

Lesson Plan English

Class 1

Session 2023-24

## **APRIL MONTH**

### **No. of teaching ways:-19**

Topic = L = 3 (poem) The Happy Child

Topic – L=3 (poem) The Happy Child

M=1 Naming words, L=1 My Dog Rex, L=2 The Birthday Surprise

### **No. of Days required to complete the topic**

5 + 5 + 5 + 4 = 19 days

### **Learning outcomes**

**Knowledge objective:** - students will be able to learn about the colour of the tree, and the type of houses.

**Understanding objective:** - students will understand that how trees help us.

**Application objective:** - students will understand that how to stay happy and lively.

**Skill objective:** - Students will be able to know about the type of house and the colour of the tree.

**Previous knowledge testing :-** students will be asked :

1. What you do when you are happy?
2. What makes you happy?
3. Where you love to play?
4. What is the colour of the tree?

### **Teaching Aids**

Chalk, duster, board, looks, charts, flash cards.

### **Pedagogical strategies**

The teachers will explain different types of houses (big or small). The colour of the houses will also be discussed, colour of the trees and what trees give us will also be discussed.

### **Hands on Activity :- (Experiential learning)**

Using flash cards: - students will be shown flash cards and asked about the type of house and the different shady trees.

**Art integration:** -The students will be asked to draw and colour a little red house and a green tree.

### **Interdisciplinary Linkages and Infusion of life skills:-**

Students will be able to know that how trees are helpful to us giving us shade and protection from hot sun.

**Recapitulation:** -The oral drill of the poem will be done for better recitation.

### **Resources including ICT (information and communication technology)**

E books, internet, u tube link

[https://you tube /y6TWL5 hy 93E](https://www.youtube.com/watch?v=y6TWL5hy93E)

### **Assessment items:-**

To check the conceptual clarity various types of assessments will be done exercises in the textbook will be done. Revision assignments, Dictation test will be held P.W. Sheets will be given .Recitation of the poem will be done.

### **Feedback and Remedies teachings:**

Students (slow learners) will be asked to watch videos related to the topic. They will be encouraged to read the poem carefully and learn it.

### **Inclusion Practices and full participation without discrimination:-**

- ❖ Group Activity
- ❖ Reading Books
- ❖ Watching videos
- ❖ Flash cards
- ❖ Charts
- ❖ Hands on learning
- ❖ Collaboration

Topic – Module 1 Naming words

**Learning outcomes**

**Knowledge objective: -**

Students will be able to learn about naming words like persons, places, animals and things.

**Understanding objective: -**

Students will be able to differentiate between persons, places, animals and things.

**Application objective: -**

Students will be able to apply their knowledge of nouns. They will understand how to categories.

**Skill objective: -**

The vocabulary will be enriched .Hence writing will also improve.

**Previous knowledge testing:-**

Students will be asked.

- Name any four things you see in the classroom.
- Name any four animals you see every day.
- Name any four places around you.
- Name any four person you see around.

**Teaching Aids:-** Chalk , duster , blackboard ,chart , flash card , lab , books ,real objects etc.

**Pedagogical strategies: -**The teacher will explain naming words in detail. Examples of all kinds will be explained in detail. Live examples will be given to students for better understanding .All related exercises will be done in an interactive way. A variety of exercises will be done to make the concept clear.

**Hands on activity (Experiential learning):-**

Using flash cards: - students will be shown flash cards and then asked about the type of naming word.

Using live examples / real objects: - like pen, bottle, bag etc. will be shown for the better understanding of the topics.

**Art integration:-**

The students will be asked to draw / paste any picture of each kind of naming word.

**Interdisciplinary linkages and infusion of life skills:-**

By doing various exercises like word grid and puzzles, the students will be able to draw and make table charts.

Moral educate will be given to students like honesty, wisdom, pride etc.

**Recapitulation: -**

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

**Resources including ICT (information and communication technology):**

E book , workbooks , internet , you tube

[https://you tube / yas-7Skhpvs](https://www.youtube.com/watch?v=yas-7Skhpvs)

[https:// you tube / hA85MmWg-y](https://www.youtube.com/watch?v=hA85MmWg-y)

**Assessment items:-**To check the conceptual clarity various types of assessments will be done. Exercises in workbook and notebooks will be done. Revision assignment and practice worksheets will be given.

**Feedback and Remedial teachings:-**

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

**Inclusive practices and full participation without discrimination:-**

- Group Activity
- Reading Books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration

## L- 2 The birthday surprise (reading)

### **Learning Outcomes**

#### **Knowledge objective –**

students will be able to learn about the colour of the dog. And the birthday surprise.

#### **Understanding objective-**

\_students will understand that how dog plays and eats.

#### **Application Objective –**

students will understand that how dog enjoys his everyday schedule .

#### **skill objective –**

Students will be able to know about the readings kill.

Improvement will be done

#### **Previous knowledge testing**

Students will be asked

1. Do you like pet animals?
2. Having better home do you know anyone having pet at home ?
3. Do you get gift on your birthdays?
4. Do you go for birthday party or not?

#### **Teaching aids**

Chalk , duster, blackboard, flash cards, chart, book, real objects etc.



### **Pedagogical strategies**

The teacher will explain in detail the chapter. Reading of the chapter will be done. Examples of all kinds will be explained to the students for the better understanding. All exercises and example will be discussed in an interactive way. Value based questions will be discussed.

### **Hands on activity (experiential learning)**

Using flash cards students will be shown flash cards and asked to speak about the animal shown. Students will be asked to speak about their pet animals.

### **Art Integration**

The students will be asked to draw our pace the picture of a dog or any pet animal.

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

By doing various exercises and puzzles, the students will be able to draw and make charts.

Moral education will be given to students like loyalty honesty helpful kindness etc

### **Recapitulation**

Oral revision will be done of the new words of the chapter reading will be practiced.

### **Resources including ICT (Information and Communication Technology )**

ebooks textbook, internet, YouTube

[https://YouTube . com/watch?](https://YouTube.com/watch?V=uwhpMRx DXVU & feature = share)

V=uwhpMRx DXVU & feature = share

**Assessment items** : To check the clarity of pronunciation and reading skills, various types of assessments will be done. Exercise in the test book will be done. Revision assignments dictation test will be held. P W sheet will be given.

**Feedback and remedial teachings**

students lower learners will be asked to watch more videos related to the topic. They will be encouraged to read the lesson carefully and do practice of exercises.

**Inclusive practices and full participation without discrimination:-**

- ❖ Group Activity
- ❖ Reading Books
- ❖ Watching videos
- ❖ Flash cards
- ❖ Charts
- ❖ Hands on learning
- ❖ Collaboration

## **May month**

**No of teaching days** = 25

**Topic**– Picture Comprehension ,L=4,

L=5punctuationmodule3,No.of working days required to complete the topic =5+5+6+6=22

### **Learning Outcomes**

#### **Knowledge objective :**

Children will learn to comprehend pictures and write accordingly about them.

#### **Understanding Objective:**

It will reinforce vocabulary. It will also enable the students to express their ideas clearly.

#### **Application objective:**

Students will be able to understand and frame sentences.

**Skill objective:** The students will be able to develop their skill of observation in them.

### **Previous Knowledge Testing**

Students will be asked

1. Tell about your family members?
2. Do you have a pet at home ?
3. Who tells your bedtime stories?
4. Where you put full stop and question mark?

### **Teaching Aids**

Chalk , duster, board, books , video, Lab, chart etc.

## **Pedagogical Strategies**

The teacher will show a picture from the book and the students will be asked to observe the picture carefully and will be asked to use the correct punctuation marks and put in a sentence. They will keep the picture in mind and put the punctuation marks, opposite, rhyming words in the blanks.

## **Hands on activity :- ( experiential learning)**

Picture can be a great tool for helping the students to acquire vocabulary practice, pronunciation, and work on writing and oral language skills.

Children will be given to draw or paste different punctuation marks.

## **Art Integration**

The students will be asked to draw or paste pictures carefully. They will also be asked to make flash cards for different punctuation marks and comprehension activity.

## **Interdisciplinary Linkages and Infusion of life skills:**

Student will be able to learn how to access, understand, employ and synthesis, the expertise from various disciplines. Students can be given pictures related to plants, animals, sports ,family ,stories etc.

## **Recapitulation**

Oral revisions will be given time to time

## **Resources including ICT ( Information and Communication Technology)**

e-books, internet , workbooks, YouTube

#[https:// YouTube/](https://www.youtube.com/)

### **Assessment items:-**

To check the conceptual clarity various types of assessments will be done. Revision assignments will also be done.

### **Feedback and remedial teachings:**

Student will be asked to practice more picture comprehensions. They will be encouraged to observe carefully and express their ideas with correct formation of sentences.

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

- Group activity
- Reading books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration

**No. of teaching days** = 6

**TOPIC**- Module 3 singular/ plural

**No. of teaching days required to complete the topic**

**Learning Outcomes**

**Knowledge objective** :

Students will be able to identify singular and plural nouns.

**Understanding objective** :

Students will be able to make basic sentences using singular and plural nouns

**Application objective:**

Students will be able to find the singular and plural nouns.

**Skill objective** :

Students will be able to change singular nouns to plural nouns.  
They will also be able to spell plural nouns correctly.

**Previous knowledge testing**

The students will be asked

- What is one and many?
- What is Singular and Plural?
- What is plural of girl?
- How we speak plurals?

**Teaching Aids**

Chalk, duster, board, chart, videos, lab, books, flash cards, real objects.

**Pedagogical strategies**

The teacher will explain singular and plural nouns with example from classrooms. Concepts will be discussed thoroughly. They will be told how to form plurals

By adding 's'

By adding 'es'

By changing 'y' to 'ies'

By changing 'f' to -ves

All the exercises will be done in an interactive way.

### **Hands on activity :- (experiential learning)**

Students will be given life example from the classroom and will be asked whether the nouns are singular or plural.

eg. One boy – many boys

One bench – many benches

One child – many children

They will be shown flash cards to explain the topic.

### **Art Integration**

Pictures of nouns will be drawn colourfully in the notebooks they will be taken to the lap to show the charts related to singular or plural.

### **Interdisciplinary Linkages And Infusion of life skills**

Students will be able to enhance their vocabulary by using the nouns related to plants, animals, fruits, vegetables, musical instruments etc

eg. tree - trees

apple –apples

## **Recapitulation**

Oral revision will be done time to time.

## **Resources Including ICT ( Information and Communication Technology)**

e-books, workbooks, internet

<https://youtu.be/BI1Syz912nO>

## **Assessment Items:**

To check the conceptual clarity, various types of assessment will be done. Exercises in the workbook will be done. Revision assignments will be given. Practice worksheets will be given.

## **Feedback And Remedial Teachings :**

Students who need special attention and slow learners will be asked to watch more videos related to the topic. They will be encouraged to read the topic again and will be given more practice.

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

- Group activity
- Reading books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration



## **TOPIC :**

L-4 Jolly's shrinking Clothes

L-5 Mili learns to cross the street (road)

## **Learning Outcomes**

### **Knowledge objective-**

The children we develop their reading skills through reading practice.

### **Understanding objective-**

Students will understand many social trade like empathy compassion and kindness through chapter

### **Application objective-**

Children can apply abstract skills like love and kindness in their daily life.

### **Skill objective –**

Children will learn new vocabulary and framing of sentences through the chapter.

## **Previous knowledge testing**

Students will be asked

- What kind of food do you like to eat?
- What will happen if we eat one kind of food everyday?
- Do you cross the street alone?
- Do you know rules to cross the street?

## **Teaching Aids**

Chalk, duster, board, textbook, flash cards etc

## **Pedagogical strategies**

The teacher will explain the chapter after reading. Children will repeat after her. The teacher will check the pronunciation of the students. Lesson will be read by the students followed by new words, make sentences and question answers after discussion with the students.

### **Hands on Activity –(Experiential Learning)**

Draw or paste the picture of healthy food. Write the name of the healthy food and right five lines on healthy food in your notebook.

### **Art Integration**

A picture of complete healthy food will be drawn or pasted by the students . It will announce their artistic skills.

### **Interdisciplinary Linkages and Infusion of life skills**

Students will come to know that qualities like kindness and caring can give them so much place of mind. They will also develop social skills.

### **Recapitulation**

Revision test of the chapter like dictation ,word meanings and question answers will be given. Reading practice to be given for reading test.

### **Resources including ICT (Information and Communication Technology)**

Textbooks, eBooks ,internet, u-tube links

#[https://youtu.be/H\\_ESJqLmJ\\_M](https://youtu.be/H_ESJqLmJ_M)

#[https://youtu.be /EfxsITyhA](https://youtu.be/EfxsITyhA)

## **Assessment Items**

To check the conceptual clarity, various type of assessments will be done. Exercises in textbook and notebook will be done.

Revision assignments will be given.

## **Feedback And Remedial Teachings**

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

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

- Group activity
- Reading books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration

**July 2023**

**No. of teaching days = 16 + 2 = 18**

**Topic Module 4 Pronouns (Lesson 6 & 7)**

**No. of days required to complete the topic 6 + 6 + 4 + 2 = 18**

### **Learning Outcomes**

#### **Knowledge objectives**

Students will be able to identify correct use of pronoun.

#### **Understanding objectives**

They will be able to articulate when and why proper use of pronoun to be done.

#### **Application objectives**

Students will be able to define and identify pronoun in text they can differentiate between a subject and object pronoun.

#### **Skill objective**

They will be able to identify singular and plural pronoun as well as other pronoun.

#### **Previous knowledge testing**

Students will be asked

- Name the word used for nouns?
- Name the pronoun used for males, females and nonliving thing ?
- Do we use naming words again and again?

#### **Teaching Aids**

Chalk, duster, board, textbook, flash cards etc

#### **Pedagogical strategies**

The teacher will explain pronoun the real example. Pronoun is a word used in place of a noun. They will be taught singular and plural pronoun. They will be taught different kinds of pronoun.

I,we,mine – First person

You – Second person

She ,they – Third person

#### **Hand on activity (Experiential Learning)**

They will be shown flash cards to explain the topic

singular pronounce

I ,will ,you ,she ,her, he ,him

Plural pronounce

we ,us, you ,they ,them

### **Art integration**

Pictures of noun will be drawn colourfully in the notebooks they will be taken to lap to show charts related to pronounce.

### **Interdisciplinary linkage and infusion of life skill**

The student will be able to enhance of vocabulary file using pronounce related to books buildings place direction etc.

### **Recapitulation**

Oral revision and practice worksheets will be done time to time.

### **Resources including ICT**

E-books, workbook, iternet

### **Accessment items**

To check the conceptual clarity, various type of assessments will be done. Exercises in textbook and notebook will be done.

Revision assignments will be given.

### **Feedback and remedial teaching**

Students who need special attention and slow learners will be asked to watch more and more videos related to topic. They will be encourage to read the topic again and will be given more practice.

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

- Group activity
- Reading books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration

**TOPIC**        L-6 Healthy food (poem)

                      L-7 The Clever Mouse

**Learning objectives**

**Knowledge Objective-**

Children will learn to recite a poem with rhythm and unison.

Children will learn to read the lesson.

**Understanding Objective-**

Children will learn the importance of healthy food.

**Application Objective-**

Children will learn how to take proper healthy food in their routine.

**Skill Objective-**

Children will learn new vocabulary, rhyming words and verses, framing of sentences and reading skills.

**Previous knowledge Testing**

Students will be asked:

- What are the colours of tomatoes and beans?
- What is healthy food?
- Have you ever seen a cat running behind a mouse?
- Who runs faster cat or mouse?

**Teaching Aids**

Chalk , duster, blackboard, textbooks, flashcards etc

**Pedagogical strategies**

The teacher will recite the poem followed by the students. The teacher will explain the poem verse by verse. She will also ask questions during the explanation to keep the children engaged.

The children will recite the poem in groups for practice word meanings and question and answers of the poem will be done. Same for lesson 7 the clever mouse.

### **Hands on learning –( Experiential learning)**

Draw and paste different types of vegetables that make us healthy.

### **Art Integration**

Pictures of different types of vegetables will be drawn or pasted in their notebook. It will help them to be more aware about the healthy food.

### **Interdisciplinary Linkages and Infusion of life skills**

Students will understand how to take care of our health by eating healthy food caring towards our health is more important.

### **Recapitulation**

Revision test of the poem will be given.

Chapter will also be given as revision.

### **Resources including ICT (Information and Communication Technology)**

Textbooks, eBooks ,internet, u-tube links

# [https://youtube /ioeriped5DgO](https://youtube.ioeriped5DgO)

### **Assessment Items**

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

### **Feedback and Remedial Teachings**

Students will be asked to watch videos on you tube on the given links. Slow learners will be encouraged to read the poem for a few times for better recitation.

**Inclusive practices and full participation without discrimination**

- Group activity
- Reading books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration



**No. of teaching days** -24

**Topic**-Module 1 Describing words

L-8 :What is for the dinner?

**Number of days required to complete the topic**

15+6= 19

**Learning Outcomes**

**Knowledge objective-**

Students will be able to define an objective. (describing words).

**Understanding objective –**

They will be able to understand the word that describe the noun.

**Application objective-**

Students will be able to understand find adjectives in a sentences.

**Skill objective-**

The students will be able to use the adjectives in the writing skills.

**Previous Knowledge testing**

Students will be asked

- What is the colour of Rose?
- What are the things (nouns) we used to describe words for description?

E.g. bag is big heavy red etc.

**Teaching Aids**

Chalk, duster, board, lab , books, videos , objects , chart etc,

### **Pedagogical strategies**

The teacher will explain adjectives in the class by giving examples. The real examples will be taken from the classroom.

Eg hair- curly ,straight

fan- big, smart

bag – red ,big ,small

garden- beautiful, big, etc

### **Hands on Activity : (Experiential learning)**

- Introduce yourself-The students will be asked to introduce themselves to the class by describing them about themselves by using describing words.
- Show and tell activity
- Describing the day
- Circling the adjectives in your storybook
- Describing your friends

### **Art Integration**

Draw and paste pictures showing different adjectives. They will also be taken to lab and show chart related to adjectives.

### **Interdisciplinary Linkages and Infusion of life skills**

Use of the following adjective and help students learn different life skills.

Happy , beautiful, brave, great , strong ,etc.

### **Recapitulation**

Students will be given practice worksheets everyday. Oral revisions are also done.

## **Resources including ICT (Information and communication Technology)**

E-books, workbooks, internet, YouTube

<https://YouTube/VVZmjfSQniL>

## **Assessment items**

To check the conceptual clarity, various types of assessments will be done.

Exercises in the textbooks, workbook will be done. Revision assignments will be given, practice worksheets will be given.

## **Feedback and Remedial Teachings**

Students who needs special attention and slow writers will be asked to watch more videos related to the topic. They will be encouraged to read the topic again and will be given more practices.

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

- Group activity
- Reading books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration

## **Topic**

### **Lesson -8 What is for the Dinner?**

#### **Learning Outcomes**

##### **Knowledge objectives**

Children will learn about the cunning behavior of the animals.

##### **Understanding objectives**

Children will know and connect to the different animals how they have difficult characters.

##### **Application objectives**

Children will learn about the cunningness of the fox and the hen.

##### **Skill objective**

Children will learn new vocabulary words and reading skills will also be enhanced.

##### **Previous knowledge testing**

Children will be asked –

- Where does the little hen live?
- Where does fox live?
- Which all animals live in the forest?
- Which animals is more clever?

##### **Teaching Aids**

Chalk, duster, board, lab , books, videos , objects , chart etc,

##### **Pedagogical strategies**

The teacher will read the chapter. The students will repeat after her for better pronunciation. The chapter will also be read by the children for practice.

##### **Hand on activity (Experiential Learning)**

Draw and paste the homes of different animals. They will write the names of homes of different animals also.

##### **Art integration**

Children will learn about animals and their homes through drawing and colouring them. They can also make the homes of animal using different material eg nest with straws etc.

##### **Interdisciplinary linkage and infusion of life skill**

Children will learn the art of story telling along with the different moral educational values like cooperation, honesty, sharing etc. Different skills will be developed e.g. imagination creativity and observation.

### **Recapitulation**

Revision of the chapter will be given. Reading practice will be done. Children revise back exercise, word meaning and make sentences will be practiced.

### **Resources including ICT**

E-books, workbooks, internet, YouTube

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done.

Exercises in the textbooks, workbook will be done. Revision assignments will be given, practice worksheets will be given.

### **Feedback and remedial teaching**

Students will be asked to watch videos related to the topic. They will encourage to read and recite the poem carefully and learning. Slow learners will read the chapter 2-3 times for more clarity.

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

- Group activity
- Reading books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration

**October2023**

**Number of teaching days: 22**

**Topic**

**Lesson -9 My Kite (Poem)**

**Number of days required to complete the topics: 5**

**Learning Outcomes**

**Knowledge objectives**

Student will be able to learn rhyming words.

**Understanding objectives**

Students will understand how to react a poem and the main idea of the poem.

**Application objectives**

Students will be understand how does a kite fly in the sky.

**Skill objective**

Students will be able to in act the poem and learn the rhyming words.

**Previous knowledge testing**

Student will be asked:

- Have you ever flow a kite?
- Do you know what guides are made of ?
- What sound does the kite make?
- How does the kite fly?

**Teaching Aids**

Chalk, duster, board, lab , books, videos , objects , chart etc,

### **Pedagogical strategies**

That teacher will recite the poem about a time and ask that learners to repeat them she will also in active contain worth to explain them. she will repeat this activity for this whole poem.

### **Hand on activity (Experiential Learning)**

Using flash cards students will be asked about the different types of kites and different shapes of colourful kites.

### **Art integration**

Just like colourful kites we make colourful Rangoli with design. They will make their own designs using different colours and patterns.

### **Interdisciplinary linkage and infusion of life skill**

Students will be able to know the different names of objects that can fly they will make a list of those objects and now how these objects are different from a kite.

### **Recapitulation**

Oral drill of the poem will be done for better understanding with proper tone intention and enactment.

### **Resources including ICT**

Books, internet , YouTube link.

### **Assessment items**

To check the understanding and clarity various assessments will be done. Exercise is in the next week will be done. Recitation of the poem will be done and meaning of the words will be explained. Revision assignment and character sheets will be give done.

### **Feedback and remedial teaching**

Students will be asked to watch videos related to the topic. They will encourage to read and suicide the poem carefully and learning.

**Inclusive practices and full participation without discrimination**

- Group activity
- Reading books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration

**Topic Lesson – 10 Who is the winner?**

**Number of days required to complete the topics: 6**

**Learning Outcomes**

**Knowledge objectives**

The students will develop their knowledge about animals.

**Understanding objectives**

The students will earn and understand about wild animals. What do they eat and where do they live?

**Application objectives**

The students will learn about the difference between all animals like a horse and a zebra.

**Skill objective**



The students will learn about animals that run slowly and those that run fast.

### **Previous knowledge testing**

Students will be asked:

- Name a few wild animals that live in jungle?
- Name two animals that run slowly?
- Name two animals that run fast?
- Have you heard any story about animals race?

### **Teaching Aids**

Chalk, duster, board, lab , books, videos , objects , chart etc,

### **Pedagogical strategies**

The teacher will read the story about slowly and clearly. She will pause after every paragraph and explain it. She will discuss the different words and phrases in the story followed by make sentences and questions answers.

### **Hand on activity (Experiential Learning)**

Teacher will write names of animals on chits. The student will use and choose one chits speak whatever you know about the animals. What its colour is, what food it eats, how it runs, where it lives and so on.

### **Art integration**

Choose a letter and write on the board. Tell the names of a person, place, animals or a thing from that letter.

### **Interdisciplinary linkage and infusion of life skill**

Students will learn about skills like empathy by the story that slow animals should placed in front to help them win the race. They will be told the importance of forests which is the home of wild animals.

## **Recapitulation**

Discussion of question answer, reading and meaning of new words will be discussed.

## **Resources including ICT**

Books, internet , YouTube link.

## **Assessment items**

To check the understanding and clarity various assessments will be done. Exercise is in the next week will be done. Recitation of the poem will be done and meaning of the words will be explained. Revision assignment and character sheets will be done.

## **Feedback and remedial teaching**

Students (slow learners) will be asked to read the chapter and understand the meaning of difficult words. They will be encouraged to read and practice of spellings and sentences will be done.

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

- Group activity
- Reading books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration

**Number of days required :6**

**Topic - Module-6 Punctuation, Days of the year and month, Articles**

**Learning Outcomes**

**Knowledge objectives**

Students will be able to identify correct use of articles like a, an, the.

**Understanding objectives**

They will be able to articulate where and when article is to be used.

**Application objectives**

Students will be able to define and identify definite and indefinite articles.

**Skill objective**

They will be able to understand and use the articles correctly in phrases and sentences.

**Previous knowledge testing**

How many vowels are there in English alphabet?

Which are the five vowels?

What do we use before vowel sounds in a sentence?

In which month your birthday comes?

**Teaching Aids**

Chalk , duster ,book ,flash cards ,lab ,chart ,videos.

**Pedagogical strategies**

The teacher will explain the use of a or on with the words in the sentence. She will write few words on the board and tell them that an is used before a vowel sound. She will discuss by using the information and examples in the book. Practice will be done in the notebook too.

### **Hand on activity (Experiential Learning)**

The students will be shown live examples from the classrooms and will be asked to distinguish the three articles.

_____ book	_____ orange
_____ table	_____ apple
_____ chair	_____ igloo

### **Art integration**

Pictures will be drawn colorfully in the notebooks. They will be taken to the lab to show charts related to articles.

### **Interdisciplinary linkage and infusion of life skill**

The students will be enhanced to their vocabulary by using the articles. They will learn how to frame sentences by using correct articles.

### **Recapitulation**

Exercises and oral revision will be done time to time.

### **Resources including ICT**

Books, e books, internet

<https://you.tube/2gTah9W3sfg>

### **Assessment items**

To check the understanding and clarity various assessments will be done. Exercise in the next week will be done. Recitation of the poem will be done and meaning of the words will be explained. Revision assignment and character sheets will be done.

### **Feedback and remedial teaching**

Students (slow learners) will be asked to read the chapter and understand the meaning of difficult words. They will be encouraged to read and practice of spellings and sentences will be done.

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

- Group activity
- Books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration

## **Topic**

### **Module 7 Action Words**

**Number of days required to complete the topics: 5**

### **Learning Outcomes**

#### **Knowledge objectives**

Students will be able to define and know action words or verbs.

#### **Understanding objectives**

They will be able to understand different types of actions.

#### **Application objectives**

The students will be able to find action words in a sentence. They will be able to form a sentence with different actions words.

#### **Skill objective**

They will be able to understand and use different action words in phrases and sentences.

#### **Previous knowledge testing**

Students will be asked to tell the action when a teacher will display the action.

What am I doing? (eat)

What am I doing? (jump)

What am I doing? (write)

#### **Teaching Aids**

Chalk, duster, flash cards, lab, chart, videos.

## **Pedagogical strategies**

The teacher will nominate learners to act out the following words. Dance, laugh, pull, push and jump. She will ask the rest of the class to name the things their classmates are doing. Then, she will tell that these are all actions and words for them are called actions and words or doing words. she will use the examples given in the book. Exercises in the notebook will be done like match the pictures with the correct action word.

## **Hand on activity (Experiential Learning)**

Colour the stars having doing words or actions words.

## **Art integration**

Pictures will be drawn colourfully in the notebooks. They will be taken to lab to show charts related to action words.

## **Interdisciplinary linkage and infusion of life skill**

Students vocabulary will be enhanced by using the different action words. They will learn how to frame a sentences using different action words. complete the puzzle will be done.

## **Recapitulation**

Practice exercises will be done in form of match of columns: fill in the blanks and MCQ.

## **Resources including ICT**

Books, e books, internet

<https://you.tube/2gTah9W3sfg>

## **Assessment items**

To check the conceptual clarity among the students, various assessments will be done. Eg. Circle the action word in the sentence.

## **Feedback and remedial teaching**

Students (slow learners) will be asked to read the chapter and understand the meaning of difficult words. They will be encouraged to read and practice of spellings and sentences will be done.

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

- Group activity
- Books
- Watching videos
- Flash cards
- Charts
- Hands on learning
- Collaboration



**November 2023**

**No. of Teaching Days 21**

**Topic**

**Lesson 12 This Old Man (Poem)**

**Lesson 11 Ruja nad the tooth fairy(for reading)**

**Number of days required to complete the topics: 5 + 4**

**Learning Outcomes**

**Knowledge objectives**

Students will learn to recite a poem with rhythm and proper tone and intonation.

Students will learn to read the lesson with correct pronunciation of words.

**Understanding objectives**

Students will understand the use of rhyming words and use of numbers.

**Application objectives**

Students will learn and use how many numbers they know and fun with numbers.

**Skill objective**

Students will learn new vocabulary, rhyming words and framing new sentences and reading skills.

**Previous knowledge testing**

Students will be asked

How many numbers do you know?

Is it fun to play with numbers?

What do you do when their milk teeth fall?

Have you heard about tooth fairies?

### **Teaching Aids**

Chalk, duster, book, board, flash cards.

### **Pedagogical strategies**

The teacher will recite the poem followed by the students explanation of the poem will be done verse by verse. she will also ask questions during the explanation. The students will recite the poem in groups for practice word meaning, question answer of the poem will be done.

Some procedure will be done for lesson – 11 Riya and the tooth fairy.

### **Hand on activity (Experiential Learning)**

Sit in a circle with your teacher and classmates. The teacher will point to any student and say a number. Each students should come up with a sentence that has the given numbers.

### **Art integration**

The students will repeat the poem. The teacher will draw number in the air and ask the learners to come up to the board and draw the numbers that is described.

### **Interdisciplinary linkage and infusion of life skill**

Student vocabulary will be enhanced. They will learn reading skills and the use of rhyming words. They will learn the poem for recitation activity.

### **Recapitulation**

Practice questions will be done and exercises will be done for better understanding.

### **Resources including ICT**

Textbooks, e books, internet u.tube

[https://youtube.com/watch?v= aTG1jffWuFs&feature=share.](https://youtube.com/watch?v=aTG1jffWuFs&feature=share)

### **Assessment items**

To check the conceptual clarity various exercises will be done.

Word meanings and question answers will be done.

### **Feedback and remedial teaching**

Slow learners will be encouraged to answer the questions and write in their notebooks. They will be helped to frame sentences and write the answers. The teacher will provide him if they are unable to do.

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

- Group activity (circle time)
- Flash cards
- Videos
- Books
- Charts
- Hands on learning

## **Topic Tenses Module 8**

### **Words related to school**

**Number of days required to complete the topics: 6**

### **Learning Outcomes**

#### **Knowledge objectives**

Students will learn the rule of tenses.

#### **Understanding objectives**

Student will understand different tenses and use of tenses for grammar.

#### **Application objectives**

Student will learn to apply tenses in the English language.

#### **Skill objective**

Student will learn verbs in their forms and framing of new sentences in present and past tense.

#### **Previous knowledge testing**

Where is your bag?

Where is the book?

Where are you sitting?

Where is the clock?

#### **Teaching Aids**

Chalk, duster, chart, models, flash cards.

### **Pedagogical strategies**

The teachers will introduce the concept of position words. By taking example from the objects in the classroom. She will explain with examples and questions where something or someone is she will explain the importance of position words.

### **Hand on activity (Experiential Learning)**

Use the chart of position words to help learners. Ask the learners to identify the position words by raising their hands. Tell them to draw a star over the position words.

### **Art integration**

Colour the boxes that have position words learners will mark the boxes and they will independently colour the box that have position words.

### **Interdisciplinary linkage and infusion of life skill**

The students vocabulary will be enhanced by the use of position words. They will learn to frame new sentences by the proper use of position words which will further enhanced their speaking skills.

### **Recapitulation**

Exercises, fill in the blanks and MCQ's will be done time to time.

### **Resources including ICT**

Books, e books, chart, module.

### **Assessment items**

To check the conceptual clarity, various types of assessments will be done. Exercises in the notebook, fill in the blanks and MCQ will be done in the notebooks.

## **Feedback and remedial teaching**

Slow learners will be encouraged to watch more videos related to the topic. They will be helped to frame new sentences. The teacher will provide hint if they are unable to do so.

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

- Group activity
- Flash cards
- Videos
- Books
- Charts
- Hands on learning

## **Topic Module 9 Position Words**

**Number of days required to complete the topics: 6**

### **Learning Outcomes**

#### **Knowledge objectives**

The students will learn the position words.

#### **Understanding objectives**

The students will learn the concept of position words to frame sentences.

#### **Application objectives**

Students will make sentences of their own using position words.

#### **Skill objective**

They will learn the meaning of position words and their importance in sentences. They will use objects from the classroom.

#### **Previous knowledge testing**

Where is your bag?

Where is the book?

Where are you sitting?

Where is the clock?

#### **Teaching Aids**

Chalk, duster, chart, models, flash cards.

### **Pedagogical strategies**

The teacher will introduce the concept of position words. by taking example from the objects in the classroom. She will explain with examples and questions where something or someone is. She will explain the importance of position words.

### **Hand on activity (Experiential Learning)**

Use the chart of position words to help learners. Ask the learners to identify the position works by raising their hands. Tell them to draw a star over the position words.

### **Art integration**

Colour the boxes that have position words. Learners will mark the boxes and they will independently colour the box have position words.

### **Interdisciplinary linkage and infusion of life skill**

The students vocabulary will be enhanced by the use of position words. They will learn to frame new sentences by the proper use of position words which will further enhanced their speaking skills.

### **Recapitulation**

Exercises, fill in the blanks and MCQ's will be done time to time.

### **Resources including ICT**

Books, e books, chart, module.

### **Accessment items**

To check the conceptual clarity, various types of assessments will be done. Exercises in the notebook, fill in the blanks and MCQ will be done in the notebooks.



## **Feedback and remedial teaching**

Slow learners will be encouraged to watch more videos related to the topic. They will be helped to frame new sentences. The teachers will provide hint if they are unable to do so.

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

Group Activity

Flash card

Videos

Books

Charts

Hands on learning

**December 2023**

**Number of teaching days : 19**

**Topic**

**Lesson 13 The Animal Picnic**

**Lesson 14 The Rainbow Butterfly(For Reading)**

**Number of days required to complete the topics: 5+5**

**Learning Outcomes**

**Knowledge objectives**

The students will develop their knowledge about animals.

**Understanding objectives**

The students will learn and understand about wild animals and their homes.

**Application objectives**

The students will learn the story contextually and word meaning.

**Skill objective**

The students will learn about animals and about their homes

**Previous knowledge testing**

Have you ever been on a picnic?

If yes, where?

What do you like to do on a picnic?

Can animals go on a picnic?

**Teaching Aids**

Chalk, duster, chart, models, flash cards.

**Pedagogical strategies**

The teacher will read out the story, one paragraph at a time . Ask the learners to follow the text in their books . Then she will ask the learners to read aloud the story . she will explain the story and word meaning contextually and by referring to the pictures

### **Hand on activity (Experiential Learning)**

Language Game. Instruct learners to sit in a circle . Explain the word chain . Speak a word . The next person has to say the name of something that begins with the last letter of the previous word .

Example – student 1 – student 2 eggs

### **Art integration**

The learners will sing a song about the things you take on a picnic . They will hold hands and walk in a circle around the picnic rug . They will do it with actions .

### **Interdisciplinary linkage and infusion of life skill**

The student will learn the use of new words .They will learn the new skill of empathy by the story that how animals helped each other .This will enhance their thinking skill

### **Recapitulation**

The learners will be asked few questions and they will be asked to narrate the story in their own words.

### **Resources including ICT**

Books ,E-books , Chart , Flash card.

### **Assessment items**

To check the conceptual clarity, various types of assessment will be done in the form of question answers ,fill in the blank and MCQ

### **Feedback and remedial teaching**

Student (slow learners) will be encouraged to read carefully and frame sentences on their own .The teacher will help them in doing

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

- Group Activity
- Flash card
- Videos
- Books
- Chart
- Hands on learning

## **Number of days required to complete the topics: 9**

### **Learning Outcomes**

#### **Knowledge objectives**

The student will learn joining world .

#### **Understanding objectives**

The student will learn and understand the meaning of joining

#### **Application objectives**

Student will learn the use of joining world and apply them to frame sentences and use in their life .

#### **Skill objective**

The student will learn the importance of joining words and how to join two sentences and use them in English language

#### **Previous knowledge testing**

Student will be asked

1-What do we use when we want to join two object ?

2-What do we use to join two words ?

3-What are these words called ?

#### **Teaching Aids**

Chalk ,duster ,chart ,models ,flash cards .

#### **Pedagogical strategies**

The teacher will introduce magic words and provide some situations to learners and ask them which words they will use in each case. Then she will explain that and in used to join sentences when there is something common between the two. She will provide some explain to illustrate the difference.

### **Hand on activity (Experiential Learning)**

Read the number and join the dots.

### **Art integration**

Picture will be drawn colourfully in the note book. They will be taken to the lab to show charts related to joining words.

### **Interdisciplinary linkage and infusion of life skill**

The students vocabulary will be enhanced by using joining words. They will learn how to frame new sentences and use them for grammar.

### **Recapitulation to attempt j using joining them**

The teacher will provide some and ask the learners sentences to attempt joining them using words.

### **Resources including ICT**

Books, E-books, Chart, Flash card, Videos, etc.

### **Assessment items**

To check the conceptual clarity, various types of assessment will be done in the form of fill up, MCQ, choose the correct answer.

### **Feedback and remedial teaching**

Student (slow learners) will be encouraged to do exercises and watch videos relates to the topic. Once again the instruction will

be explained and they will be told to learn independently. The Teacher will provide them hint if need.

**Inclusive practices and full participation without discrimination**

- Group Activity
- Flash card
- Videos
- Books
- Chart
- Hands on learning

**January 2024**

**Number of teaching days :19**

**Topic lesson- 15**

**Wheels on the Bus (Poem)**

**Picture Comprehension**

**Number of days required to complete the topics: 5+5**

## **Learning Outcomes**

### **Knowledge objectives**

Student will be able to learn rhyming words

### **Understanding objectives**

Student will understand how to received a poem and main idea of the poem

### **Application objectives**

Student will learn to read the poem and stunts as one by one

### **Skill objective**

Student will learn to sing and enact the poem for recitation

### **Previous knowledge testing**

How do you go to school? (By Bus)

Have does it look ?

How does it look how do the wheels on the bus go ?

Have you ever travelled in a bus?

### **Teaching Aids**

Chalk ,duster ,chart ,models ,flash cards.

### **Pedagogical strategies**

The teacher will read aloud the poem in the stanza 1 by 1 she will encourage the learner to underline any word that they find difficult she will monitor their pronunciation and assist them



wherever necessary she will done Singh and act the poem along with the learners

### **Hand on activity (Experiential Learning)**

Make pairs ask your partner for direction to one of the following place from your classroom to washroom from your classroom to school gate

### **Art integration**

Colourful picture of different vehicles will be drawn in the notebook they will be shown and taken to lab and shown chart and videos related to the topic

### **Interdisciplinary linkage and infusion of life skill**

Student will learn about different means of transportation they will learn the difference between public and the private mode of transportation they will talk about their chosen mode of transport

### **Recapitulation**

The learner will be ask a few question and they will be ask to received the poem with the proper tone and rhythm

### **Resources including ICT**

Books ,e-books, chart videos

### **Assessment items**

To check the conceptual clarity various assessment item will be done in the form of question answer fill UPS and MCQs

### **Feedback and remedial teaching**

Students slow learner will encouraged to watch more videos related to the topic they will be pass to read the poem slowly and independently teacher will provide hint to do so.

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

- Group Activity
- Flash card
- Videos
- Books
- Chart
- Hands on learning

### **Topic module 11    **This That These Those****

**Number of days required to complete the topics: 9**

#### **Learning Outcomes**

##### **Knowledge objectives**

The students will learn about this that these those.

##### **Understanding objectives**

The students will learn and understand the concept of singular and plural.

##### **Application objectives**

The student will apply these words in the sentences and for making sentences

##### **Skill objective**

The students will learn the use of the words for things near and far from us

### **Previous knowledge testing**

Student will be asked

1. Pointing to a chair ----- what is this ?
2. Pointing to a bag -----what is that ?
3. Pointing to pencils ----- what are these ?
4. What are these word used for ?

### **Teaching Aids**

Chalk ,duster ,chart ,models ,flash cards.

### **Pedagogical strategies**

Teacher will introduced the uses of this that these those using the information and example around in the classroom and in the books she will explain that is used for a single thing and those is used for more than one thing for away from us she will ask the learner to closely observe the pictures and arrows

### **Hand on activity (Experiential Learning)**

Nominate learner using the objects near and for in the classroom ask the learners 2 things ask learner to further practice.

### **Art integration**

Colourful pictures of different object will be drawn to point things near and far.

### **Interdisciplinary linkage and infusion of life skill**

The student vocabulary will be enhanced by using joining words this that they will learn how to frame sentences and use them in their daily life

## **Recapitulation**

The learner will be asked to point to a few things in class they will practice the topic and share their answer in the class

## **Resources including ICT**

Books, e-books, charts , flashcards , videos

## **Assessment items**

To check the conceptual clarity practice exercises will be done in the form of Philips MCQs and choose the correct answer

## **Feedback and remedial teaching**

Students slow learner will be encourage to watch more videos related to the topic they will be encourage to read the topic and will be given more exercises

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

- Group Activity
- Flash card
- Videos
- Books
- Chart
- Hands on learning