

Class – 3 English Lesson Plan

Month - April

No of teaching days- 18

Topic-L-1 Mario's Cat (Textbook)

Module 1, Module 2 (Workbook)

No. of days required to complete the topic- 18

Learning outcomes

- Students will be able to learn about the importance and involvement of animals in human lives.
- Students will be able to learn about emotions like friendship, love and care.
- Students will understand that if they have any problem, they can take help from their friends.
- Students will understand that it is important to take responsibility for one's pet.

Previous knowledge Testing :

1) Have you ever seen a magic show ?

2) Do you remember any magic tricks that the magician showed ?

Teaching Aids: Textbook, blackboard, chalk, pictures showing various animals like parrot, cat, mongoose.

Pedagogical Strategies: The teacher will read the lesson and the students will repeat after her. The students will be asked to mark new words in the book. The teacher will explain the lesson. Through this story, the students will learn about the importance and involvement of animals in human lives.

Word meanings, make sentences, question answers and value based questions will be discussed and students will note them down in their notebooks. Back exercises and activities will be done in the textbook.

Hands on Activity (Experiential Learning)

Students will be asked if they were in some trouble, where would they go for help and why? They will share their ideas in a group.

Art Integration :

Students will draw or paste a picture of a cat and write a few lines about 'Macaroni' the cat in Chapter 1.

Interdisciplinary linkages and infusion of life skills.

Students will come to know about different animals and their habitats. They will also learn about friendship and kindness.

Recapitulation will be done. Oral revision will be given.

Resources including ICT eBooks, workbooks, Internet, <https://youtu.be/124SykLC01M>

Assessment items:

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

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

Inclusive Practices and full participation without discrimination

- * Group activity
- * Reading books
- * Matching videos
- * Flashcards
- * Hands on learning
- * Language game

Topic - Nouns (Module 1,2)

Learning outcomes:

1. Knowledge objectives ;Students will be able to learn about nouns and its kinds.

2. Understanding objectives. Students will be able to differentiate between different kinds of nouns.

3. Application Objectives - Students will be able to apply their knowledge of nouns. They will understand how to categorize names of persons, places, animals, things etc

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

Previous Knowledge Testing: Students will be asked:

- 1) Name any five things you can see in the classroom
- 2) Which is your favourite festival?
- 3) Name any two countries.

Teaching Aids: Chalk, duster, blackboard, chart, flashcards, book, real objects.

Pedagogical Strategies - The teacher will explain nouns and its kinds in detail. Definitions and examples of all kinds of nouns will be read by the students. Live examples will be given for the better understanding of the topic. All the related exercises will be done in an interactive way. A variety of exercises will be done to make the concept clear.

Hands on activity: (Experiential Learning)

- 1) Using flashcards: Students will be shown flash cards and then asked about the kind of noun.

2) Using real objects: Real objects like ten, book, bottle will be shown for the better understanding of the topic.

Art Integration: The students will be asked to draw or paste, any two pictures of each kind of noun.

Interdisciplinary linkages and infusion of life skills.

By doing various exercises like word grid and puzzles, the students will be able to know about masculine and feminine genders.

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

Resources including ICT (information and Communication Technology): eBooks workbooks, Internet, <https://youtu.be/DJy4PV6kETM>

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

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

Inclusive Practices and full participation without discrimination

- *Group Activity
- * Reading book
- * Watching videos
- *Flashcards
- *Real Models
- *Live examples from classroom
- *Charts
- * Hands on learning

Month-May

No. of teaching days - 23

Topic L-4 All for Free

L-6 The Rainbow

Writing section - Picture composition

Learning outcomes:

1. Students will be able to learn about the main events of folktale an Indian folktale.

2. Students will be able to learn about emotions like kindness and friendship.

3. Students will understand how to save and spend money.

4. Students will understand the difference between spending carefully and being a miser.

Previous knowledge Testing :

- Do you know someone who has a lot of money but does not spend it on necessary things?
- What is the difference between spending carefully and being a miser?

- **Teaching aids** :Textbook, chalk, duster, board, pictures, showing water bodies, groves etc.

Pedagogical Strategies :The teacher will read the lesson and the students will repeat after her. The students will be asked to mark new words in the book. The teacher will explain the lesson. Through this story,

the students will learn the difference between spending carefully. and being a miser.

Hands on Activity (Experiential Learning)

Students will be asked if they were a miser like Bhiku bhai, what would they do with all the money that they saved.

Art Integration: Students will be asked to draw a coconut tree and write five uses of it.

Interdisciplinary linkages and infusion of life skills.

Students will come to know about the various uses of a coconut tree. They will also learn the difference between spending carefully and being a miser.

Recapitulation will be done. Oral revision will be given.

- **Resources including ICT (Information and Communication Technology)** e-book , textbooks, Internet.

Assessment items:

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

b)Test of word meanings, make sentences and question answers will be given to test their understanding of the lesson.

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

Inclusive practices and full participation without discrimination

* Flashcards

- *Group activity
- * Reading books
- * Watching videos
- * language game
- * Hands on learning

Topic - Picture composition (Writing Section)

Learning outcomes

- a) Knowledge objective - The students will be able to describe any given picture.

- b) Understanding objectives - It will reinforce vocabulary and reading comprehension. It will also enable the students to express their ideas clearly.

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

d) Skill objectives - The students will be able to learn how to speak and build sentences.

Previous knowledge Testing - The students will be asked:

1. What are the family members doing?
2. Which room of the house is the family in?
3. What is the father doing?
- 4) What are the children doing?

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

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

Hands on Activity (Experiential Learning) Pictures can be great tool for helping students acquire

vocabulary, practice pronunciation and work on writing. and oral language skills.

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

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

Interdisciplinary linkages and infusion of life skills

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

Recapitulation Oral revision will be given time to time.

Resources including ICT (Information and Communication Technology eBooks, workbooks, Internet <https://youtu.be/Oh6bFKDqyDU>

Assessment Items To check the conceptual clarity, various types of assessments will be done. Pictures in the textbook will be done. Revision assignments will be given.

Feedback and Remedial Teaching: Students (slow learners) will be asked to practice. more picture composition. They'll be encouraged to observe carefully and express their ideas with correct formation of sentences.

Inclusive Practices and full participation

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

Topic - The Rainbow (Poem)

Learning Outcomes:

1. Knowledge objectives. The students will learn about rhyming words and they will get knowledge about intonation and voice modulation.
2. Understanding objectives - Students will understand the beauty of nature
3. Application objectives- Students will appreciate the beauty of rainbow.
4. Skill objectives- The students will learn. to admire the various things that are wonderful in nature.

P.K. Testing: Have you ever seen a rainbow? When can we see a rainbow?

Teaching Aids- Textbook, blackboard, chalk
Flashcards.

Pedagogical Strategies-

The teacher will recite the poem and the students will repeat after her. The teacher will tell the students how to recite the poem with proper intonation and

voice modulation. The teacher will explain difficult terms in the poem. Word meanings, question answers and reference to context will be done through discussion method and the students will note down in their notebooks. Back exercises will be done in the textbook.

Hands on Activity Students will be asked to bring a picture of a thing that they find to be wonderful in nature. The students will share their ideas.

Art Integration The students will be asked to draw or paste a picture of the rainbow and write the names of the seven colours of the rainbow.

Interdisciplinary linkages and infusion of life skills. Students will come to know about the seven colours of the rainbow They will be able to appreciate the beauty of rainbow.

Recapitulation - Revision of word meanings and question answers will be done... students will be asked to recite the poem in a group.

Assessment Items Practice of question answers and reference to context will be done. A few questions will be asked. to check the students' understanding.

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

Inclusive Practices and full participation without discrimination

- * Reading different poems
- * Watching videos
- *Read aloud
- *Composing short poems
- *Collaboration

Month July

No. of teaching days - 16

Topic L-7 The Silly Monkey

Learning outcomes

1. Students will be able to learn about the importance of being happy .
- 2 Students will be able to learn about emotions like happiness, peace and self satisfaction.
- 3)Students will understand that if they will be greedy, they will not enjoy peace and happiness.
- 4)Students will understand that it is important to be happy with what one has.

P.K.. Testing

- 1)Do you know that monkeys love to imitate whatever they see?
- 2 Do think that it is good to be greedy?

Teaching Aids Chalk, duster, board, pictures showing various emotions.

Pedagogical strategies - The teacher will read the lesson and the students will repeat after her. The students will be asked to mark new words in the book. The teacher will explain the lesson. Through this story, the students will learn the importance of being happy with what one has. answers make sentences, question value based questions will be discussed and students will note them down in their notebooks. Back exercises and activities will be done in the textbook.

Hands on Activity- The students will be asked to pick a story of their choice and also share the moral that it teaches.

Art Integration The students will be asked to draw or paste a picture of their favourite character and write the moral of the chapter.

Interdisciplinary linkages and infusion of life skills. This story teaches the moral of being happy with what one has.

Stories with morals are a great way of instilling values in young children.

Recapitulation - Revision of word meanings and question answers will be done.

Resources including ICT- eBooks, textbooks, Internet.

Assessment items:

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

Feedback and Remedial Teaching - To improve the reading skills of slow learners more reading practice will be given They will be encouraged do the practice of spellings .

Inclusive practices and full participation without discrimination

*Group activity

* Reading

- * Flashcard
- * Language game
- * Hands on learning
- * Collaboration

Topic - Module 3

Learning outcomes -

1. Knowledge objectives Students will be able to identify singular and plural nouns. 2. Understanding objectives - Students will be able to make basic sentences using punctuation marks, apostrophe and singular and plural.

3. Application objectives- Students will be able to find punctuation marks, singular and plural nouns from the passages / story

4. Skill objective- Students will be able to change singular nouns to plural nouns by using correct punctuation marks.

P.K. Testing:

1. What is one and many
2. What is the plural of book? 3. What do we use at the end of the sentence?
4. What do we use at the end of the question?

Teaching Aids Chalk duster, board flashcards, workbook, videos, real objects.

Pedagogical strategies - The teacher will explain different punctuation marks singular and plural with examples from the classroom. they will be told where to use full stop, question mark, exclamation mark and comma.

b). They'll be told how to form plurals.

1 by adding -es

2. by adding -s

3.by changing f or fe to -ves

4.by changing -y to -ies.

All the exercises will be done in an interactive way.

Hands on Activity

1)Students will be given live examples from the classroom and will be asked whether the nouns are singular or plural.

Example one bell - two bells

one book - two books

2) They will also be shown flashcards to explain the topic.

Art Integration - Pictures of nouns will be drawn colourfully. in the notebooks. They'll taken to the lab to show charts related to singular and plural and punctuation.

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 etc.

Recapitulation Oral revision will be done time to time.

Resources including ICT (Information and Communication Technology)

eBooks, workbooks, internet. <https://youtu.be/Bl1Syz9/2n0>

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

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

Inclusive Practice and full participation without discrimination

- 1.Group activity
- 2.Live examples from classroom
- 3.Flashcards
- 4.Workbook
5. Charts
- 6.Hands on activity

Month-August

No. of teaching days- 24

Topic- L-3 The Champa Flower (poem)

Module 4, 5,6

Learning outcomes

1. Knowledge objectives: The students will learn about rhyming words and they will get knowledge about intonation and voice modulation.
2. Understanding objectives: Students will understand the beauty of Champa flower.

3. Application objectives: Students will appreciate the beauty of champa flowers.

4 Skill objective: Students will learn about different kinds of flowers.

P.K. Testing-

1. Have you ever seen a champa flower?

2 What do you think it looks like?

3. If you were a flower on a champa tree, what would you see from the top of the tree?

Teaching aids: Textbook, blackboard, chalk, duster, flashcards.

Pedagogical Strategies- The teacher will recite the poem and the students will repeat after her. The teacher will tell the students how to recite the poem with proper intonation and voice modulation. The teacher will explain difficult terms used in the poem. Word meanings, question answers and reference to context will be done through discussion method and

the students will note down in their notebooks. Back exercises will be done in the textbook.

Hands on activity - In the poem, the child loves his mother and likes to play. games with her. Students will be asked to share their views about someone with whom they share a close bond.

Art Integration :The students will be asked to draw a picture of a flower that they want to pretend and also share their thoughts with the class.

Interdisciplinary linkages and infusion of life skills: Students will come to know about the beauty of a champa flower. They will also appreciate a child's love for his mother.

Recapitulation : Revision of word meanings and question answers will be done .Students will be asked to recite the poem in a group.

Resources including ICT- eBooks, textbook internet
<https://youtu.be/Qag-leJ-714>

Assessment Items - Practice of questions answers and reference to context will be done. A few questions will be asked to check the students' understanding.

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

Inclusive Practices and full participation without discrimination:

- 1) Reading different poems
- 2) Watching videos
- 3) Read aloud
- 4) Collaboration
- 5) Composing short poems

Topic Module 4, 5, 6

Learning outcomes

1) Knowledge objectives - Students will be able to identify correct and incorrect use of articles in sentences.

2) Understanding objectives: They will be able to articulate when and why definite or indefinite articles should be used in particular context.

3) Application objective: students will be able define and identify pronouns in text . 4) Skill objective - They'll be able to identify singular and plural pronouns as well as first, second and third person pronouns.

P. K. Testing :Students will be asked:

1. How many vowels and consonants are there in English alphabet?

2. What is the difference between vowels and consonants?

3. Name the words used for nouns.

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

Teaching Aids- chalk, duster, board, chart, videos, books, flashcards, real objects.

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

be taught 'yoo' sound and 'wa' sound. They'll taught the use of articles 'the'

They'll taught the use of article 'the' when we talk of a particular person or thing. Eg

a utensil

a one rupee note

an honest man

the stars

the Ramayana

The teacher will explain that a pronoun is a word used in place of a noun. They'll be taught singular and plural pronouns. They'll also be taught kind of pronouns with examples. Eg

I, you mine- First person

You, yours - Second Person.

He, she they - Third Person.

All the exercises will be done in an interactive way.

Hands on Activity-

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

a book

a table

a chair

an orange

an apple.

(2) They'll also be shown flash cards explain to the topic.

Art Integration - Pictures of nouns will be drawn colourfully in the notebooks. They will be taken to the lab to shown. charts related to articles and pronouns.

Interdisciplinary linkages and infusion of life skills. The students will be able to enhance their vocabulary by using. the articles and pronouns related to books, buildings, space, directions.

Recapitulation-Oral revision will be done time to time.

Resources including ICT: ebooks, workbook, internet
<https://youtu.be/VNyLSD-L9VQ>

Assessment items to check the conceptual clarity, various types of assessments will be done. Exercises in the workbook will be done.

Revision assignments will be given. Practice worksheets will also be given.

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

Inclusive Practices and full participation without discrimination

- * Reading different topics
- * Watching videos
- * Group activity
- * Flashcards
- * Real objects from the classroom

*Workbook

* Charts

Month - September

No. of teaching days - 23

Topic - Comprehension

Learning outcomes:

1) Knowledge objectives: The students will be able to comprehend any given passage. 2) Understanding objectives-Familiarizing the students with different writing styles and different text.

3) Application objectives : Helping the students to expand their vocabulary and learn new vocabulary in context.

4) Skill objective- Cultivating in the students the love for reading and developing their oral and silent reading skill.

P.K. Testing :

1. What is an unseen passage called?

2. What are the steps of doing comprehension?

Teaching aids: Chalk, duster, board, book, videos, lab, chart.

Pedagogical strategies : The teacher will give a passage from the book and the students will be asked to read the passage two times. They'll also be told to read silently. Then they'll be told to read the questions carefully. Thirdly, they'll be told to mark the answer by underlining or putting the answers in brackets Finally, the students will be asked to write the answers in the given spaces.

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

Art Integration - The students will be asked to paste or draw the pictures. They can also be asked to make colourful flashcards for the activity.

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

Recapitulation - Oral revision will be given time to time.

Resources including ICT eBooks, Internet workbook, textbook.

Assessment Item To check the conceptual clarity, various types of assessments will be done. Passages from the textbook will be done.

Feedback and Remedial Teaching: Students who need special attention will be given more practice worksheets.

Inclusive Practices and full participation without discrimination.

1. Reading different paragraphs.
2. Group activity
3. Flashcards
4. Workbook
5. Textbook
6. Collaboration

Term-2

No of teaching days- 20

Month -October

Topic - L-9 The Foolish Fish Module 7,8

Learning outcomes-

- Knowledge objectives - The students will learn about rhyming words and they will get knowledge about intonation and voice modulation.
- Understanding objectives- Students will understand the importance of listening to their elders.
- Application objectives -Students will listen to their elders as they care for us and know what is best for us.
- Skill objectives - Students will learn to listen to their elders.

P.K. Testing

1) Do you know what fish eat?

2) How does a fisher catch fish?

Teaching aids-

Textbook, blackboard, chalk duster, flashcards

Pedagogical Strategies: The teacher will recite the poem and the students will repeat after The teacher will tell the students how to recite the poem with proper intonation and voice modulation. The teacher will explain difficult

terms used in the poem . Word meanings, question answers. reference to context will be done through discussion method and the student will note down in their notebooks back.. exercises will be done in the textbook.

Hands on Activity:

In the poem, a little fish did not listen to his mother and did something foolish Students will asked if they ever got into trouble for not listening to their elders. Students will share their views .

Art Integration-Students will be asked to paste three different kinds of fish and also write five lines about them.

Interdisciplinary linkages and infusion, of life skills

Students will be able to enhance their will vocabulary to listen to their elders as they care for them and know what is best for them.

Recapitulation –

Revision of word meanings and question answers will be done. Students will be asked to recite the poem in a group.

Assessment Items –

Practice of question answers and reference to context will be done. A few questions will be asked to check the students' understanding.

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

Inclusive Practices and full participation without discrimination-

- * Reading videos
- * Watching videos
- * Read aloud
- * Composing short poems
- * Collaboration

Module-7, 8

Topic - Adjectives and degrees of comparison

Learning outcomes:

- Knowledge objectives - Students will be able to define an adjectives. They will learn the kinds of adjectives.

- Understanding objective-They'll be able to categorize adjectives and the kinds of adjectives.

3) Application objectives - Students will be able to find adjectives in a sentence. They will be able to write sentences with their own adjectives.

4) Skill objectives - The students will be able to use the positive, comparative and superlative degrees of the regular and irregular adjectives and adverbs.

P.K. Testing Students will be asked:

1) What are describing words?

2) What is the colour of the sky, grass?

3) What is the difference between big, bigger, biggest?

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

Pedagogical strategies The teacher will explain adjectives and its kinds with examples. Eg;

- Adjective of quality - new, curly, funny
- Adjective of quantity - some, enough.
- Adjective of number - eight, many, all

The teacher will explain degrees of comparison with real examples from the classroom.

a) Positive degree-big

b) Comparative degree - bigger c) Superlative degree-
biggest

Hands on activity

- Introduce yourself - The students will be. asked to introduce themselves to the class by describing qualities about themselves.
- Show and tell activity.
- Describing the day.
- Circle the adjectives in your favourite stories
- Crossword

Art Integration : The students will be asked to draw or paste pictures of the. given words and write two adjectives. for each picture

1.sun

2. tree

3. ice-cream

4.flower

Interdisciplinary linkages and infusion of life skills

Use of adjectives and degrees of comparisons like brave, great, etc will help students learn different life skills.

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

Resources including ICT - eBooks, workbooks,internet
<https://youtu.be/laQUXfVM9Y>

Assessment Items –

To check the conceptual clarity, various types of assessments will be done. Exercises in the workbook will be done. Revision assignment will be given.

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

Inclusive Practices and full participation without discrimination :

*Watching videos.

* Workbook

*Group activity

*Flashcards

*Real objects from the classroom

* Charts

Month November.

No. of Teaching days: 19

Topic L-10 Finding the man-cub

Module 9 (Adverbs)

Learning outcomes:

1. Knowledge objectives: The students will learn about new words like imagination, fantasy etc.
2. Understanding objectives : The students will learn that our imagination is very powerful. It can take us into other world and make the. impossible possible.
- 3.Application objectives: The students will learn to use this knowledge to writes short fantasy stories.
4. Skill objectives: The students reading, writing. and listening skills will improve.

P. K. Testing :

1. Have you ever wondered how life in the jungle would be?
2. If all animals were your friends, can you imagine living in the jungle all by yourself?

Teaching aids : Textbook, blackboard, chalk, pictures and videos.

Pedagogical strategies-The teacher will read the lesson and the students will repeat after her. They will be asked to mark new words in the book. The teacher will then explain the story. Then word meanings, make sentences, question answers and value based questions will be done. Back exercises and activities will be done in the textbook through discussion method.

Hands on Activity: Sit in a circle with your classmates. The teacher will describe any animal or person from the story. The class will guess the name of the character.

Art Integration: The students will be asked to draw or paste the picture of their favourite character and also write five lines about it.

Interdisciplinary linkages and infusion of life skills: Through this story, the students will learn about the world of fantasy and imagination. It will improve their creativity and boost their vocabulary which in turn will help them to understand the other subject in a better way.

Recapitulation-Oral revision of the lesson. will be done.

Resources including ICT - Textbook, videos, internet.

Assessment Items : Dictation from the lesson will be given Practice of word meanings, question answers and make sentences will be done for better understanding of the lesson.

Feedback and Remedial Teachings: Slow learners will be more practice in reading and spellings. They will be asked to more mystery and fantasy stories to improve their vocabulary.

Inclusive practices and full participation. without discrimination :

- Hands on learning
- Group discussion
- Collaboration
- Reading stories

Topic Module 8 (Adverbs)

Learning outcomes.

- Knowledge objectives -Students will be able too identify and define adverbs and its kinds.

- Understanding objectives - Students will be able differentiate adverbs from other parts of speech in a sentence.
- Application objectives - The students will be able to use adverbs as modifiers to time, place and manners.
- Skill objectives - The students will be able to use adverbs to modify verbs, adjectives or other adverbs.

P.K. Testing :

1. What are verbs? Give examples.
- 2 What are adverbs? Give examples.
- 3.Which word tells - how the soldiers fought?
- 4.What are how adverbs?

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

Pedagogical strategies-

The teacher will define and explain adverbs and it's kind with examples from the classrooms. The students will be explained different kin of adverbs. They will be told that an adverb in a word that adds something to the meaning of a verb, an adjective of another adverb. Different exercises will be. done for practice.

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

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

Interdisciplinary Linkages and infusion of life skills :

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

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

Resources including ICT :

eBooks, workbook, Internet

http://youtu.be/yFPS8YTS_Gw

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

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

Inclusive and full participate without discrimination

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

Month-December

No. of teaching days =17

Topic Module 9 (Prepositions)

L-12 A Good Play (Poem)

Learning outcomes:

1) Knowledge objectives -Students will be able to identify and define the prepositions and other objects of the prepositions.

2) Understanding objective: Students will be able to differentiate between an object of the preposition and other objects.

3) Application objective Students will be able to explain the role of prepositional phrases in sentences.

4) Skill objectives: The students will be able to demonstrate the relationship between two words in a sentence, normally between a noun, verb or adjective and a noun or pronouns .

P.K. Testing

1. Where is my pen?

2. Who is sitting between Rohan and Puja?

3. Where is the board?

4. Where is the fan?

Teaching aids- chalk, duster, board, chart, videos, lab, books, real objects.

Pedagogical strategies - The teacher will explain Prepositions by giving examples from the classroom. They

will be told that a prepositions is a word which shows the relation between a noun or pronouns and some other word in a sentence. The students will be given some sentences and will be told to find prepositions.

Hands on Activity : Assign students into small teams. Each team must discuss. how many accurate sentences they can. create using the prepositions

Art Integration - Prepositions will be drawn or pasted in the notebooks.

Interdisciplinary Linkages and infusion of life skills :Different passages from sciences and Sst can be given and students can be asked to identify prepositions from the given passages.

Recapitulation will be done and oral revision will also be done.

Resources including ICT- eBook, Internet Workbook

Assessment Items - To check the conceptual clarity, various types of assessment will be done. Exercises in the notebook, workbook will be done. Practice worksheet will be given.

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

Inclusive Practices and full participation. without discrimination

- Watching videos
- Group activity
- Flashcards
- Real objects
- Charts
- Collaboration

Topic - A Good Play.

Learning outcomes :

1)Knowledge objective - The students will learn about rhyming words and the get knowledge about intonation and voice modulation.

2) Understanding objectives : The students will learn that our imagination u very powerful.It can take us into other would and make the impossible possible.

3) Application objectives - The students will learn to use this knowledge. to write short fantasy poems.

4)Skill objective – Students’ reading writing and listening skills will improve.

P.K. Testing:

1. What games do you play with your friends?
2. Have you ever pretended to be a doctor or a nurse?

Teaching aids- Chalk, duster, board, chart. video, books.

Pedagogical Strategies – Teacher will recite the poem and the students will repeat after her. The teacher will tell the students how to recite the poem with proper intonation and voice modulation Milord meanings, question answers and reference to context will be done. through discussion method and the students will note down in their notebooks Back exercises will be done in the textbook.

Hands on Activity: The students will be asked to share their experiences about the best holidays that they had.

Art Integration : Draw or paste a picture. of a first aid box. Also, prepare a list of things that is needed for the box.

Interdisciplinary linkages and infusion of life skills:

Through this poem, the students will learn about the world of fantasy and imagination. It will improve their creativity and boost their vocabulary which in turn will help them to understand the other. subject in a better way.

Recapitulation : Oral revision of the lesson will be done.

Resources including ICT - Textbook, videos, internet

Assessment Items - Practice of question answers and reference to context will be done. A few questions will be asked to check the students' understanding.

Feedback and Remedial Teaching: To improve the reading skills of slow learners, more reading practice will be given they will be encouraged to read different poems by different poets.

Inclusive Practices and full participation without discrimination

- * Collaboration
- * Reading
- * Watching videos
- * Read aloud
- * Composing short poems

Month January

No. of teaching days - 17

Topic –

Module 10 (Conjunctions)

L- 13 Tania visits Tanali

Story Writing

Learning outcomes:

1. Knowledge objective - It will reinforce vocabulary and reading comprehension students will be able to identify this main character, settings and events in a story.

2) Understanding objectives - Students will be able to identify the beginning, middle and end of story.

3) Application objectives - Students will be able to understand and decode stories.

It provides children with a window to new world.

4) Skill objectives - Students will be able to develop an understanding respect and appreciation for other cultures and promote a positive attitude to people different lands, races and religion.

P.K. Testing-

1. Have you ever heard a story?
2. Which kind of stories do you like?
- 3) Name a few fairy tales .
- 4) What are moral stories?

Teaching aids- Chalk, duster, board, be videos, lab, chart

Pedagogical Strategies - The teacher will explain the five elements of a story.

S- Setting

T- Time

O- Oops the problem arises

R- Resolves the problem

Y- Yes! the story ends (happy, tragedy, suspense ,comedy)

First the teacher will explain the above elements of a story Then few clues wit The given we asked to make the begunun They in the form of flash cards. middle and end of a story. They'll be asked to write the story in past tense and to add few sentences in direct speech The students will be informed to add adjectives and adverbs to make the

story interesting The story will be discussed in the class and then the students will be asked to write in the notebooks.

Hands on Activity - Story chart provided with Imax books will be used to teach story writing. Students will be asked to use all the cards. A demo will be by the teacher before the children experience on their own.

Art Integration - The students will be asked to paste or draw the pictures colourfully. They'll also be asked to make flashcards / charts for story writing activity.

Interdisciplinary Linkages and infusion of life skills-

Stories from different cultures, religion and lands will be taken. Moral stories will improve their life skills.

Recapitulation- Oral revision will be given time to time.

Resources including ICT- eBooks, workbook Internet

Assessment Items - To check the concept clarity, assessment will be done. Exercises in the notebook and workbook will done.

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

Inclusive Practices and full participation without discrimination :

*Charts

*Flashcards

*Group activity

*Collaboration

*Workbook

Topic – Conjunctions (Module -10)

Learning outcomes

- Knowledge objectives : Students will be able to define and identify conjunctions.
- Understanding objectives - students will be able to differentiate between different kinds of conjunctions.
- 3) Application objectives - Students will be able to explain the role of conjunctions in sentences.
- 4) Skill objectives - Students will be able to use different conjunctions to convey different ideas.

P.K. Testing :Students will be asked :

1) What is joining words?

2) Join the sentences. I love chocolate. I love ice-cream.

3) Join the sentences. John is short. Mary is tall.

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

Pedagogical strategies - The teacher will explain and define conjunctions by giving real examples from the classroom. They'll be told that conjunctions are joining words that are used to two or more sentences or words.

Hands on Activity- Assign students into small teams. Tell students to discuss how many accurate sentences they can create using the five conjunctions.

Art Integration - Conjunctions will be drawn or pasted in the notebooks.

Interdisciplinary Linkages and infusion of skills. Different passages from science and social studies and stories based on moral values will be given, and the students will be asked to identify conjunctions from the same.

Recapitulation will be done and oral, revision will also be done.

Hands on Activity- Assign students into small teams. Tell students to discuss how many accurate sentences they can create using the five conjunctions.

Art Integration - Conjunctions will be drawn or pasted in the notebooks

Interdisciplinary Linkages and infusion of skills. Different passages from science and sst and stories based on moral values will be given, and the students will be asked to identify conjunctions from the

Recapitulation will be done and oral, revision will also be done.

Resources including ICT -workbook, Internet ,e-book

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

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

Inclusive practices and full participation without discrimination :

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

Topic – L – 13 Tania visits Tanali

Learning Outcomes- 1.Knowledge objectives-The students will learn about new words like imagination, fantasy .

2. Understanding objectives -

The students will learn that our mind is very powerful. It can take us into other world and make the impossible possible. 3. Application objectives -The students will learn to use this knowledge to write short fantasy stories.

4.Skill objectives - Students reading and listening and writing skills will improve.

P.K. Testing- 1. Do you think that we can travel to lands far and away in our minds?

2. What Kind of place would you like to visit?
3. Do you like to read mystery stories?

Teaching Aids- Textbook, blackboard, chalk, pictures and videos of games.

Pedagogical strategies. The teacher will read the lesson and the students will repeat after her. They will be asked to mark new words in the book. The teacher will then explain the story. Then word meanings, make sentences, question answers and value based questions will be done. Back exercises and activities will be done in the textbook through discussion method.

Hands on Activity: Sit in a circle with your classmates The teacher will describe any animal or person from the story. The class will guess the name of the character.

Art Integration: The students will be asked to draw or paste the picture of their favourite character and also write five lines about it.

Interdisciplinary linkages and infusion of life skills: Through this story, the students will learn about the world of fantasy and imagination. It will improve their creativity

and boost their vocabulary which in turn will help them to understand the other subject in a better way.

Recapitulation-Oral revision of the lesson. will be done.

Resources including ICT - Textbook, videos, internet.

Assessment Items : Dictation from the lesson will be given Practice of word meanings, question answers and make sentences will be done for better understanding of the lesson.

Feedback and Remedial Teachings: Slow learners will be more practice in reading and spellings. They will be asked to more mystery and fantasy stories to improve their vocabulary.

Inclusive practices and full participation. without discrimination :

- Hands on learning
- Group discussion
- Collaboration
- Reading stories

Month February

No. of teaching days -21

Topic- Module 11, 12

L-15 Aeroplane

Learning outcomes :

1) Knowledge objective - The students will learn about rhyming words and they get knowledge about intonation and voice modulation.

2) Understanding objectives : The students will learn that our imagination is very powerful. It can take us into other worlds and make the impossible possible.

3) Application objectives - The students will learn to use this knowledge to write short fantasy poems.

4) Skill objective – Students' reading, writing and listening skills will improve.

P.K. Testing:

1. Have you ever heard the sound of aeroplanes as they fly?
2. Can you name a few things and creatures that can fly?

Teaching aids- Chalk, duster, board, chart, video, books.

Pedagogical Strategies – Teacher will recite the poem and the students will repeat after her. The teacher will tell the students how to recite the poem with proper intonation.

and voice modulation Milord meanings, question answers and reference to context will be done. through discussion method and the students will note down in their notebooks Back exercises will be done in the textbook.

Hands on Activity: The students will be asked to share their experiences about their travelling in the aeroplane .

Art Integration : Draw or paste a picture. of an aeroplane Also, prepare a list of the various parts of a plane.

Interdisciplinary linkages and infusion of life skills: Through this poem, the students will learn about the world of fantasy and imagination. It will improve their creativity and boost their vocabulary which in turn will help them to understand the other. subject in a better way.

Recapitulation : Oral revision of the lesson will be done.

Resources including ICT - Textbook, videos, internet

Assessment Items - Practice of question answers and reference to context will be done. A few questions will be asked to check the students' understanding.

Feedback and Remedial Teaching: To improve the reading skills of slow learners, more reading practice with be given they will be encouraged to read different poems by different poets.

Inclusive Practices and full participation without discrimination

- * Collaboration
- * Reading
- * Watching videos
- * Read aloud
- * Composing short poems

Topic - Tenses

Learning Outcomes-

- 1) Knowledge objectives : Students will be identify the verb and tense in a sentence .
- 2) Understanding objective: Students will be able To differentiate between different kinds of tenses -Present Tense, Past Tense and Future Tense .
- 3.Application Objectives - Students Will be able to write a sentence using the past present or future tense.
- 4.Skill objectives – To enable the students to read properly with correct expressions and voice modulation.

P.K. Testing Students will be asked:

- 1.Make a sentence with today at (Present Time)

2. Make a sentence with yesterday .(Past Time)

3. Make a sentence with tomorrow (Future Time).

Teaching aids - chalk, duster, blackboard, chart, flash cards, lab, book.

Pedagogical Strategies – The teacher will explain tenses of time line. They will be explained that the tense is determined by when an action is happening.

1. If an action has already happened, it is past tense. 2. If it is happening now, it is present tense. 3. If it is about to happen or will happen it is future tense.

They will also be taught forms of 'be' and 'have' with examples.

A variety of exercises in the workbook and notebook will be done to make the concept clear to the students.

Hands on activity - To throw the burden out of the students learning time, the following activities will be introduced to make the lesson interesting.

- Making questions
- Quiz
- Sing it out loud

- Name the tenses
- Tell a story from a picture
- Listen and say

Art Integration – The students will be asked to draw or paste pictures showing different tenses. They will draw colourfully a timeline and a chart showing all tenses.

Interdisciplinary linkages and infusion of life skills :

By doing various exercises like word grid, timeline, chart etc. Students will be able to enhance their other skills.

Recapitulation will be done and oral, revision will also be done.

Resources including ICT -workbook, Internet ,e-book
<https://you.e/fnAF80C2PDw>

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

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

Inclusive practices and full participation without discrimination :

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

