8	The Enormous Turnip (Story)	Narration with the help of Realia	
	Plants and vegetables	Let's go shopping Crossword Puzzle: Find the name of vegetables from the box given (Pictures given) Page-29 of Textbook	
	Growth from a plant to a tree	Make a scrapbook of 10 vegetables and write their names. Activity: Growing a plant in a glass. Page-30 of Textbook	Pictures of 10 vegetables (Potato, Tomato, Peas, Turnip, Radish, Carrot, Ladyfinger, Brinjal, Cauliflower)
	Various vegetables	Colouring Activity Page-28 of Textbook Label and Speak: Labeling each student with a different vegetable name (Each one says a line on the labeled vegetable) Exercise-cum-Activity: A Game of Opposites (enormous-small; come-go; cold-hot; day-night) Match the columns	Worksheet(Vegetables)*
		Make a Friendship Salad Page-31 of Textbook	Reading Card (Opposites)* Worksheet (Opposites)*

* Resource Book

ACADEMIC PLAN FOR CLASS-III

	<p>Importance of Unity</p>	<p>Story to be shown on a CD Students may be asked to demonstrate (mother tongue allowed) <u>Word Search</u> <u>Exercise:</u> Teacher speaks aloud the words and writes them on the blackboard. Students write in their notebooks. Page-32 of Textbook. Grammar: Verbs (Plant, Pull Up, Help) Using actions Identifying the raw and cooked vegetables <u>Let's write:</u> Tick the vegetables eaten raw and cooked. Page-31 of Textbook Vocabulary Teacher clarifies the meaning of "odd". She clarifies the meaning of the word given in the Exercise. Exercise: Odd One Out Page-32 of Textbook Understanding the vowel sounds Teacher speaks out the word with proper stress and pronunciation Say Aloud Page-32 of Textbook <u>Exercise:</u> Fill in the blanks Guided Composition Urgent piece of work (Application)</p>	<p>CD/ YouTube</p> <p>Worksheet (Vegetables)</p> <p>Reading Card & Worksheet (One-Many)*</p> <p>Worksheet (Vowels)*</p> <p>Worksheet(Urgent work)*</p>
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ACADEMIC PLAN FOR CLASS-III

July Week-9	<p>Unit-IV Sea Song (Poem) Life in & around the sea</p> <p>Natural Disasters</p>	<p>Recitation with proper stress and intonation</p> <p>Showing some things related to the sea</p> <p>Pre-Teaching Activity: Draw scenery of sea shore, ship, water, sea shells.</p> <p>Teacher talks about natural disasters like flood, hurricane, earthquake, tsunami, tornado and how to manage in such situations.</p> <p>Web Chart Activity (what children tell about things related to sea)</p> <p>Guided Composition The last vacation I had</p> <p>Pronunciation Tongue twister Page-36 of Textbook</p> <p>Pick and Choose: Selecting from the list of activities those require or do not require water and putting them into two Columns.</p> <p>Sea-shells: Shape and its sound Draw sea-shells in different colors in your notebook. Collect sea shells(pictures)</p> <p>Practical work: Listening to the sounds coming out of sea-shells.</p>	<p>Pictures of sea animals, sea shell, paper boat, sand Sample* Crayons</p> <p>EVS teacher Videos on YouTube (how to manage during a natural disaster) Worksheet (Web Chart)*</p> <p>Worksheet (Fill Ups)*</p> <p>Worksheet(Water activities)*</p> <p>Crayons</p> <p>Internet (www.seashells.com) A sea-shell</p>
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ACADEMIC PLAN FOR CLASS-III

August Week-10	A Little fish Story :	<p>Opposites Through actions and real objects (hot-cold; soft-hard; found-lost) Page-35 of Textbook Exercise: Match the opposites.</p> <p>Rhyming words Make students repeat the words after the teacher Page-35 of Textbook Exercise: Word building,Ex-1, Page-35 of Textbook</p> <p>Grammar: Prepositions (on, under, at, below, beside, in)</p> <p>Using actions and sentences Exercise: Fill in the blanks</p> <p>Narration of the story using pictures of sea, sea animals, fishnet ,to facilitate understanding Page-38 of Textbook</p> <p>Explanation through demonstration Activity: Virtual Aquarium</p> <p>Discussion with students how they differ from each other (size, hair, complexion)</p> <p>Watch Tom & Jerry Show</p>	<p>Worksheets (Opposites)*</p> <p>Reading Card*</p> <p>Classroom situations Reading Card* Worksheet (Prepositions)*</p> <p>Toy fish (different sized), a small net Cardboard, toy fish/paper fish, string, colors</p> <p>Shoe box and paper fish</p> <p>YouTube (Internet)</p> <p>Discovery Channel</p>
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ACADEMIC PLAN FOR CLASS-III

		<p>Watching story of Wonder Boy Ganesha (real story)</p> <p>Reading aloud by the teacher & students repeat Exercise: Page-40 of Textbook A Rainy Day</p>	<p>Reading Card*</p> <p>Worksheet (A rainy day)*</p>
August Week 11	Field trips/ projects/Revision/Review worksheets / Language Lab	Field trips/ projects/Revision/Review worksheets / Language Lab	Field trips/ projects/Revision/Review Worksheets/Language Lab
August Week-12	Unit-5 The Balloon Man (Poem)	<p>Role Play: The teacher brings a few balloons to the class and poses as a balloon man and recites the poem with the help of pictures. Page-43 of Textbook</p> <p>Draw a balloon Enactment by the teacher and students (Dialogue slips to be distributed to the students)st. to read the poem aloud and tr. To check the pronunciation.</p> <p>Solving a crossword Page-45 of Textbook Team activity: Students are divided into teams and every team makes a bunch of balloons. Page-46 of Textbook New words to be explained by demonstration</p> <p>Various Occupations (Doctor, Teacher, Vendor, Postman, Sweeper, gardener, Driver, Singer, Watchman)</p> <p>Teacher shows a chart showing various occupations</p>	<p>Balloons</p> <p>Crayons Dialogue-slips*</p> <p>Sticks, thick chart paper, colorful papers</p> <p>Reading Card*</p> <p>Worksheet*</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

<p>Sep Week- 13</p>	<p>The Yellow Butterfly (Story)</p> <p>Admiring beauty -Emotions -Sadness -Happiness</p>	<p>Exercise: Match the pictures with the occupations Teacher shows the objects and elicits responses Exercise: Students pick out the word from the box and fill in the box.</p> <p>Teacher shows the real objects and pictures Exercise: Students pick out the words from the bubble and fill in the blanks.</p> <p>Pre-Teaching Activity: Make a butterfly Page-50 of Textbook</p> <p>Role Play; Teacher plays the role of a boy, A student becomes the butterfly, another one becomes the spider and some of the students play the role of flowers. Page-47 of Textbook Narration of the story using gestures and actions. St. will read the story aloud on rotation basis.</p> <p>Showing expressions on the face of the butterfly, when it is- -free -caught in the web</p>	<p>Chart*</p> <p>Worksheets 1 &2 (Occupations)*</p> <p>Real Objects (Bunch of keys, lock of hair, Bouquet of flowers) Worksheet</p> <p>Colourful papers, markers, sketch pens</p> <p>Outline of butterfly</p>
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* Resource Book

ACADEMIC PLAN FOR CLASS-III

		<p><u>Play Time/Song Time:</u> (Group Activity) Students to form a train and sing the famous song “Chhukchhukrailgaadi” New Words (Mountains, Passengers, Rail, Dusk, dawn, Mail)</p> <p>Paste or Draw a picture of moving train through-Tunnels, across rivers, on tracks in the plains. Composition on my rail travel</p> <p><u>Exercise:</u> Picture dictation: Teacher speaks out the words and the students will draw them.</p> <p><u>Let’s write</u> Pair work Page-54 of Textbook Word Building Page-55 of Textbook</p>	<p>Worksheet (means of transport)*</p> <p>YouTube</p> <p>Magazines/Newspapers/Crayons</p>
Oct Week-15	The Story of the Road (Story)	<p><u>Short Leisure Trip:</u> Getting information about road sense and safety rules <u>Exercise:</u> Match the columns <u>Exercise:</u> True or False</p> <p>Picture composition Scene on a busy road Page-62 of Textbook</p> <p>New Words (Newspaper, Cucumber, Cabbage, Potatoes, Radish)</p>	<p>Traffic Park, Sector-23, Chandigarh</p> <p>Worksheet (Safety Rules)* Worksheet (Road scene)*</p> <p>Real objects</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

		<p>Narration by role play and reading aloud by students.</p> <p>Exercise:3 on Page-60 of Textbook</p> <p>Draw the picture of a Zebra crossing & Traffic Signal lights in the notebook.</p> <p>Write ten lines on My School bus.</p>	Real bus
<p>October Week-16</p>	<p>Unit-7 Puppy and I (Poem)</p> <p>Different animals -Pets -Animal friends</p> <p>New Words (Bread, Hay, Pole, Roll, Hills)</p> <p>Rhyming words (Hill-Pill; Hay-Say; Fine-Mine; Get-Wet)</p> <p>Picture Composition</p>	<p>Recitation Page-64 of Textbook</p> <p>Make a Scrapbook of domestic and wild animals (6 each)</p> <p>Let's Draw: Join the dots and colour and name your dog.</p> <p>Watch animal based cartoons</p> <p>Making sounds of various animals (wear masks)</p> <p>Exercise: Ex-1 & Ex-2 of Page-67 of Textbook</p> <p>Showing real objects and through actions reading and Recitation of the poem.</p> <p>Teacher speaks the words aloud and writes them on the blackboard.</p> <p>Exercise: Ex-3 of Page of Textbook</p> <p>My Pet Bruno Fill in the blanks Page-68 of Textbook</p>	<p>Pictures of animals</p> <p>Worksheet* Oswald, Tom & Jerry (Pogo) Masks of cat, dog, elephant, cow</p> <p>Real objects</p> <p>Reading Card*</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

<p>November Week-17</p>	<p>Little Tiger, Big Tiger (Story)</p> <p>Wildlife</p>	<p>Role Play of the story and reading aloud by characters on rotation basis.</p> <p>Chart showing the animals and their young ones Exercise: Match the columns Ex-1, Page-72 of Textbook Pasting picture of Tiger and its cub in the notebook And ask the ch. To produce the utterances produced by the characters in the story.</p> <p>New Words (Bellowed, Roared, Foul, Pounced, Grunt, Twitched) by demonstration.</p> <p>Word Game: Ex-2 & 3 of Page-73 of Textbook (Pair work)</p> <p>Listening to the recorded sounds of Tiger (differentiating moods)</p> <p>Crossword Puzzle Exercise:4, Page-75 Grammar: Punctuation marks (, . ? !)</p> <p>Teacher writes a few sentences on the blackboard Exercise: Put punctuation marks wherever required (10 sentences)</p>	<p>Picture Chart*</p> <p>Magazine</p> <p>Recorded sounds of Tiger (Youtube)</p> <p>Reading Card*</p> <p>Worksheet (Punctuation marks)*</p>
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* Resource Book

ACADEMIC PLAN FOR CLASS-III

November week-18	Field trips/ projects/Revision/Review worksheets / Language Lab / Catch up lessons	Field trips/ projects/Revision/Review worksheets / Language Lab/ Catch up lessons	Field trips/ projects/Revision/Review Worksheets/Language Lab / Catch up lessons
November week-19	<p>Unit-8 What's in the mailbox? (Poem)</p> <p>Communication through letter writing</p> <p>Mailbox</p> <p>letter</p>	<p>Pre-Teaching activity: Make an envelope (paper fun) Page-79 of Textbook</p> <p>Write a letter to your friend and put it in the envelope (mother tongue allowed)</p> <p>Make a letter box</p> <p>Recitation and reading of the poem by tr.and st.</p> <p>Guided Composition (Letter) Write a letter to your friend inviting him to spend summer vacations with you.</p> <p>Teacher calls the students one by one and they write the difficult words on the blackboard</p> <p>Reading the story by the st and the tr.</p> <p>Show a picture of RabindraNath Tagore</p> <p>Pasting a picture of your little brother/sister and yourself</p> <p>Web Chart Activity: what all little kids do</p>	<p>Sheets of paper, Coloured paper, Glue</p> <p>Teacher</p> <p>Cardboard, Red sheets, Crayons, Glue</p> <p>Realia of : Inland letter, Postcard, International letter, Stamps Worksheet (Letter to a friend)*</p> <p>Blackboard, Chalk, Duster</p> <p>Clues*</p>
November Week-20	<p>My Silly Sister (Story)</p> <p>An elder brother writing to mother about</p> <ul style="list-style-type: none"> -his younger little sister -her behavior -her reaction to what he says 	<p>Reading the story by the st and the tr.</p> <p>Show a picture of RabindraNath Tagore</p> <p>Pasting a picture of your little brother/sister and yourself</p> <p>Web Chart Activity: what all little kids do</p>	<p>Blackboard, Chalk, Duster</p> <p>Clues*</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

	<p>His conclusion that his sister is: -childish -naughty -silly</p> <p>Emotional bonding within families</p>	<p>Enactment by the students (Facial expression) discussion and eliciting responses</p> <p>Forward Chaining Activity: Give 5 more adjectives for kids (imaginative, shy, energetic, innocent, inquisitive) Paste your family picture in the notebook</p> <p>Exercise-1, Page-84 of Textbook</p> <p>One-Many Exercise Labeling and Pairing</p> <p>Exercise-5, 6 & 7 on Page-85 of Textbook</p> <p>One liner on my family by the whole class and then writing a composition on My Family.</p>	<p>Chart paper and colored pencils</p> <p>Photographs</p> <p>Worksheet (what kids do)*</p> <p>worksheet</p> <p>cut outs</p> <p>Reading Card*</p> <p>A family photograph</p>
<p>December – Revision of the previous work done. Students to be given revision in the work done in the previous exercises and assessed</p>			
<p>Dec ember</p>			

* Resource Book

ACADEMIC PLAN FOR CLASS-III

<p>January Week-21</p>	<p>Don't tell (Poem)</p>	<p>Singing of the poem "Don't tell "in chorus to experience the feeling that the narrator experiences. Teacher will act out the story and the students will keep the books closed.</p> <p>Teacher will ask the students to write and draw the things they want to do.</p> <p>Students to narrate one incident where the parents refused to let them do what they wanted to.</p> <p>Word chart : Divide the class into groups and ask them to write five new words which they have learnt and to make co-related sentences</p> <p>Page 89 and 90 of the textbook.</p>	<p>Chart papers and crayons</p>
<p>January Week-22</p>	<p>He is My Brother Feeling of forgetting on grief and pain while providing comfort to others</p> <p>speaking skills</p> <p>Emotions /feelings: Love and affection Compassion Consideration Kindness</p>	<p>Narration of the story by the teacher and reading by the students.</p> <p>Watch the story of Shravan Kumar</p> <p>Activity: -Ask the students to tell the story of shravan Kumar in their own words</p> <p>Page 94 and 95.of the textbook.</p>	<p>You tube (internet)</p> <p>Worksheet *</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

	<p>Caring</p> <p>Understanding and accepting CWSN (sign language)</p> <p>Relationship</p> <p>Contraction</p>	<p>Song time: If you are happy</p> <p>Playing blind fold game pg 94 of text book</p> <p>filling the blanks pg 92and 93 of text book</p> <p>New words (climb, slowly, sorry, load) encourage guessing the meaning of difficult words before explaining</p> <p>Meaning through gestures, enactment and actions</p> <p>Exercise: Dictation Teacher speaks out the word and students write it in the notebook</p> <p>Exercise 1 on pg 93 of text book</p> <p>Activity: In your mother tongue tell who is called what</p> <p>Chacha – chichi, mama –mami , nana- nani</p> <p>Exercise: Family word scramble and word search Explain short forms of the words on the blackboard.</p>	<p>Blind fold</p> <p>*</p> <p>Worksheet 1 and 2 *</p>
<p>January Week 23</p>	<p>Field trips/ projects/Revision/Review worksheets / Language Lab / Catch up lessons</p>	<p>Field trips/ projects/Revision/Review worksheets / Language Lab/ Catch up lessons</p>	<p>Field trips/ projects/Revision/Review Worksheets/Language Lab / Catch up lessons</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

<p>Feb Week 24</p>	<p>How creatures move (Poem) Movements of various animals, birds and insects</p> <p>Let's write Differences and limitations</p> <p>Advantages of being human beings</p> <p>Movements words New words (limb, crawl, wiggles, dive)</p> <p>Words with silent activity</p> <p>Let's speak</p>	<p>Recitation and actions Page 97 of text book Activity: underline action words in the poem</p> <p>Watch "Mogli" and programs on wild life</p> <p>Discussion with students Exercise 1 on pg 98 of text book Enactment (by students) by wearing masks. Students pose as different animals</p> <p>Students talk about this Exercise 3 on Page 99 of text book</p> <p>Through demonstration Page 97 of text book</p> <p>Miming activity: Exercise 4 on pg 99 of text book</p> <p>Speak about activities which are fun/ boring for you</p>	<p>Jungle book, Nat geo, discovery channel</p> <p>Masks of various animals</p> <p>Sample*</p>
<p>Feb Week 25</p>	<p>The ship of desert (story) Different habitats and regions of animals Life of a camel Its habitat Its adaptation to the climatic condition</p> <p>Life of a lion Its habitat</p>	<p>Role play (wearing masks)</p> <p>Narration of the story reading aloud by teacher and students on rotation basis</p> <p>Pasting picture of a camel in a desert Pasting picture of a lion in a forest</p>	<p>Masks of lion and camel</p> <p>Picture of a camel in a desert Picture of a lion in a forest</p> <p>You tube (internet)</p>

* Resource Book

ACADEMIC PLAN FOR CLASS-III

	<p>New words (ship of the desert, king of forest, sand, thorns)</p> <p>Word building</p> <p>Recognition of body parts</p> <p>Picture composition</p> <p>Pronunciation</p> <p>Sentence formation (week, knot, knead, hour)</p>	<p>Fun time: The lion king- I just can't wait to be King</p> <p>Animals and their homes Exercise: Match the columns Through real objects Exercise 4 on pg 104 of text book</p> <p>Pair work (the pair which does it fast wins) Exercise on pg 105 of text book</p> <p>Match the column Exercise on pg 105 of text book</p> <p>Let's write: Look at the picture and write the sentences under each pictures Pg 106 of text book</p> <p>Talk Time: Pg 107 of text book</p> <p>Exercise: Make sentences using the following words Pg 107 of the text book</p>	<p>Reading card*</p> <p>Worksheet *</p>
March	Reviews and reflective assessment		

* Resource Book

ACADEMIC PLAN FOR CLASS-III

Month	Week	Unit	Chapter
April	1	Readiness	
	2	Unit-I	Good Morning
May	3	Unit-I	Magic Garden
	4	Unit-II	Bird Talk
	5	Unit-II	Neena and Baby Sparrows
June	Vacation		
July	6	Readiness	
	7	Unit-III	Little by Little
	8	Unit-III	Enormous turnip
	9	Unit-IV	Sea Song
August	10	Unit-IV	A little fish story
	11		Review/Projects/ Field Trip/ Computer lab
	12	Unit-V	The balloon man
September	13	Unit-V	Yellow Butterfly Assessment
October	14	Unit-VI	Trains
	15	Unit-VI	Story of the road
	16	Unit-VII	Puppy and I
November	17	Unit-VII	Little Tiger
	18		Review/Projects/ Field Trip/ Computer lab
	19	Unit-VIII	What's in the mailbox
	20	Unit-VIII	My Silly sister
December			
January	21	Unit-IX	Don't Tell
	22	Unit-IX	He is my brother
	23		Review/Projects/ Field Trip/ Computer lab
February	24	Unit-X	How creatures move
	25	Unit -X	The ship of the deserts

* Resource Book

ACADEMIC PLAN FOR CLASS-III

March	Reviews and reflective assessment		

ACADEMIC PLAN FOR CLASS-IV

Week	Key concepts/ contents	Suggested activity	Suggested Resource
April Week 1 Class readiness	Greetings Recitation Grammar	Greeting Activity Different ways of greetings in different religions-Namaste, Sat Sri Akal, Aadab, Good Morning, Good Evening, Good Afternoon, Good Night <ul style="list-style-type: none"> Teacher to demonstrate different ways of greetings in the world handshake, bow, a hug, a pat on the back, how do you do Students to enact different ways of greeting. Field trip to the city Chandigarh Exercise: Guided composition on 'My City ' Activity: Move and dance to the song Doe-ray me. Children to dance and sing along with the teacher Exercise: Word building Students to frame sentences with doe, ray, me, far, sew, tea. Exercise: Arranging sentences Students to arrange the sentences in order of the song. Exercise: Identify proper, common and collective nouns. (Revision of work done in Class-III to be done)	Work sheet on different ways of greetings in the world * Worksheet on My City * Text provided(song available on youtube) * Worksheet on sentence formation* Worksheet on sentence arrangement* Worksheet on proper, common and collective nouns. *

ACADEMIC PLAN FOR CLASS-IV

<p>April Week 2</p>	<p>UNIT : 1</p> <p>Wake up(Poem)</p> <p>Appreciating nature</p> <p>Animals/objects and sounds</p>	<p>Warming up Activity</p> <ul style="list-style-type: none"> • Students to go to the ground and stretch arms and legs, jogging, hopping etc. • Students to go the school ground and enjoy the cool breeze, sounds of leaves, chirping of birds. <p>Activity: Cut and Paste Cut outs of sky, cow, pond, sun, birds, meadows, to be pasted in note books</p> <p>Activity Draw free hand pictures of birds and animals with colored chalk on running black board.</p> <p>Sounds:</p> <ul style="list-style-type: none"> • The teacher to ask students who makes the following sounds <p>Tick-tick-tick Quack-quack-quack Bow-wow-wow Tring- tring- tring z-z-z-z-z-z</p> <ul style="list-style-type: none"> • Students to form five groups and mimic the sounds <p>Exercise: Animals and sounds</p> <p>Recitation of the poem with emphasis on</p> <ul style="list-style-type: none"> • Clear speech • Correct pauses <p>Read the poem aloud following the forward chaining process. The teacher reads the first line of the poem. She then asks one student to read the next line. The second</p>	<p>Cut outs of sky, cow, pond, sun, birds, meadows,lake,mountains*</p> <p>Worksheet on animals and sounds(sounds available on youtube.Can be used in review session) *</p>
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ACADEMIC PLAN FOR CLASS-IV

		<p>student reads the next line. Thus the chain continues till all the students have recited the poem.</p> <p>Reading is fun pg 4 (Text book)</p> <p>Exercise on pg 5 (Text book)</p> <p>Use of and, but</p> <p>Exercise on degrees pg 5(Text book)</p>	<p>Worksheet on use of and, but *</p> <p>Worksheet on degrees*</p>
<p>May Week 3</p>	<p>Neha's Alarm Clock(Lesson)</p> <p>Daily Routine</p>	<p>Activity: Telling Time</p> <ul style="list-style-type: none"> • Cut the cardboard in the shape of a circular clock. Paste Coloured paper on the cardboard. Make the markings of a clock. Cut the straw into two pieces- one small and one big. Paste the big piece of twig as the hours hand and the small piece as the minutes hand • Students to adjust the needles of the clock and tell the time. • Discuss with students their routine- what time do they get up, dress, eat breakfast, go to school, have lunch, play, sleep etc. • Make sentences on daily routine <p>Things in the bedroom</p> <p>Activity: Cutting and pasting</p>	<p>Cardboard, coloured paper, fevicol, twig</p> <p>Worksheet 'My Routine' (composition) *</p> <p>Cut outs of bed, pillow, table, chair, blankets, bedsheets,quilt*</p>

ACADEMIC PLAN FOR CLASS-IV

		<p>Pasting cut outs of bedroom objects on the pin board</p> <p>Reading of text using emphasis on</p> <ul style="list-style-type: none"> • voice modulation • expression <p>Students read the passage in pair through Role Play. Teacher divides the class into two groups. One group reads the dialogues of Neha and the other of Mother.</p> <p>Through enactment the teacher introduces the word snuggles, mutters, snores, relax</p> <p>Loud Reading by the teacher and students on rotation basis</p> <p>Comprehension check</p> <p>Activity Pronunciation: Four letter words.</p> <p>Words related with the clock and morning pg 15 (Text book)</p> <p>Reading is fun pg 10 (Text book)</p> <p>Activity: Word game Children to point out missing words</p> <p>Identify the sound pg 11 (Text book) Exercise : Cross word puzzle pg 12 (Text book)</p> <p>Activity: Single liner 'If there was no clock' The first student begins with the line 'If there was no clock in the house... I would be late for school. The second student continues makes the second sentence and this continues till everyone has had their turn.</p>	
			Worksheet on comprehension check *
			Worksheet on missing words*

ACADEMIC PLAN FOR CLASS-IV

		<p>Exercise: No clock Students to form a web map on 'if there was no clock '</p> <p>Who said to whom pg 13 (Text book)</p> <p>Exercise on is/are Filling the blanks pg 13 (Text book) Use of is/ are Complete the paragraph pg 14(Text book)</p> <p>Other ways of finding time</p> <p>Activity making a sand clock Comprehension questions from the text Extra Questions</p>	<p>Worksheet on No Clock*</p> <p>Worksheet on is/are*</p> <p>Instructions on how to make a sand clock.*</p> <p>Worksheet on extra questions*</p>
<p>May Week 4</p>	<p>UNIT : 2 NOSES (POEM) Identify parts of the body and their importance</p>	<p>Activity: Breathing Exercises</p> <p>Activity: Body parts game. Teacher to divide the class into eight groups. She will take them into the ground and form eight concentric circles. Each group will be allotted one body part and its use. The teacher will call out the name of the part and the students will give the importance.(Groups- Eyes, Ears, Teeth, Skin,</p>	<p>Instructions in worksheet*</p> <p>Worksheet on Body Parts*</p>

ACADEMIC PLAN FOR CLASS-IV

	features	<p>Different features</p> <p>Activity: Different facial features Discussion of different kind of features of people in the world.</p> <p>Activity: Students to bring a picture of their favorite personality and describe it.</p> <p>Favourite fruit Fun time pg 20-21 (Text book)</p> <p>Punctuation Lets write pg 22(Text book) Lets write Q 1, 3 on pg 22 (Text book)</p> <p>Rhyming Find the rhyming words on pg 23 (Text book)</p>	<p>Worksheet on different features of people. *</p> <p>Work sheet on My favourite personality *</p>
May Week 5	<p>UNIT-2 The Little Fir Tree</p> <p>Self-esteem and satisfaction</p>	<p>Activity: Decorate the pin board with cut outs of fir trees</p> <p>Draw goat, rain , birds, nest, man, leaves, on the running chalk board</p> <p>Ask students what makes them feel good and happy</p> <p>Read the story with proper stress and voice modulation. Multiple choice questions on pg 27 (Text book)</p>	<p>Cut outs of fir trees using paper, scissors, crayons.</p> <p>Worksheet on things which make students feel good and happy* Extra comprehension questions*</p>

ACADEMIC PLAN FOR CLASS-IV

	Happy /Unhappy	<p>Different types of plants Activity: Collage making on different types of plants.</p> <p>Opposites As given on page 28, 29 (Text book) Exercise: Identify the opposites</p> <p>Let's write pg 29 (Text book) Picture reading pg 30 (Text book)</p> <p>Identify action which make other happy/unhappy pg 32 Activity: Word tree Students to make a word tree and use the words to formulate sentences</p> <p>Sick leave application Discuss the format of an application</p>	<p>Pictures of different types of plants</p> <p>Worksheets on opposites*</p> <p>Worksheet on names of trees *</p> <p>Sick leave application*</p>
VACATION			
<p>Vacation: Project file, assignments</p> <ol style="list-style-type: none"> 1. Collage on animals with long ears 2. Collage on animals with small ears. 3. Draw activities you are doing during the holidays. 4. From the word 'atmosphere' how many more words can you form 5. Punctuation (worksheet).* 6. News papers articles and students to highlight a, an. * 			

ACADEMIC PLAN FOR CLASS-IV

7.Scrap book on food eaten/places visited/people visited during holidays.			
July week 6 Readiness	My Holidays Myself	Divide the class into six groups and students will share their experiences from their scrap books about food they ate, places they visited, means of travel etc. Exercise: My Vacations Activity: Myself Students to draw/ paste pictures on themselves, interests, activities, family Encourage students to speak few lines on myself Exercise: Guided composition on ‘Myself’	Worksheet on ‘My vacations’* Pictures/ photographs of students, family, games, activities Worksheet on Myself *
July Week 7	Unit : 3 Run (Poem) Importance of games and sports	<ul style="list-style-type: none"> • Ask the students to run in a circle , clap , jump take a deep breath, rotate shoulders, stretch their arms sideways and laugh loudly (field activity) • Recitation of the poem with emphasis on (teacher + student) <ul style="list-style-type: none"> • Clear speech • Correct pauses Teacher to ask the students simple questions which are to be answered orally . Activity: Pronunciation four letter word. Questions answers on pg 40 (Text book) Exercise: Let’s spell Spellings using ee and ea pg 40,41 (Text book)	List of questions * Word cards of four letter words* Worksheet on spellings using ee or ea*

ACADEMIC PLAN FOR CLASS-IV

		<p>Different games Activity: Role play Students to play tug of war, Do the act of swimming, diving, boating, gymnastics and horse riding.</p> <p>Use of ing Activity: Dumb Charades One student to enact an activity and the other to identify it. (Eating, sleeping, diving, running, cooking, dreaming)</p> <p>Exercise on verbs</p>	Worksheet on verbs *
<p>July Week 8</p>	<p>Nasruddin's Aim (Story) Building concentration</p>	<p>Narrating story (Arjuna targeting at fish's eye), story of Eklavya Activity: Darts Show the students how the dart board is used.</p> <p>Exercise: Label the picture on archery and colour it.</p> <p>Exercise: Make sentences with words bow, arrow, archery, target, string. Loud reading by the teacher with correct pauses and intonation. Silent reading by the students</p> <p>Pronunciation Card five letters</p> <p>Questions 1-4 pg 48 (Text book) Comprehension questions (extra)</p> <p>Jokes Activity: Enjoy Hodja</p> <p>Pg50-51 (Text book) Lets write pg 51 (Text book)</p>	<p>Get a dart board to the class and ask students to hit the board.</p> <p>Worksheet on Archery*</p> <p>Extra comprehension questions*</p> <p>Hodja Jokes *</p>

ACADEMIC PLAN FOR CLASS-IV

		<p>Activity: My partner Students to speak a few lines on his seat partner</p> <p>Use of and/but Exercise: Use of and / but on pg 52-53 (Text book)</p> <p>Let's play pg 54-55(Text book)</p> <p>Personal Letter Inviting a friend to your birthday</p>	<p>Instructions*</p> <p>Worksheet on and/but *</p> <p>Worksheet on invitation letter*</p>
<p>July Week 9</p>	<p>Unit : 4 "WHY?" (Poem) Inculcate spirit of inquisitiveness</p>	<p>Activity: Ask questions Divide the class into six groups and each group frames questions with what, why, when, how, where, which</p> <p>Activity : Pronunciation card on six letter words</p> <p>Recitation of the poem with correct stress and intonation</p> <p>Question 1,2,3 pg 62(Text book)</p> <p>Pg 62, 63 (Text book) Exercise: Make sentences</p> <p>Let's write Pg 63, 64</p> <p>Activity: Onion and Lady Finger painting</p> <p>Pronouns Activity: Teacher asks students to come to the chalk board</p>	<p>Worksheet on asking questions*</p> <p>Pronunciation card on six letter words*</p> <p>Worksheet on making sentences*</p> <p>Procedure in work sheet</p>

ACADEMIC PLAN FOR CLASS-IV

		<p>and draw cloud, mountains, tree near the house, dog, river and then tells the placement (the clouds are above the mountains, river flows under the house, dog is sitting in front of the house)</p> <p>Exercise: Pronouns</p>	Worksheet on pronouns*
<p>August Week 10</p>	<p>Alice in Wonderland (Lesson)</p> <p>Natural surroundings</p>	<p>Exercise: Rabbit</p> <ul style="list-style-type: none"> • Teeth • Tail • Fur <p>Activity: Visit to the school garden</p> <p>My Garden</p> <p>Exercise: Draw the garden of your dreams Guided composition of visit to Rose Garden Loud reading by the teacher</p> <p>Loud reading of the text by the teacher and students in turns.</p> <p>Activity: Pronunciation cards of six letter words Pg 68-69 (Text book) Tick the correct answer pg 69-70 (Text book)</p>	<p>Worksheet on Rabbit *</p> <p>Guided composition visit to Rose Garden*</p> <p>Extra comprehension questions*</p> <p>Pronunciation cards *</p>

ACADEMIC PLAN FOR CLASS-IV

		<p>Activity: Role playing Students to enact the roles of talking rabbit and Alice</p> <p>Let's talk pg 70 (Text book) Let's write 70-71 (Text book) Rearrange the words to make interrogative sentences</p>	<p>Masks and dialogues strips for Alice and Rabbit*</p> <p>Worksheet on interrogative sentences*</p>
August Week 11		Field trips/ projects/Revision/Review /Catch up lessons	
August Week 12	<p>UNIT : 5 Don't be Afraid of the Dark (Poem)</p> <p>Appreciate darkness</p>	<p>Activity: Game blind man's bluff A student is blind folded and he has to catch the other students. If he touches anyone, then that student is blind folded and the game continues.</p> <p>Activity: Students to close their eyes and imagine the night.</p> <p>Exercise: Make Sentences Exercise: How I feel when it is dark</p> <p>Recite the poem loudly with correct intonation and stress pg 75(Text book) Opposites Opposites pg 75 (Text book) Let's talk pg 76(Text book) Say aloud pg 76, 77 (Text book)</p> <p>Similar sounding words Pg 78, 79 (Text book)</p>	<p>Children to go to the ground and play the game</p> <p>Worksheet on night*</p> <p>Word web on darkness *</p> <p>Worksheet on similar sounding words*</p>

ACADEMIC PLAN FOR CLASS-IV

<p>Sep Week 13</p>	<p>Helen Kellar (lesson)</p> <p>Sensitizing students to handicaps</p>	<p>Activity: students to watch the movie 'Black'</p> <p>Activity: Dumb Charades One student acts out and the others guess the actions- like sleep, eat, run, study, read, sweep</p> <p>Visit to Dumb and deaf institute</p> <p>Activity: Students to close their eyes for two minutes and tell how they feel.</p> <p>Exercise: Feeling Students to write in the notebooks how they feel when their eyes are closed</p> <p>Loud reading by teacher and students with proper stress , intonation and voice modulation</p> <p>Activity: Similar sounding words</p> <p>Activity: Students to narrate story of Helen Kellar with hints given by the teacher (bilingual method can be used.) Teacher to give the English Equivalent</p> <p>Let's write pg 87(Text book)</p> <p>Use of always, often, sometimes, never</p>	<p>Movie 'Black' (Youtube.Can be shown during review session)</p> <p>Worksheet on similar sounding words*</p> <p>Extra comprehension questions*</p> <p>Worksheet on always, often, sometimes, never*</p>
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ACADEMIC PLAN FOR CLASS-IV

	Don't give up	<p>Exercise on pg 88(Text book)(students to work in pairs)</p> <p>Activity: Racing Teacher will divide the class into eight groups. Students will run and those who lag behind will be given incentives (sweets or chocolates) in order to motivate them to work harder the next time. How to take failure in your stride to be discussed with the students.</p> <p>Personal Letter Exercise: Apology letter to friend for not attending his birthday party</p>	Worksheet on Apology Letter*
September: Revision, Assessment, Assignments			
October Week 14	Unit-6 The Donkey, I had a Little Pony(Poems)	<p>Segregation Activity Sheet with pictures of several animals will be provided. Students to segregate beasts of burden.</p> <p>Exercise: Riddles based on identification of beasts of burden</p> <p>Recitation of poem Reading is fun pg 94(Text book) Let's talk pg 94 (Text book)</p> <p>Exercise: Should/should not</p> <p>Sensitization to cruelty to animals</p> <p>Exercise : Animals and their homes</p> <p>Activity: Crossword Puzzle</p>	<p>Flash cards of pony, donkey, husky, camel</p> <p>Worksheet on riddles on beast of burden</p> <p>Worksheet on what your should do/not do animals*</p> <p>Worksheet on animals and their home*</p> <p>Worksheet*</p>

ACADEMIC PLAN FOR CLASS-IV

October Week 15	The Milkman's Cow (Lesson)	<p>Exercise on cow Identify the Parts of the body and colour it</p> <p>Reading the lesson with correct pronunciation & intonation</p> <p>Loud reading by students in pairs pg 101 (Text book)</p> <p>Let's talk pg 101 (Text book) Word building pg 103 (Text book)</p> <p>Pronunciation card on six letter words</p> <p>Simple present/past Pg 103 (Text book) Exercise: On simple present/past</p> <p>Pg 104 Exercise: Community Helper</p> <p>Descriptive activity: Teacher to show objects and children to identify</p> <p>Adjectives Exercise: On adjectives</p> <p>Composition Guided Composition on My Pet</p>	<p>Worksheet on Cow*</p> <p>Extra comprehension questions*</p> <p>Pronunciation Card*</p> <p>Worksheet on present/past*</p> <p>Worksheet on Community Helper *</p> <p>Red ball, white shirt, plastic doll, led pencil, heavy bag.</p> <p>Worksheet on adjectives*</p> <p>Worksheet on My Pet *</p>
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* Resource Book

ACADEMIC PLAN FOR CLASS-IV

<p>October Week 16</p>	<p>Unit :7 Hiawatha (Poem) Familiarizing students with Native Indian</p> <p>Chinese whisper</p>	<p>Drawing and identification activity Students to draw/paste a Native Indian, wigwam, beaver, reindeer, canoe</p> <p>Reading the poem loudly Reading is fun pg 110(Text book)</p> <p>Activity Chinese Whisper Teacher to divide the class into five groups. In each group the leader whispers a sentence in English to his partner. The partner whispers it to the next person's ear. This goes on till the last person is reached who loudly announces the sentence. It is then seen whether the sentence repeated was right or wrong</p> <p>Let's talk pg 111 (Text book) Pg 112(Text book)</p> <p>Activity: Pronunciation card of six letters</p> <p>Tongue Twister A Knapsack sack, A Knapsack sack</p> <p>Description of Hiawatha Pg 114(Text book) Exercise on Hiawatha's Friends</p>	<p>Pronunciation card of six letter words*</p> <p>Worksheet on Hiawatha's friends*</p>
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ACADEMIC PLAN FOR CLASS-IV

	Use of my/his/her, your	Pg 115, 116 (Text book)	
	Same sounding words	Pg 117 (Text book)	
		Animals- Gender and Babies	Worksheet on Gender and babies of animals*
November Week 17	Unit- 7 The scholar's mother tongue (Lesson)	<p>Activity: Exchange Akbar-Birbal tales. Narrate them in mother tongue</p> <p>Loud Reading with proper stress and intonation Reading is fun Pg 120 (Text book) Let's read pg 120(Text book) Say aloud pg 121(Text book)</p> <p>Exercise: Mother Tongue Equivalentents Students to find difficult words from the lesson and give their equivalentents in the mother tongue.</p> <p>Exercise: Make sentences Tick the right answer pg 122(Text book)</p> <p>Match the columns pg 123 (Text book)</p> <p>A, an , the Exercise: On a,an, the</p> <p>Cross word fun on Pg 126, 127 (Text book)</p> <p>Composition My School</p>	<p>Amar Chitra Kathas from Library</p> <p>Extra comprehension questions*</p> <p>Worksheet on sentences*</p> <p>Worksheet on a,an,the*</p> <p>Worksheet 'My school'*</p>

ACADEMIC PLAN FOR CLASS-IV

<p>November Week 20</p>	<p>The Giving Tree (Lesson)</p>	<p>Loud reading of the text by the students</p> <p>Looking around activity Children to take a walk around the school ground and experience the shade of tress</p> <p>Exercises: Uses of trees Draw pictures on uses of trees</p> <p>Narrate the story using strips of dialogues</p> <p>Exercise on vocabulary Students to circle difficult words from the lesson and make sentences</p> <p>Chain reaction activity One word is introduced in class and the student has to frame a word with the last alphabet. The next student frames a new word with the last alphabet of the word spoken by the first student. E.g. Tiger.....rat.....town..... Reading is fun pg 142 (Text book) Word building pg 142 (Text book)</p> <p>Singular/ Plural Exercise: On singular/plural</p> <p>Let's talk pg 143 (Text book) Let's write pg 143, 144 (Text book) Composition: Trees</p>	<p>Comprehension questions</p> <p>Worksheet on trees *</p> <p>Pencil, colours</p> <p>Worksheet on singular/plural.</p> <p>Worksheet on trees</p>
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ACADEMIC PLAN FOR CLASS-IV

December		Assessment	
January Week 21	Unit-9 Books (Poem) Appreciating Books	Visit Activity The children visit the school library and get books issued. Loud Recitation by the teacher Arranging activity Teacher collects all the issued books and divides the class into 5 groups. Each groups is given books are asked to arrange them by the alphabetical name of the writer. Story Telling through Picture Reading is fun pg 149 (Text book) Signs seen and heard pg 149 (Text book) Exercise: On word family pg 151 (Text book)	Visit to the school library Worksheet of the story* Worksheet on word family*
January Week 22	Going to buy a book (Lesson)	Activity on buying books Teacher to create a book fair situation in class 10 stalls to be set up with 10 students as shopkeepers and 10 helpers. Rest of the students are the buyers. Activity: Treasure Hunt as given on pg 156 (Text book) Reading of the text Reading is fun pg 156 (Text book) Let's write pg 157-158 Use of I shall Exercise: On I shall Activity: Bookmark making pg 159(Text book) Activity: Covering a book pg 160 (Text book)	Books of students, paper money Extra comprehension questions* Worksheet I shall*

ACADEMIC PLAN FOR CLASS-IV

<p>January Week 23</p>		<p>Field trips/ projects/Revision/Review /Catch up lessons</p>	
<p>February Week 24</p>	<p>Unit 10 The Naughty Boy (Poem) Appreciating Scotland</p> <p>Pranks</p>	<p>Activity: On Scotland Paste picture on pin board</p> <p>Recitation of the poem</p> <p>Exercise: Web chart on naughty boy Discussion on pranks played by students</p> <p>Exercise: words that begin with 'sc'</p> <p>Reading is fun pg 166 (Text book) Listen and follow pg 166 (Text book)</p> <p>Adjectives</p> <p>Nation/ Nationality Exercise: pg 167-168 (Text book) Pg 169 (Text book)</p>	<p>Pictures on Scotland castles,, monster, Scotsman</p> <p>Worksheet on naughty boy*</p> <p>Worksheet on words that begin with 'sc'</p> <p>Worksheet on nations/Nationality *</p>

ACADEMIC PLAN FOR CLASS-IV

ACADEMIC PLAN FOR CLASS V

Month/Week	Learning Key Content / Concept	Suggested Activity	Suggested Resource
April Wk 1	<p>Readiness Various occupations</p> <p>Appreciating Food Handling money</p> <p>Familiar surroundings</p>	<p>Card game Activity</p> <p>Creation of food bazaar by the students and use of paper money</p> <p>Story Telling Narrating folk tales, stories, of Kings and Queens through gesture and body expression.</p> <p>Guided simple compositions Myself, My School, My City What I like doing most.....students to develop on their own</p>	<p>card game with pictures*</p> <p>Realia (fruits and vegetables)</p> <p>story narration*</p> <p>Worksheet (guided compositions) My self, my school</p>
April wk 2 Unit-I	<p>Ice-Cream man (Poem) Occupations</p> <p>Teaching flavours of Ice cream</p>	<p>Show and tell Activity Students will match pictures with occupations.</p> <p>Coloring Activity Exercise p 8 Marigold Naming Popular brands available in the market asking children to choose their favorite and Popular brands Flavours- Chocolate Vanilla Strawberry Drawing, favourite ice cream and colouring it</p>	<p>Guess who am I *</p> <p>colour me*</p> <p>Realia-cones, scoop, soda bottle wrappers of ice cream</p>

ACADEMIC PLAN FOR CLASS V

	<p>Different seasons and their requirements</p> <p>Appeal to senses – sight, taste, touch, sound, smell</p>	<p>Feeling cloth texture Pieces of summer/ winter clothes e.g. cotton, wool etc.</p> <p>The teacher will ask the students to make a list of various activities to be taken up during summer and winter seasons.</p> <p>Reading and recitation of poem Recitation of poem With proper stress and intonation, encouraging the students to visualize the poem.</p> <p>Saying rhyming words aloud Hard, yard –heat, beat Exercise p 7 Marigold Pin up activity- Students can collect pictures of summer and winter seasons activities and pin it up on the board in the class and they can make sentences on it. Concept of nouns to be explained through the chapter.</p> <p>New words Blaze, mounds, cluster etc. from the text. (Through Gestures, Pictures, Realia)</p> <p>Guided Composition: My favourite ice-cream Students to check the prices on the ice-cream wrappers and make a list</p> <p>Report writing Guided report on different brands of ice creams available in your area. P.6 Marigold</p>	<p>Realia (clothes) Pictures (summer and winter) four seasons poster*</p> <p>Comprehension Questions Textbook</p> <p>Multiple Choice Questions*</p> <p>rhyming words</p> <p>Nouns*</p> <p>Composition*</p> <p>Report writing</p>
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ACADEMIC PLAN FOR CLASS V

		<p>Students can be asked to observe their mothers, preparing that dish. On the basis of information collected from them a guided composition</p> <p>Cut and paste activity Students will be asked to collect pictures of different dishes prepared in their state and paste it in their copies and a composition can be written on the basis of information gathered.</p> <p>Model reading by the Teacher and reading by the Students on rotation basis.</p> <p>Word study: New words to be explained by the Teacher through Realia and gestures.</p> <p>Questions to be taken up from the Text.</p>	<p>Realia of Bamboo, cooking masalas</p> <p>Picture composition *</p> <p>Comprehension Questions Textbook</p> <p>Multiple Choice Questions*</p>				
<p>May Wk 4 Unit II</p>	<p>Team work (poem) Co-operation, Collaboration Developing Team Spirit</p> <p>Sports</p>	<p>Group Activity Getting peas out of pea pods.</p> <table border="1" data-bbox="853 970 1422 1050"> <tr> <td>Group A</td> <td>Group B</td> </tr> <tr> <td>Collectively</td> <td>Individually</td> </tr> </table> <p>(Picture Cards Activity) Differentiation of various sports- emphasis on building Team Spirit through co-operation and co-ordinating with others. Discussion on games like Cricket, Football, Hockey which is played as a team</p> <p>Reading and recitation</p>	Group A	Group B	Collectively	Individually	<p>Let's win* (group activity)</p> <p>Sports personality</p>
Group A	Group B						
Collectively	Individually						

ACADEMIC PLAN FOR CLASS V

		<p>Recitation with proper stress and intonation. Stress on clear speech and correct pauses. Read the poem aloud following the forward chaining process. The teacher reads the first line of the poem. She then asks one student to read the next line. The second student reads the next line thus the chain continues till all the students have recited the poem.</p> <p>New Words Team Work, hoop, passes, relayrace, baton (through body language, gestures, pictures,realia)</p> <p>Rhyming words</p> <p>Say aloud-Team /Beam</p> <p>Grammar Time contractions Encircle contractions in the lesson Can't , we've Ex. Pg 27 Text book</p> <p>Picture composition Building a house, working at home Ex. Pg 24 Text Book</p> <p>Questions to be taken up from the Text.</p>	<p>Pictures *</p> <p>rhyming words*</p> <p>Contractions *</p> <p>Visit to a safe construction sight doing in a group</p> <p>Comprehension Questions Textbook</p> <p>Multiple Choice Questions*</p>
<p>May Week 5 Unit II</p>	<p>Flying Together Unity and co-operation Team work</p>	<p>Dramatization of story 'Farmer and his four sons.' To teach the moral to students –' united we stand and divided we fall'. Activity: sowing seed and growing a plant. Showing movie on flying together</p>	<p>Bundle of sticks</p> <p>You tube (during review sessions)</p>

ACADEMIC PLAN FOR CLASS V

		<p>Story Telling Narrating the story with the help of finger puppets</p> <p>Reading of the chapter by the students on rotation basis. Explanation to be done by the Teacher through gestures, flash card, pictures etc.</p> <p>Word study- Geese, leafy branches, creepers, advise, make a fuss, pretend. To make word clear through realia, pictures, gestures and enactment.</p> <p>Proverbs 'United we stand, divided we falls ' Old is Gold' 'stitch in time saves nine</p> <p>Vocations Role play activity (One minute talk on various occupations e.g teacher, hunter, doctor)</p> <p>Group Activity- Students can be taken to the school garden and they can be taught to sow seeds. They will work in unison with each other.</p> <p>Comprehension Comprehension check Activity: students to read the passage and answer the short questions. Exercise Pg 34. Text book</p>	<p>story telling* Using internet(You tube link)</p> <p>Multiple choice questions *</p> <p>Comprehension Check*</p> <p>Proverb*</p> <p>Picture Cards* Card Game *</p> <p>Field Visit A visit to a Zoo(during review sessions)</p>
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ACADEMIC PLAN FOR CLASS V

<p>July Week 6</p>	<p>Readiness</p>	<p>Dictation of difficult words. Match the words with their meanings. Write meaningful sentences by using difficult words in the chapters already done. Re-write the story of Flying Together in your own words. Write a composition on making use of waste material in a productive manner.</p>	<p>Dictation* Word meanings* Sentences* Story writing*</p>
<p>July Week 7 Unit-III</p>	<p>My Shadow (Poem) Investigating the unknown Suspense and sense of curiosity</p>	<p>Pair Work: watching different shadows and observing absence of shadows on a cloudy day Reading and Recitation Recitation of the poem with proper stress and intonation. Drawing Activity- Draw anything with its shadow e.g. a tree, a house, a cup, a glass etc in your copy. New words through realia, pictures, mother tongue equivalent- Buttercup, errant, sleepy head, dew etc. Comprehension Discussion in groups on what happens to the shadow on rainy days Observation Activity: observing moon for a week (its shape, light)</p>	<p>Field visit School Garden: Observing shadows of trees. Matching the words to their meaning and making sentences.* Multiple Choice Questions* Shapes of Moon, Star</p>

ACADEMIC PLAN FOR CLASS V

<p>July Wk-8 Unit-III</p>	<p>Robinson Crusoe Overcoming fears</p>	<p>Story Narration- Stories of adventure mystery, humor, animals</p> <p>Story to be narrated with the help of pictures and flash cards*</p> <p>Word Building Savages, mainland, castle, frequently, amazed, confused (Through actions, realia, gestures etc.)</p> <p>Guided composition: The Teacher will give guidelines for writing about an adventure which they have gone through.</p> <p>Comprehension check</p>	<p>Flash Cards and pictures*</p> <p>Composition</p> <p>Multiple choice questions*</p>
<p>July Week-9 Unit-IV</p>	<p>Crying (Poem) Emotions</p>	<p>Flash card activity: Showing faces happy, sad, angry, jealous</p> <p>Reading and recitation Reading of the poem with proper stress and intonation by the Tr. and St. will recite/read the poem.</p> <p>Vowel sounds (select the vowels from the text)</p> <p>Introduction to new words like soaked, splash, shower etc. through pictures, gestures, etc by teachers.</p> <p>Activity- Students to bring a picture of some</p>	<p>faces with different emotions*</p> <p>Vowel *</p> <p>creative writing*</p>

ACADEMIC PLAN FOR CLASS V

		<p>incident/reason which make them cry and write about it.</p> <p>Creative writing activity Exercise on creative writing pg 62 Text book</p> <p>Exercise- Draw and write, Draw and name things/ reasons which make you cry.</p> <p>Comprehension check</p>	Multiple choice questions*
<p>August Week-10 Unit-IV</p>	<p>My elder brother (story)</p> <p>Respecting Elders</p>	<p>The Tr. will ask the students to make a family tree and write about the relationship they share with their siblings.</p> <p>Teacher will discuss the picture in the pg 64 textbook</p> <p>Role play- Teacher will give the role of elder brother and younger brother who will read out the chapter. The teacher will help to read out the lesson with proper voice modulation. Alongside the teacher will ask some comprehension questions.</p> <p>New Words – Foundation, punctuality, schedule, tremendous, wisdom, scary (Through pictures, gestures, action, gestures etc)</p> <p>Exercise- Jumbled sentences arranging words in given time. Exercise pg 71 Text book</p>	<p>Family tree*</p> <p>guided composition*</p>

ACADEMIC PLAN FOR CLASS V

		<p>Experiences with grand parents Guided composition writing My mother, my grandmother</p> <p>Exercise - Comprehension skill Ex p 74 Text Book</p> <p>Task: (2) Letter-writing to friend, uncle, brother Ex p 73 Text Book</p> <p>opposite from the text- Happy/sad/rude/polite</p> <p>Tenses Grammar time: Teacher should try to explain the meaning of the time difference. Ex p 75, 76 Text book</p> <p>Activity comprehension check- Teacher will write a small passage about family on one side of the board and questions on the other side. Then the students can be guided how to locate answers.</p>	<p>Composition writing*</p> <p>letter writing*</p> <p>opposite*</p> <p>comprehension passage with multiple choice questions</p>
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ACADEMIC PLAN FOR CLASS V

<p>August Week-11</p>	<p>Review/Projects/Field Trips/Language Lab</p>		
<p>August Week-12 Unit-V</p>	<p>The lazy frog (poem) Laziness –A bad habit.</p> <p>Importance of time and Hard work</p>	<p>Activity- Clay modeling Making any animal in the given time</p> <p>Activity- Origamy Making a frog from the paper</p> <p>Reading and Recitation the poem with correct stress and intonation and encouraging the pupils to visualize what is there in the poem.</p> <p>Dramatization – of poem with Toy model-Frog</p> <p>New Words Loll, shirt, calls in vain, bow, hops past etc. (Through pictures, gestures and actions)</p> <p>Rhyming Words Give more words from the poem and ask the students to provide rhyming words for them e.g. Frog-Log</p>	<p>Pictures*</p> <p>Field Visit: - Visit to a pond during rainy season.</p> <p>Rhyming words*</p>

ACADEMIC PLAN FOR CLASS V

		<p>by the St.</p> <p>Gap Filling Exercise- Passage will be given talking about village, farming, cow rearing and students will fill the blanks</p> <p>Activity – Teacher will divide the class the class into four groups</p> <p>Group I and II- They can act as Rip and talk about the experiences</p> <p>Group III and IV- They can act as the villagers</p>	<p>Passage on village life</p>
<p>October Week 14</p>	<p>Discussion</p>	<p>Reading and Recitation- Read aloud the poem with correct stress and intonation. Let them enjoy the rhythm and encourage them to visualize the scene.</p> <p>Comprehension Question Textbook</p> <p>Pictures of students behavior in the class room</p> <p>A scene of discussion will be created in the class room by dividing the students into groups. One topic will be given to each group For ex. Food, Clothes, Parents, Teachers etc. St will discuss the topics and write one paragraph on each and make a presentation in the class.</p> <p>New Words Discussion, aired, opinion, chatter, plain, quiet, stared (through demonstration, body language pictures etc.)</p>	<p>A picture *</p> <p>Tick the correct picture*</p> <p>Picture composition* My Class*</p> <p>Describing words*</p>

ACADEMIC PLAN FOR CLASS V

<p>October Week-15 Unit VI</p>	<p>The talkative Barber</p> <p>Teaching opposites</p>	<p>Activity Class discussion Teacher can ask the students about. Some function held at their home or school like a birthday party, marriage etc.</p> <p>Writing exercise</p> <p>Post Reading Activity The students will be asked to write a small descriptive paragraph on any of their habits which they feel is not good and can be improved. Afterwards they will be asked to complete the adjective chart.</p> <p>Imitation:- Talkative and silence qualities</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Brave</th> <th>Naughty</th> <th>Quiet</th> <th>Talkative</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>Aniket</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Nisha</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ravi</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Story narration- Dialogue enactment activity between the king and the Barber can be presented before the class.</p> <p>Difficult words from Textbook</p> <p>Task (1):- Match the opposites Ex p 106 Text Book Using (un,im,dis)</p>		Brave	Naughty	Quiet	Talkative	Students	Aniket						Nisha						Ravi						<p>Qualities*</p> <p>Field Visit: To a Barber Shop Mirror, Scissors, razor, shaving kit</p> <p>Gestures, actions, picture cards*</p> <p>Using suffixes*</p>
	Brave	Naughty	Quiet	Talkative	Students																						
Aniket																											
Nisha																											
Ravi																											

ACADEMIC PLAN FOR CLASS V

	Brave and courageous	<p>Discussion on Bravery Awards</p> <p>New Words Chatter box, defect, opinion, exhausted, dessert, examine, humpbacked, feast (through pictures, body language gestures etc)</p> <p>Reading of the story in small parts.</p> <p>Comprehension Check Textbook Match the opposites with words un-im-dis and speak aloud.</p> <p>Activity Dumb Charades- One student acts out the various occupations and others will guess the actions. Policeman, Doctor, Teacher etc.</p>	<p>Pictures of brave people.*</p> <p>Multiple Choice Question* Worksheet*</p>
<p>October Week-16 Unit-7</p>	<p>Topsy- Turvy land</p> <p>Physical features</p>	<p>Showing pictures of Topsy Turvy Land</p> <p>Teacher will bring physical map of the world and talk about different physical features i.e. mountain, valley, rivers, desert, sea.</p> <p>Recitation and reading of the poem by students and teachers</p> <p>Comprehension Check Textbook</p> <p>Difficult words/Textbook</p> <p>New Words</p>	<p>You Tube Pictures*</p> <p>Write the following land forms* Pictures*</p> <p>Multiple Choice Question *</p> <p>Web Chart</p>

ACADEMIC PLAN FOR CLASS V

<p>November Week-17</p>	<p>Gulliver's Travels</p> <p>Being courageous</p> <p>Teaching comparisons</p>	<p>Picture reading: St. to come and write characteristics of giants and dwarfs on the black board one by one and Tr. to generate discussion on it.</p> <p>Reading of the Story: St. to read the story one by one.</p> <p>New words: Vessel, bellowing , inhabitant, barren, creature, steep, astonishment, monster, crumbled, grab (through pictures gestures, demonstrations etc) barren, steve, crumpled, vessel.</p> <p>Silent Reading: By the St.</p> <p>Comprehension Check (Textbook) Completion of Blanks With adjectives Grammar Time Ex p 122, 125 Marigold Degrees of comparisons Fast/Faster/Fastest Punctuation Exercise: Punctuation Exercise may be done after some revision of how punctuation marks to be used.</p> <p>Discussion-Monsters (Indian mythology)</p> <p>Picture Cards (Giant and a normal human being) Pin Board Activity: Student to collect pictures of</p>	<p>Pictures of giant and dwarf.</p> <p>Pictures*</p> <p>Multiple Choice Question*</p> <p>Degrees of comparison*</p> <p>Punctuation Sheet*</p>
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ACADEMIC PLAN FOR CLASS V

		monsters and then teacher will past them on the board.	
<p>November Week 18</p>	<p>Review/Projects/Field Trips/Language Lab</p>		
<p>November Week-19 Unit-8 Nobody's Friend (Poem)</p>	<p>Friendship</p>	<p>Ask the students the following question with their books closed.</p> <ol style="list-style-type: none"> 1. Do you like making friends? 2. Do you share your things with others? <p>New Words: Share, friend (through actions, gestures ect.)</p> <p>Reading & Recitation with stress and intonation and ask them following questions. List the things that you want to share and things that you don't want to share.</p> <p>Discussion Qualities of a good friend</p> <p>Playing a game Sharing food items among students</p>	<p>Match and write*</p> <p>Match the meanings*</p> <p>Opposites*</p> <p>Qualities of my friend*</p> <p>popcorns, chips*</p>

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<p>January Week 22 Unit -IX Around the World Jan Week-21 Unit 9</p>	<p>Travelling</p>	<p>Comprehension Questions Textbook</p> <p>Different Maps, pictures of red Indians, pictures of different means of transport and city map will be shown to the students</p> <p>Model reading of the Chapter through Tr. and students will read the chapter on rotation basis.</p> <p>Word Study: Procession, canyons, conductor, herd, halt, etc.</p> <p>Comprehension Check Textbook</p> <p>Travelling by Train/Aeroplane.</p>	<p>Multiple Choice Question*</p> <p>Pictures of Wonders of the world Worksheet Globe* Outline of world map*</p> <p>Multiple Choice Questions</p> <p>Picture and guided composition*</p>
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ACADEMIC PLAN FOR CLASS V

<p>January Week-23</p>	<p>Review/Projects/Field Trips/Language Lab</p>		
<p>February Week-24 Unit X MaluBhalu</p>	<p>Relationships</p>	<p>Reading and Recitation: Read the Poem with proper stress and intonation.</p> <p>Comprehension Check Textbook</p> <p>Character sketch of MaluBhalu by pictures and gap filling Exercise on pg 173 Marigold</p> <p>New words: Mane, Lair, Whim, clasped, Grippled, Patience, Fearless (Through gestures, actions, body language and pictures etc.)</p> <p>Chart with pictures of Water Animals</p> <p>Discussion (things one likes to do/do not like to do)</p> <p>Writing Activity: Additional practice can be given on the use of pronouns by writing sentences with the names of student from the class.</p>	<p>Multiple Choice Questions*</p> <p>Picture*</p> <p>I like to do*</p>

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<p>February Week-25 Unit-X Who will be Ningthou</p>	<p>Gender Sensitization</p>	<p>Example: Aryan never does his home work. Aryan has not done his homework even today.</p>	
	<p>Leadership qualities</p>	<p>Composition : Girls are better than boys or boys are better than girls. Tr. to generate discussion and St. to come and write their views on the black board.</p> <p>Asking simple questions from given passage Exercise pg 174 Text Book</p>	<p>Visit to school garden, sowing a seed and growing a plant</p> <p>Worksheet (story of leaders)</p>
	<p>Caring for Environment</p>	<p>New Words: Excitement, Peace. Worthy, Contest, spear, Triumphantly (Through Demonstration, Gestures, Body Language)</p> <p>India and Various States using multiple languages Exercise pg 182</p>	<p>Worksheet (slogan writing)</p>
		<p>St. to fill in States of India in the outline of the map and discuss about the food habits and attire of North Indian and South Indian.</p> <p>Some amount of model reading may be done but it must be followed by silent reading of the lesson. The lesson may be divided into very short units followed by comprehension questions. The units for this lesson are:</p> <ol style="list-style-type: none"> 1. Long, long ago.....and Sanatomba. 	<p>Outline of the map provided.</p>

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		<p>2. Twelve years later.....becoming a king.</p> <p>3. We will have.....Tinggi Ningthou.</p> <p>4. The Nighthou and.....wonderful motion.</p> <p>5. The people breathed.....and now is dead.</p> <p>6. The people were all.....anybody in the kingdom.</p> <p>Each unit to be read silently by students and followed by comprehension questions which may be done orally with children.</p> <p>Question slips to be distributed. Team-A to question and Team-B to answer.</p> <p>Comprehension Questions Textbook</p> <p>Guided Composition : India of my dreams</p> <p>Slogan writing on 'Save Trees' 'Save Water'</p> <p>Actions and gestures Zoom, bang Exercise pg 183</p> <p>Text Book</p>	<p>Question Slips</p> <p>Multiple Choice Questions.</p> <p>Worksheet*</p>
March		Reviews and reflective assessment	

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Month	Week	Unit	Chapter
April	1	Unit – 1	Readiness
May	2	–Unit-1	Ice-Creamman (Poem) –
	3		Wonderful waste
	4		Team Work (Poem)
June Summer Vacations	5	Unit-II	Flying Together
	--	Home Assignments	
	6		Readiness
July	7	Unit-III	My Shadow (Poem)
	8	Unit-III	Robinson Crusoe
	9	Unit-IV	Crying (Poem)
August	10	Unit-IV	My elder brother (story)
	11	Reviews/Projects/ Field Trips/Computer Lab	
	12	Unit-V	The Lazy Frog (Poem)
September	13	Unit-V	Rip Van Winkle
October	14	Unit-VI	Discussion (Poem)
	15	Unit-VI	The Talkative Barber
		Unit-VII	

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	16		Topsy-Turvy Land
November	17	Unit-VIII	Gulliver's Travels
	18	Reviews/Projects/ Field Trips/Computer Lab/Catch up lessons	
	19	Unit-VIII	Nobody's Friend (Poem)
	20	Unit-VIII	My Little Bully
December			
January	21	Unit-IX	Sing a Song of People
	22	Unit-IX	Around the World
	23	Reviews/Projects/ Field Trips/Computer Lab/Catch up lessons	
February	24	Unit-X	MaluBhalu
	25	Unit X	Who will be Ningthou
Reflective assessment and integrated exercises on the work done.			

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