

Class-2 English lesson plan

Month- April

No. Of teaching days-20

Topic- L- 1 Tiger's Strips (Textbook)

Module 1, Module- 2 (Workbook)

Learning Outcomes

1. Students will be able to learn about the importance and courteousness of animals towards their family members.
2. Students will be able to learn about emotions like friendship, love and care.
3. Students will understand that if they have any problem, they can take help from their friend.
4. Students will understand that it is important to take responsibility for one's feelings.

Previous Knowledge Testing

1. Are pets an important part of our family?
2. What is baby tiger called?

Teaching Aids- Textbook, blackboard, chalk, pictures showing of tiger, bear, cub

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 courteousness of animals among their parents.

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 tiger and speak few lines about 'Tiggy' the cub in chapter-1

Interdisciplinary linkages and infusion of life skills .

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

Recapitulation- will be done oral revision will be given.

Resource including ICT (Information and communication

Technology)- eBook, Work Books, Internet,

<https://youtube.com/watch?v=qefzrF-c9vMdfeature>

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 spelling.

Inclusive practices and full participation without discrimination

- Group activity
- Reading activity

- Watching activity
- Flash cards
- Hands on learning
- Language game

Topic- Nouns (Module- 1)

Learning outcomes-

- 1) Knowledge objective-** 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 categorise 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 kind in detail. Definitions and examples of all kinds of nouns will be read by the students. Lines 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 exercise will be done to make the concept clear.

Hands on activity (Experiment Learning)

- 1) Using flashcards- Students will be shown flashcards and then asked about the kind of noun.
- 2) Using real objects- Real objects like pen, 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-

1) 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) – e books, workbooks
Internet, <https://youtube/jas7skhPV3>

Assessment Items- To check the conceptual clarity, various type of assessment 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 (Slows 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 books
- Watching videos
- Flash Cards
- Real Models
- Live Examples from classroom
- Charts
- Hands on Learning

Month- May

No. of teaching days-25

Topic- L- 3 A book for My Mother

L- 4 The Lazy Squirrel

Writing section- Picture Composition

Learning Outcomes

1. Students will be able to learn about how to take care for their parents.
2. Students will be able to learn about emotions like courteousness and kindness.
3. Students will understand how to save money to give present to their mothers.

Previous knowledge Testing

1. Do you give gifts to your family members on their birthday ?
2. Have you ever made a gift with your hands?

Teaching Aids

Textbook, Chalk, Duster, Board, Pictures showing daughter and mother, books

Pedagogical strategy

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 poem, the students will learn the difference between how to make or buy a gift if you have less or no money .

Hands on Activity (Experimental Learning)

Students will be asked if they were given an opportunity to present a gift to their mother on her birthday, what would they do if they do not have a single penny to buy anything.

Art integration

Students will be asked to draw a or paste a picture of their mother and write few lines on her

Interdisciplinary linkages and infusion of life skills

Students will come to know about the various likes and dislikes about their mother. They will also learn how they can buy a gift for their mother or they can make a gift for her if they do not have a single penny to spend on it.

Recapitulation- will be done. Oral revision will be given

Resources including ICT (Information and communication Technology) – e- books, textbook, Internet

Assessment Items-

- A) Dictation will be given from the lesson to make the students learn new words and spelling
- 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 learner) will be asked to match 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

- Group activity
- Reading books
- Watching videos
- Flashcards
- Language
- Hands on learning

Topic- Picture Composition (Writing Section)

Learning outcomes-

- 1) Knowledge objective-** The Students will be able to describe any given picture.
- 2) Understanding objectives-** It will reinforce vocabulary and reading Comprehension. It will also enable the student to express their ideas clearly.
- 3) Application Objectives-** Students will be able to understand and decide stories. They will also

enhance their ability to analyse a given picture and write about it.

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

Previous knowledge testing- The student will be asked;-

a) You study in which school?

b) How many rooms are their in your school?

c) In which class do you study?

d) How many playground are their in your school?

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

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

Hands on activity – Picture can be great tool for helping students acquire vocabulary, practice pronunciation and work on writing and oral language skills.

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

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

Interdisciplinary linkages and infusion of life skills-

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

Recapitulation- Oral revision will be given time to time.

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

<https://youtu.be/EFdJIFYDBp8>

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

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

Inclusive practices and full participation without discrimination –

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

Month- July

No. Of teaching days-18

Topic- L-5 Tommy and Tuffy

L-6 The Cow (The Poem)

Module – 3, 4

Learning outcomes-

- 5) **Knowledge objective-** The Students will learn about rhyming words and they will get knowledge about intonation and voice modulation.
- 6) **Understanding objectives-** Students will understand the importance and beauty of cow.
- 7) **Application Objectives-** Students will appreciate the beauty of cow.
- 8) **Skill Objectives** -The Students will learn to admire the various things that are wonderful in nature.

Previous knowledge testing-

1. Have you seen cows roaming around?
2. What were they doing?
3. Were the cows of different colours?

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 different terms in the poem. Word meaning, question answers and reference to context will be done through discussion method and the students will note down in their notebook. Back exercises will be done in the textbook.

Hands on activity

Students will be asked to bring a picture of a domestic animal that they find to be useful in our daily lives. The students will share their ideas.

Art Integration- The students will be asked to draw or paste a picture of a cow and write the names of the products that we can make with the help of cow's milk.

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

<https://youtu.be/bCrz03-0JtY>

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

Topic- Module 3

Learning outcomes-

9) Knowledge objective- Students will be able to identify singular and plural nouns.

10) Understanding objectives- Students will be able to make basic sentences using punctuation marks, apostrophe and singular and plural.

11) Application Objectives- Students will be able to find punctuation marks, singular and plural nouns from the passages/ story given.

12) Skill Objectives - Students will be able to change singular nouns to plural nouns by using correct punctuation marks.

Previous knowledge testing- Students will be asked:-

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.

a) They will be told where to use full stop, question mark, exclamation mark and comma.

b) They'll be told how to form plural

1) By adding -s

2) By adding -es

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.

Eg:- One boy- boys

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

Art Integration- Pictures of nouns will be drawn colorfully in the notebooks. They'll be taken to the lab to show Charts related to singular & 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)– e books, workbooks
Internet

<https://youtu.be/B/1Syz912nO>

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

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

Inclusive practices and full participation without discrimination –

- Group activity
- Live examples from classroom

- Flash cards
- Workbook
- Charts
- Hands on Activity
- Watching videos

Month- August

No. of teaching days-24

Topic- L- 7 The story of Rain

L- 8 I am the King

Module- 5,6

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 how they can enjoy the rain when it comes rarely.
4. Students will understand that it is Important to be happy when nature natures its love on us.

P.K Testing

1. Do you like rain? Why or Why not?
2. What do you do on a rainy day?

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. 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-

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 also write the moral of the chapter.

Interdisciplinary linkages and infusion of life skills-This story teaches us how to enjoy the beauty of nature in the form of rain.

Recapitulation- Revision of word meanings and Question Answers will be done.

Resources including ICT -e-books, 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 practices will be given. They will be encouraged to do the practice of spellings.

Inclusive practices and full participation without discrimination

- Group Activity
- Reading books
- Flash cards

- Language games
- Hands on learning
- Collaboration

Topic- Module 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 Objectives- Students will be able to define and identify pronouns in text.

4) Skill Objectives –They will be able to identify singular and plural pronouns as well as first, second and third person pronouns.

Previous knowledge testing- Students will be asked:-

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

- b. What is the difference between vowels and consonants?
- c. Name the words used for nouns.
- d. Name the pronouns used for males, females and non-living things.

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

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

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

Example:-

a utensil

a one rupee note

an honest man (silent 'h')

the stars

the Ramayana

The teacher will explain that a pronoun is a word used in place of a noun.

They'll be taught singular and plural pronouns.

They'll will also be taught kinds of pronouns with examples.

Eg:

I, we, mine → First person

You, yours → Second person

He, she, they → Third person

All the exercises will be done in an interactive way.

Hands on activity-

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

a book

a table

a chair

an orange

an apple

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

Singularpronoun

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

Pluralpronoun

We, us, you ,they ,them

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

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

Recapitulation- Oral revision will be done time to time.

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

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

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

Inclusive practices and full participation without discrimination –

- Group activity
- Live examples from classroom
- Flash cards
- Workbook
- Charts
- Hands on Activity
- Watching videos

Month- 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 genres.
3. Application Objectives- Helping the students to expand their vocabulary and learn new Vocabulary in context.
4. Skill Objective- Cultivating in the students the love for reading and developing their oral and silent reading skill.

P.K Testing-

1. What is an unseen passage called ?
2. What are the steps of doing comprehension ?

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

Pedagogical Strategies- The teacher will give a passage from the book and the students will be asked to read the passage two times. They will also be told to read silently. Then they will be told to read the question carefully. Thirdly, they will be told to mark the answers by underlining or putting the answers in brackets. Finally,

the students will be asked to write the answers in the given spaces.

Hands on Activity-

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

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

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

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

Recapitulation- Oral revision will be given time to time.

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

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

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

Inclusive practices and full participation without discrimination

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

Term-2

No of teaching days- 22

Month -October

Topic - L-9 Oh Nani! Tell me a Tale!

Module 7

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 meet your grandparents often?

2) Do you like listening to stories? Who tells you the stories?

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

Hands on Activity:

In the poem, the Child is insisting her grandmother to narrate her some tales those are related to nature, animals, ships, heroes who win in wars. Students will be asked if they want to listen to some tales from their grandmother, what kind of topic will they choose.

Art Integration-Students will be asked to paste three pictures of the person or thing of whom they would like to listen fairy tales from their grandmother.

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

Module-7

Topic – Verbs(Adverbs)

Learning outcomes:

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

P.K. Testing

Students will be asked:

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

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

Pedagogical strategies:- The teacher will explain

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

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

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

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

Resources including ICT - eBooks, workbooks, internet

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

Feedback and Remedial Teaching: Students who need special attention will be asked to watch more videos

related to the topic they will be given more practice worksheets.

Inclusive Practices and full participation without discrimination :

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

Month November.

No. of Teaching days: 21

Topic – The Pied Paper of Hamelin

Module- 8, 9

Learning outcomes:

1. Knowledge objectives: The students will learn about new words like imagination, secret Charm, merry etc.

2. Understanding objectives : The students will learn that how we should keep our promise and if we will break our promise we can be in trouble..

3.Application objectives: The students will learn to use this knowledge to writes short fantasy stories.

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

P. K. Testing :

1.Have you ever promised anything to your parents?

2.Do you think it is important to keep the promises that we make?

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 - Prepositions

Learning outcomes:-

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

a sentence, normally between a noun, verb or adjective and a noun or a pronoun.

P.K. Testing :

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

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

Pedagogical strategies-

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

Hands on Activity (Experiential learning) - Assign students into small teams Tell students you will give them a list of ten prepositions . Each team must discuss how many accurate sentences they can create using the ten prepositions. Write the prepositions to be practiced

on the board such as in, under, on, into, above, below, behind, at, in front of, between.

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

Interdisciplinary Linkages and infusion of life skills :

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

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

Resources including ICT :

e-books, Workbook, Internet

<http://youtu.be/buAYvKCFhTg>

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

Feedback and Remedial Teaching : Students who need special attention will be asked to watch more videos

related to the topic. They will be given more practice worksheets.

Inclusive and full participate without discrimination

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

Month- December

Topic – L- 12 (The Swings)

Module- 10, 11

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 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. Do you like to play on a swing?

2. What do you see when you are high up in a swing?

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 yourself when you took a swing in the playground.

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

Topic – Conjunctions (Module -10)

Learning outcomes

1. **Knowledge objectives:** Students will be able to define and identify conjunctions.
2. **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

Month- January

No. of teaching days - 17

Topic – L- 13 The Travels of Ravina Aunty

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 with the given we asked to make the begun. They are 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 I-max 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

Month- February

No. of teaching days -21

Topic- Riding My Bicycle

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. Do you know how to ride a bicycle?
2. Do you think that we should wear something to protect ourselves while riding a bicycle? Why or Why not?

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 riding a bicycle

Art Integration: Draw or paste a picture of a child who is riding a bicycle and also prepare a list of the various rules while riding a bicycle.

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- March

Revision