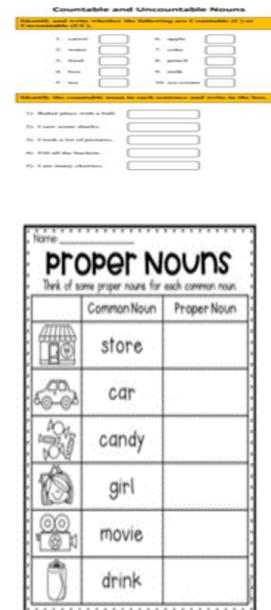


# ARMY PUBLIC SCHOOL

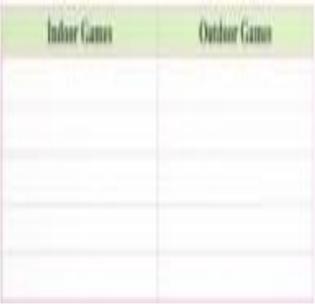
## CLASS 2 (SUB ENG)

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
April 3 periods	Nouns  Common and proper noun  Countable and uncountable noun	<p><b>Manomaya Kosha</b></p> <p><b>Language &amp; Literacy Development</b></p> <p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p> <p><b>Cognitive Development</b> CG-7 Children make sense of the world around through observation and logical thinking.</p>	<p><b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</p> <p>–</p> <p><b>C-7.1</b> Observes and understands different categories of objects and the relationships between them.</p> <p>–</p> <p><b>Learning Outcomes:</b> - Basic Students will be able to sort out nouns into common, proper, countable and uncountable nouns through the 'Nouns Sorting Game'.</p> <p>–</p> <p>- Medium: Using countable and uncountable nouns correctly in sentences (e.g., "I have a book" vs. "I need some water").</p> <p>–</p> <p>-Advanced: Students will be able to use nouns correctly in short sentences and stories. Differentiate between countable and uncountable nouns (apples vs. milk).</p>	<p>Global &amp; Cultural Awareness</p> <p>Critical Thinking</p> <p>Problem Solving</p> <p>Creativity &amp; Innovation</p>	<p>Play the game 'Name, Place, Animal, Thing', where students will use an alphabet to write a word in each column.</p> <p>Nouns sorting game- putting the nouns into different categories.</p> <p>Feel and tell the object name and tell the category it belongs to.</p>	<p>Hindi: Students will learn संज्ञा in Hindi both referring to people, places, animals, and things, helping them identify naming words in both languages. They will learn जातिवाचक और व्यक्तिवाचक संज्ञा, understanding how naming words function similarly in both languages.</p> <p>Maths: Students will learn addition using countable nouns by solving real-life word problems involving objects like apples, books, and pencils.</p> <p>Art: Students will create a collage on nouns by cutting and pasting pictures from magazines, newspapers, or printed images to categorize them into Common and Proper Nouns (car, city, boy, school in one section and Proper Nouns like Toyota, Delhi, Aryan, St. Mary's School) in another section.</p>	<p><b>Outdoor:</b> '4 Pillars of Nouns' Game</p> <p>–</p> <p><b>Classroom: LOTS:</b> Name any two common and proper nouns that you see in class.</p> <p>–</p> <p><b>Home</b> <b>Activity: A blank fish cutout with a common noun written on it (e.g., city, river, school, pet) is given to each student. Students will think of a proper noun that fits the common noun. For example, If the fish says "city", they might write "New Delhi" or "Agra." They will write the proper noun on the fish and decorate it using colours, glitter, or stickers.</b></p>	<p><b>HOTS:</b> <b>Home Assignment: From Common to Proper – Name Your Fish!</b></p> <p>–</p> <p><b>Worksheet on Countable and Uncountable Nouns</b></p> <p>–</p> <p><b>Worksheet on Common and Proper Nouns</b></p> 	<p><b>Experiential Learning:</b> Take students on a noun hunt around the classroom or playground. Example: "I found a tree (thing), a teacher (person), and a school (place)!"</p> <p><b>Interactive Learning:</b> Use a "Guess the Noun" game where students describe a noun without saying its name. Example: "It is round, bounces, and we play with it!"</p> <p><b>Activity based Learning:</b> Use Sorting Games where students categorize nouns into People, Places, Animals, and Things. Example: Sorting Doctor, School, Elephant, Pencil into the right groups.</p> <p><b>Joyful Learning:</b> Let students draw &amp; tell a few sentences using different nouns. A child draws a park and says, "I see a dog, bench, tree, and children playing!"</p>

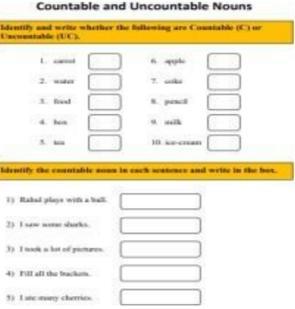
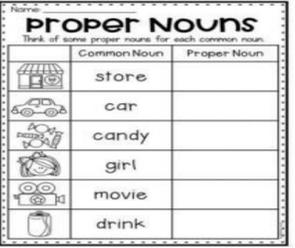
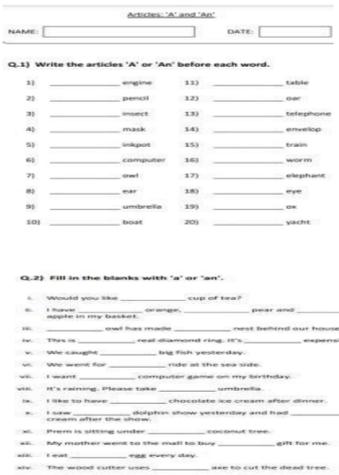
<p>April 2 periods</p>	<p>GRAMMAR Articles</p>	<p><b>Vijnanamaya Kosha</b> <b>Language &amp; Literacy Development</b> <b>CG-9</b> Children develop effective communication skills for day-to- day interactions in two languages <b>Cognitive Development CG-7</b> Children make sense of the world around through observation and logical thinking.</p>	<p><b>C-9.7</b> Knows and uses enough words to carry out day-to- day interactions effectively and can guess meaning of new words by using existing vocabulary. <b>C-7.1</b> Observes and understands different categories of objects and the relationships between them. <b>Learning Outcomes:</b> - <b>Basic</b> Students will be to ✓ Identify "a," "an," and "the" in simple sentences. ✓ Understand that "a" and "an" mean <b>one</b> thing (not specific). ✓ Use "a" before words starting with a consonant sound (<i>a dog, a book</i>). ✓ Use "an" before words starting with a vowel sound (<i>an apple, an elephant</i>). - <b>Medium:</b> ✓ Use "the" for specific things (The sun is bright). ✓ Differentiate between first and second mention (I saw a cat. The cat was sleeping.). ✓ Apply "a" and "an" correctly in simple writing. Advanced: ✓ Use articles correctly in short stories or sentences. ✓ Recognize where no article is needed (I go to school every day.). ✓ Identify and correct basic mistakes in using articles.</p>	<p><b>Critical Thinking</b> <b>Communication Skills</b> <b>(Speaking and Writing)</b> <b>Association Skills</b></p>	<p><b>Article Sorting Game:</b> Show a noun flashcard (e.g., <i>apple</i>), and students drop it in the correct basket (<i>An apple</i>). <b>The Article Detective:</b> Give students a <b>short story</b> with articles missing. They must find where "a," "an," or "the" should go. <b>Draw &amp; Describe:</b> Each student draws one object and writes a sentence with the correct article. Example: <i>This is a car. / I see an octopus.</i></p>	<p><b>PE (Physical Education):</b> Students will solve riddles that use a, an, and the to find and interact with objects, reinforcing grammar through movement and play. Scatter <b>objects</b> around the playground: A ball, An orange cone, A green can , ▲   An umbrella xQ° A red backpack (or any other additional object) are scattered around the play area. The teacher reads riddles (<i>I can bounce, I can roll, I'm round and small. If you want to play, just give me a call!</i>) Students will run to the object and say a or an for the object. <b>Art:</b> Each child <b>draws 3-4 objects</b> of their choice (e.g., a cat, an apple, the sun). They <b>name the objects</b> using <b>correct articles</b>. AHPL: Students are taken on a Nature Walk and allowed to observe the environment around them. They share what they observe. (for example, the sun is bright, there is a bird on the tree, we cannot see an owl in the day time.)</p>	<p><b>Classroom: LOTS:</b> What are the three articles in English? When do we use "a"? Can you give an example? When do we use "an"? Can you give an example? <b>Outdoor: Nature Walk &amp; Observation:</b> A short walk is taken in the school garden or playground. Objects in nature are observed by students. Sentences using articles are spoken by them (e.g., "A bird is seen on a tree.").</p>	<p><b>Worksheet on Articles</b> <b>HOTS:</b> Observe the picture and write the things you can see using "a," "an," and "the" correctly. (<i>for example, I can see the blue sky, I can see a sun,</i></p> 	<p><b>Interactive Learning:</b> Students sit in a circle. The teacher holds a soft ball and says a noun (e.g., <i>apple</i>). The student who catches the ball must say the correct article (<i>an apple</i>) before passing it to the next person. <b>Experiential Learning:</b> Classroom Hunt – Students find objects around them and describe them using articles (a chair, an eraser, the board). <b>Inquiry Based Learning:</b> Why Do We Use 'An' Before Vowels? – Ask students why we say "an apple" but "a mango" and let them discover the rule through examples.</p>
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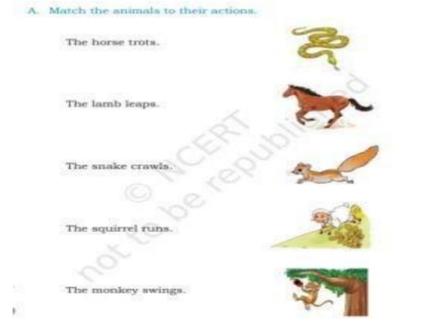
3 periods	Adverbs	<p>Anandamaya Kosha</p> <p>Language and Literacy Development CG – 9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages.</p> <p>CG-12</p> <p>Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways</p>	<p><u>C-9.7</u> <u>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</u></p> <p>–</p> <p><u>C-12.2</u> <u>Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.</u></p> <p>–</p> <p><u>Learning Outcomes:</u></p> <p>- <u>Basic Level</u></p> <p>✓ <u>Identify adverbs in simple sentences (She runs fast.)</u></p> <p>✓ <u>Recognize that adverbs describe how, when, or where an action happens</u></p> <p>✓ <u>Differentiate between verbs and adverbs (walk – verb, quickly – adverb)</u></p> <p>- <u>Medium Level</u> ✓ <u>Use adverbs correctly in sentences (The boy eats slowly.)</u></p> <p>✓ <u>Categorize adverbs into manner (how), time (when), and place (where)</u></p> <p>✓ <u>Change simple sentences by adding adverbs (She sings. → She sings beautifully.)</u></p> <p>- <u>Advanced Level:</u></p> <p>Students will be able to:</p> <p>✓ <u>Create their own sentences using different types of adverbs</u></p> <p>✓ <u>Compare two sentences and explain how the adverb changes the meaning (She speaks softly. vs. She speaks loudly.)</u></p> <p>✓ <u>Write a short story or paragraph using adverbs correctly</u></p>	<p>Critical Thinking:</p> <p>Communication &amp; Collaboration:</p> <p>Creativity &amp; Innovation:</p>	<p>Role Play Adverb Action Game:</p> <p>One student picks a verb, another picks an adverb, and they act it out while the class guesses (e.g., He is jumping happily!).</p> <p>Adverb Sorting: Students will sort adverbs written on the board into three different columns. How? (Manner), When? (Time), and Where? (Place).</p>	<p>Hindi: Students identify adverbs (क्रिया ववशेषण) in sentences and observe how they modify verbs (लड़का जोर से चंचल्लाया। ). They highlight adverbs in short sentences and discuss how they change the meaning of actions.</p> <p>PE: Students play an action-based game where they perform movements based on adverbs, such as running quickly or walking slowly, helping them experience how adverbs describe actions.</p> <p>Art: Students create drawings of different actions and label them with adverbs, like a dancer twirling gracefully or a car moving speedily.</p>	<p>Classroom: LOTS:</p> <p><u>Identify adverbs in simple sentences (She sings beautifully, He ran quickly, They shouted loudly).</u></p> <p>–</p> <p><u>Playground: Children play and observe each other. They describe each other's actions.</u></p>	<p>Worksheets on Adverbs.</p> <p>HOTS:</p> <p>Home Assignment: Same Action, Different Adverbs! Draw pictures to illustrate the following and underline the adverbs.</p> <p>He is eating happily." vs. "He is eating unhappily.</p>	<p>Joyful Learning: Students pick a verb and an adverb, then act it out while the class guesses (jump happily, walk slowly).</p> <p>Experiential Learning: Playground Observation – Students describe how they or their friends move (She swings high, He runs quickly).</p> <p>Collaborative &amp; Social Learning: Group Adverb Chart – Create a classroom word wall with adverbs under categories: How? When? Where?</p>
4 periods	Subject & Predicate	<p>Language &amp; Literacy Development CG-9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages 2</p> <p>CG-10</p> <p>Children develop fluency in reading and writing in Language 1 &amp; 2</p>	<p><u>C-9.3: Converses fluently and can hold a meaningful conversation</u></p> <p>–</p> <p><u>C-10.2:</u> <u>Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks.</u></p> <p>–</p> <p><u>C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</u></p> <p>–</p> <p><u>Learning Outcome:</u></p> <p>- <u>Basic Level</u></p> <p>✓ <u>Identify the subject (who/what the sentence is about) and predicate (what the subject does) in simple sentences.</u></p> <p>✓ <u>Recognize that every sentence has two parts – a subject and a predicate.</u></p> <p>–</p> <p>- <u>Medium Level</u></p> <p>✓ <u>Match subjects with correct predicates (e.g., The cat → is sleeping).</u></p> <p>✓ <u>Rearrange jumbled words to form correct subject-predicate sentences.</u></p> <p>–</p> <p>- <u>Advanced Level</u></p> <p>✓ <u>Create simple sentences by choosing a subject and adding a predicate (e.g., The dog... barks loudly).</u></p>	<p>Critical Thinking &amp; Problem- Solving:</p> <p>Communication &amp; Collaboration:</p> <p>Creativity &amp; Innovation:</p> <p>Social &amp; Emotional Learning</p>	<p>Human Sentence Chain: Write subjects and predicates on flashcards and give one card to each child.</p> <p>✓ Students walk around, find their matching pair, and read the sentence aloud.</p> <p>✓ One student holds "The dog", another holds "barks loudly." → Together they say, The dog barks loudly!</p> <p>Who Did What? Sorting Game: Write different subjects (The cat, My mom, A boy, The birds) and predicates (is sleeping, bakes a cake, runs fast, are singing) on separate cards.</p> <p>✓ Mix them up and let students match the correct subject with a predicate to form meaningful sentences.</p> <p>Subject- Predicate Mystery Box: Put small objects (toy car, doll, apple) and action cards (drives fast, sings a song, falls down) in a box.</p> <p>A child picks one object (subject) and one action (predicate) to form a sentence.</p>	<p>AHPL: Students will be taught about animals, their actions, and their habitats through a matching activity. Sentences about animal sounds and homes will be written on the board, and pictures will be provided for students to match correctly, such as A lion → roars loudly, A bear → lives in a cave.</p> <p>Hindi: Students will learn to identify Subject (किा) and Predicate (वातय का शेष भाग) in Hindi. They will understand that the subject tells who or what the sentence is about, while the predicate describes the action or state.</p> <p>Through matching, they will improve their grammar skills and gain confidence in forming correct sentences in Hindi.</p> <p>हाथी पानी तिड़किा है। (किा): हाथी (वातय का शेष भाग): पानी तिड़किा है</p>	<p>Classroom: Discussion on Who is doing what?</p> <p>–</p> <p><u>Traffic Park:</u> <u>The students will observe the traffic park. They will discuss what different community helpers do.</u></p>	<p>Worksheet on subject and predicate:</p> <p>HOTS:</p> <p>Why is each role important in a family?</p> <p>A family picture will be drawn, and each member's work will be illustrated.</p> <p>Students will write what each member in the family does, such as, my mother cooks food, my sister plays with her toys, my father works in the office.</p>	<p>Joyful Learning: Subject-Predicate Mystery Box: Picks a doll and sings a song → Forms A doll sings a song.</p> <p>Interactive Learning: Human Sentence Chain One student holds "The dog", another holds "barks loudly." → Together they say, "The dog barks loudly!"</p> <p>Activity Based Learning: The student picks "The cat" and "is sleeping" → Forms "The cat is sleeping."</p>

4 periods	Prepositions	<p>Vijnanamaya Kosha Language &amp; Literacy Development CG-9 Children develop effective communication skills for day-to- day interactions in two languages.</p> <p>Cognitive Development CG-7 Children make sense of the world around through observation and logical thinking.</p>	<p><u>C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</u></p> <p>– <u>C-7.1</u> <u>Observes and understands different categories of objects and the relationships between them.</u></p> <p>– <u>Learning Outcomes:</u> - <u>Basic Level</u> ✓ <u>Identify prepositions in simple sentences (e.g., The book is on the table).</u> ✓ <u>Recognize common prepositions related to place (in, on, under, behind).</u> ✓ <u>Match prepositions with appropriate pictures.</u> - <u>Medium Level</u> ✓ <u>Use prepositions correctly in sentences while speaking and writing.</u> ✓ <u>Describe positions of objects using prepositions (e.g., The cat is under the chair).</u> ✓ <u>Complete sentences with suitable prepositions.</u> - <u>Advanced Level</u> ✓ <u>Create their own sentences using different prepositions.</u> ✓ <u>Follow and give directions using prepositions (e.g., Pick up the books from the table, sit beside your friend).</u></p>	<p>Critical Thinking</p> <p>Problem- Solving:</p> <p>Creativity &amp; Innovation:</p>	<p>Treasure Hunt Objects will be hidden around the classroom Students carefully listen, follow the directions, and search for the hidden objects such as "The toy is under the table" or "It is beside the chair."</p> <p>Draw &amp; Describe Students draw a simple scene (park, house, classroom) and write sentences describing object positions using prepositions (The chick is under the tree).</p> <p>Sorting Prepositions by Type – Place, Time &amp; Direction: Students will engage in a preposition sorting activity where they categorize prepositions into three types: Place, Time, and Direction. They will pick a flashcard with a preposition written on it, read it aloud, and decide whether it describes a location (on, under, beside), time (before, after, during), or movement (into, towards, from). They will then place the card in the correct labelled basket or chart.</p>	<p>Hindi: Students will identify prepositions in Hindi sentences (e.g., बिल्ली मेज के नीचे है।). They will compare how prepositions function in both languages by translating simple sentences and noticing placement differences.</p> <p>Art: Students will draw a picture of a park, house, or classroom and describe object placements using prepositions (The tree is behind the bench, the sun is above the house). They will also label their drawings with sentences.</p> <p>PE (Physical Education): Students will participate in a "Follow the Preposition" game where they listen to commands like Jump over the cone, crawl under the rope, stand beside your friend. This reinforces movement-based learning and spatial understanding.</p>	<p><u>Classroom: LOTS:</u> <u>Where is the ball in the sentence "The ball is under the table"?</u></p> <p>– <u>Playground: Students will participate in an obstacle courses where students follow instructions using prepositions (Jump over the cone, crawl under the table).</u></p>	<p>Worksheets on prepositions</p> <p>HOTS: Draw pictures showing different positions of the ball- on, in, under, between, behind.</p> <p>What happens to the ball if we change "The ball is on the chair" to "The ball is under the chair"?</p>	<p>Experiential Learning: Preposition Treasure Hunt – Students follow clues using prepositions (The toy is under the table, beside the chair) to find hidden objects.</p> <p>Interactive Learning: Act It Out – Teacher calls out prepositions (Stand on the chair, go behind the door), and students perform the actions to understand spatial relationships.</p> <p>Activity-Based Learning: Sorting Prepositions – Students sort flashcards into categories: Place (on, under), Time (before, after), and Direction (towards, into) to reinforce understanding.</p> <p>Joyful Learning: Draw &amp; Describe – Students draw a scene (e.g., a park or classroom) and write sentences using prepositions (The sun is above the tree).</p>
4 periods	Making Sentences	<p>Vijnanamaya Kosha Language &amp; Literacy Development CG-9 Children develop effective communication skills for day-to- day interactions in two languages.</p> <p>CG-11 Children begin to read and write in Language 2.</p>	<p><u>C-9.3: Converses fluently and can hold a meaningful conversation</u></p> <p>– <u>C-11.2:</u> <u>Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences.</u></p> <p>– <u>Learning Outcomes:</u> - <u>Basic Level:</u> ✓ <u>Students read aloud simple sentences with correct pronunciation and expression.</u> ✓ <u>Students unscramble jumbled words to form short, meaningful sentences ("is This a cat." → "This is a cat.").</u> - <u>Medium Level:</u> ✓ <u>Students form sentences orally by looking at pictures (This is a red ball.).</u> ✓ <u>Students read and understand sentences with punctuation cues (pausing at full stops and raising tone for questions).</u> - <u>Advanced Level:</u> ✓ <u>Students speak in complete sentences to describe objects, actions, or feelings (The happy boy is playing in the park.).</u> ✓ <u>Students rearrange words orally to make meaningful sentences and explain them.</u></p>	<p>Communication Skills</p> <p>Critical Thinking</p> <p>Creativity &amp; Innovation</p> <p>Collaboration</p>	<p>Sentence Unscramble: Jumbled words are given to students, and they are arranged into meaningful sentences. ("is / This / a / dog" → "This is a dog.")</p> <p>Picture Sentence: A picture is shown, and sentences are formed by students to describe it. ("A boy is seen playing with a ball.")</p> <p>Build-a- Sentence Relay: Word cards are given to teams, and students are arranged in the correct order to form a sentence.</p> <p>Sentence Expansion: A simple sentence is provided, and additional words are added by students to expand it. ("A big brown dog is seen running in the park.")</p>	<p>Hindi: Students will learn to form sentences in Hindi, (लड़का गैद खेलता है।) understand sentence structure, and use proper grammar while expressing their thoughts clearly in writing.</p> <p>Maths: Word problems are given, and sentences are formed using numbers and operations. ("Five apples are taken by Rohan.")</p> <p>Art: Pictures are drawn, and sentences are created by students to describe their artwork. ("A colourful tree is painted by me.")</p>	<p><u>Classroom: LOTS:</u> <u>Which words are missing in this sentence? " is playing in the park." (Expected answer: "He" or "She")</u></p> <p>– <u>Home:</u> <u>Students will draw a creative scene e.g., a birthday party, Students will analyse their drawing and describe the picture making simple sentences.</u></p>	<p>Worksheets on Making Sentences:</p> <p>HOTS: How would you celebrate your birthday with your friends? What new things can you add to your picture to show this?</p>	<p>Experiential Learning: Sentence Unscramble, where jumbled words are arranged by students into meaningful sentences.</p> <p>Interactive Learning: A Build-a-Sentence Relay is conducted, where word cards are given to students, and they are arranged in the correct order to form a sentence.</p> <p>Activity-Based Learning: In Picture Sentence, an image is shown, and sentences are created by students to describe what they see.</p>

4 periods	Adjectives	<p>Anandamaya Kosha Language &amp; Literacy Development CG-9 Children develop effective communication skills for day-to- day interactions in two languages.</p> <p>Physical Development: CG-2 Children develop sharpness in sensorial perceptions.</p>	<p><b>C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</b></p> <p>– <b>C-2.1:</b> <b>Differentiates between shapes, colours and their shades.</b></p> <p>– <b>C-2.6: Begins integrating sensorial perceptions to get a holistic awareness of their experiences.</b></p> <p>– <b>Learning Outcomes:</b> <b>- Basic Level</b> ✓ Students will identify adjectives in simple sentences (The red ball is big). ✓ Students will match adjectives to pictures (e.g., soft pillow, tall giraffe). ✓ Students will describe objects using one-word adjectives (cold water, small box). <b>-Medium Level</b> ✓ Students will use adjectives to describe nouns in sentences (The fluffy cat sleeps). ✓ Students will compare objects using adjectives (This apple is bigger than that one). <b>-Advanced Level</b> ✓ Students will use multiple adjectives to describe a noun (The big, round, red balloon). ✓ Students will create short stories or sentences using a variety of adjectives. ✓ Students will compare and contrast objects using adjectives (The blue bag is heavier than the red one).</p>	Communication Collaboration Critical Thinking Creativity & Innovation	<p>Compare &amp; Choose: Show two objects (apple &amp; watermelon). Ask: Which is bigger? Which is redder? Which is heavier? Students use adjectives to compare and explain differences.</p> <p>Adjective Monster: Students draw a funny monster and describe it using adjectives (My monster is furry, green, and has tiny eyes).</p> <p>Describe &amp; Guess: The teacher brainstorms adjectives with students based on what they see, hear, touch, smell, and taste, listing them on the board in categories. Then, the teacher shows objects one by one, and students describe them using different adjectives from the board.</p>	<p>Hindi: Students describe objects in Hindi using विशेषण (adjectives), such as लाल गेंद (red ball) or मीठा आम (sweet mango), reinforcing vocabulary in both languages.</p> <p>Maths: Students compare objects using adjectives related to size, weight, and length (Which pencil is longer? Which book is heavier?), building measurement skills.</p> <p>Art: Students collaborate to make a 5 Senses poster, brainstorming to list all the describing words that would fit in the five senses.</p>	<p>Classroom: LOTS: <b>Give examples of a few describing words.</b></p> <p>– <b>Outdoor:</b> <b>A nature walk is taken where objects in the environment are observed for their colour, shape, and size. Adjectives are used to describe them (The red roses, The tall tree, the round sun, the yellow sunflower), and sentences are created with the collected words after the walk.</b></p> 	<p>Worksheets on adjectives:</p> <p>HOTS What would the world look like if here were no colours?</p>	<p>Experiential Learning: Students engage in a "Describe &amp; Guess" game where they observe real objects and use adjectives to describe their features based on sight, touch, smell, sound, and taste.</p> <p>Interactive Learning: The teacher brainstorms adjectives with students, categorizing them on the board before using them in sentences to describe objects.</p> <p>Activity-Based Learning: Students draw a picture and label it with adjectives (A big, happy sun; a tall, green tree).</p> <p>Joyful Learning: Through a guessing game, students listen to adjective- based clues and try to guess the object, making the lesson engaging and fun.</p>
4 periods	Tenses	<p>Vijnanamaya Kosha Language &amp; Literacy Development CG-9 Children develop effective communication skills for day-to- day interactions in two languages.</p> <p>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.</p>	<p><b>C-9.3: Converses fluently and can hold a meaningful conversation</b></p> <p>– <b>C-4.3: Interacts comfortably with other children and adults.</b></p> <p>– <b>Learning Outcomes:</b> <b>- Basic Level:</b> ✓ Students identify whether an action is happening now or already happened. ✓ Students match verbs to the correct time (e.g., eat – now, ate – before). ✓ Students change present tense verbs to past tense by adding 'd' or 'ed' (e.g., close → closed, play → played). <b>- Medium Level:</b> ✓ Students decide if a sentence describes now or before and name the tense. ✓ Students change words in a sentence to show a different time (e.g., He jumps. → He jumped.). <b>-Advanced Level:</b> ✓ Students change a few sentences from present to past by looking for time words like yesterday or today. ✓ Students make their own sentences and say if the action is happening now or before.</p>	Critical Thinking Communication Collaboration Creativity & Innovation	<p>Action Time: The teacher calls out an action (e.g., jump). Students first do the action (present tense) and then say what they did (jumped). This helps them understand how actions change over time.</p> <p>Verb Change Game: Write present tense verbs (e.g., jump, play, run) on the board. Students take turns picking a verb and saying its past tense (e.g., jumped, played, ran). The teacher can guide them if needed.</p> <p>Daily Routine Tense Swap: Students talk about their daily routine in the present tense (e.g., I wake up at 7 AM. I eat breakfast). Then, they change their routine to past tense, imagining they are talking about yesterday (e.g., I woke up at 7 AM. I ate breakfast).</p>	<p>Hindi: Students change simple present tense sentences in Hindi (राम दौड़ता है।) to past tense (राम दौड़ा।), reinforcing the concept in both languages.</p> <p>Art: Students draw two pictures: one showing an action happening now (e.g., a boy eating) and another showing the past (e.g., the boy ate). They label both pictures with present and past tense verbs.</p> <p>PE (Physical Education): The teacher gives commands in the present tense (jump, clap, run), and students perform the action. Then, they say what they did in past tense (I jumped, I clapped, I ran).</p>	<p>Classroom: LOTS: <b>What do you do at 8 AM?</b> <b>What did you do at 8 AM yesterday? Identify the tense in each case.</b></p> <p>– <b>Home:</b> <b>Write 5 sentences on what you did yesterday.</b> <b>For example,</b> <b>I woke up early in the morning.</b> <b>I ate a delicious breakfast.</b> <b>I played with my friends in the park.</b></p>	<p>Worksheets on Tenses:</p> <p>HOTS: If we change "I woke up early in the morning" to past tense, what will it be? Why did the verb change? How do you change a present tense verb to past tense?</p>	<p>Experiential Learning: Students talk about their daily routine in present tense, then describe what they did yesterday in past tense (I eat lunch → I ate lunch).</p> <p>Interactive Learning: Students perform actions (jump, clap, run) and then say what they did (I jump → I jumped).</p> <p>Joyful Learning: Verb Change Game: The teacher gives present tense verbs (sing, play, run), and students say the past tense (sang, played, ran). The game makes learning fun and easy.</p>

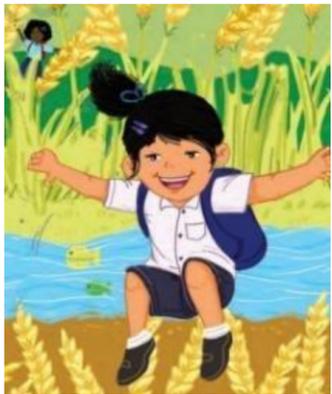
Month No. of Periods	UNIT 1- FUN WITH FRIENDS  CHAPTER 1- MY BICYCLE	Language and Literacy Development Manomaya Kosha CG- 9 Children develop effective communication skills for day- to- day interactions in two languages  CG 10- Children develop fluency in reading and writing.	Competency & Learning Outcome	21st Century Skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheet, Rubrics, Portfolios)	Pedagogies (Suggestive)
April 3 periods	<b>GRAMMAR</b>  Nouns  Common and proper noun  Countable and uncountable noun	<a href="#">Manomaya Kosha</a>  <a href="#">Language &amp; Literacy Development</a>  <a href="#">CG-9 Children develop effective communication skills for day-to- day interactions in two languages</a>  <a href="#">Cognitive Development CG-7 Children make sense of the world around through observation and logical thinking.</a>	<b>Competencies C- 9.1 –</b> Listens to and appreciates simple songs, rhymes and poems C-10.1 – Develops phonological awareness and blends phonemes/ syllables into words and segments words into phonemes/ syllables C-10.6 – Read short poems and begins to appreciate the poem for its choice of words and imagination  <b>Learning Outcomes</b> - Basic Level Listening: Develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. Listens and recites the poem with actions. Student will connect the poem to actions of riding a bicycle and identify the sound of the bell.  - Medium Level <b>Speaking:</b> - Names different parts of the bicycle and describes their colours. Participates in reciting the poem with actions and sound effects. <b>Vocabulary:</b> Learns and uses new words related to bicycle parts and colours. Students will learn the names and colours of different bicycle parts.  - Advanced Level <b>Writing:</b> draws or writes a few words or short sentence in response to poems. <b>Creativity:</b> Expresses their understanding and imagination through stories and drawings.	<b>Creativity and Innovation</b>  <b>Communication Skills</b>  <b>Critical Thinking and Problem- Solving</b>	Recite the poem together making pedal like motions and saying 'trin trin trin...'  Draw, label and colour the parts of a bicycle.  Guess the 'bicycle part' (game)	<b>AHPL- Discuss the importance of Safety Gear like helmets, knee and elbow pads. Discuss the parts of a bicycle and how it is a simple machine.</b>  <b>Art- Draw your favourite bicycle. Poster making on Road Safety for Cyclists</b>  <b>Physical Education- Conduct a session on riding bicycle safely.</b>	<b>Classroom: LOTS:</b> <u>Name the parts of a bicycle.</u> - <b>Home:</b> <u>Ride your bicycle at home and share your experience with your parents.</u>	Observe students participation and accuracy in naming and describing bicycle parts.  Crossword on parts of a bicycle. Exercise  Exercise on use of 'a', 'an'.  Identify sounds of different bells. HOTS: Why do you think you should use a bicycle more often?  	<b>Experiential Learning:</b> <b>Have you ever ridden a bicycle? How did you feel when you first learned?</b> Students recall and share their experiences, relating to the boy's excitement in the poem.  <b>Inquiry- based Learning:</b> Ask open-ended questions: Students think critically and engage in discussions about safety. What would happen if the bicycle had no brakes? Why is it important to wear a helmet while riding?  <b>Visual &amp; Auditory Learning:</b> Students visually and audibly connect with the theme of the poem, when a picture of a bicycle is shown and they are questioned Can you point out and name the parts of a bicycle?

<p>April 3 periods</p>			<p><b>C-9.7</b> <u>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</u></p> <p>– <b>C-7.1</b> <u>Observes and understands different categories of objects and the relationships between them.</u></p> <p>– <b>Learning Outcomes:</b> – <u>Basic Students will be able to sort out nouns into common, proper, countable and uncountable nouns through the 'Nouns Sorting Game'.</u></p> <p>– – <u>Medium: Using countable and uncountable nouns correctly in sentences (e.g., "I have a book" vs. "I need some water").</u></p> <p>– – <u>Advanced: Students will be able to use nouns correctly in short sentences and stories. Differentiate between countable and uncountable nouns (apples vs. milk).</u></p>	<p>Global &amp; Cultural Awareness</p> <p>Critical Thinking Problem Solving Creativity &amp; Innovation</p>	<p>Play the game 'Name, Place, Animal, Thing', where students will use an alphabet to write a word in each column.</p> <p>Nouns sorting game- putting the nouns into different categories.</p> <p>Feel and tell the object name and tell the category it belongs to.</p>	<p><b>Hindi:</b> Students will learn संज्ञा in Hindi both referring to people, places, animals, and things, helping them identify naming words in both languages. They will learn जातिवाचक और व्यक्तिवाचक संज्ञा, understanding how naming words function similarly in both languages.</p> <p><b>Maths:</b> Students will learn addition using countable nouns by solving real-life word problems involving objects like apples, books, and pencils.</p> <p><b>Art:</b> Students will create a collage on nouns by cutting and pasting pictures from magazines, newspapers, or printed images to categorize them into Common and Proper Nouns (car, city, boy, school in one section and Proper Nouns like Toyota, Delhi, Aryan, St. Mary's School) in another section.</p>	<p><b>Outdoor:</b> <u>'4 Pillars of Nouns' Game</u></p> <p>– <b>Classroom: LOTS:</b> <u>Name any two common and proper nouns that you see in class.</u></p> <p>– <b>Home</b> <b>Activity: A blank fish cutout with a common noun written on it (e.g., city, river, school, pet) is given to each student.</b> Students will think of a proper noun that fits the common noun. For example, If the fish says "city", they might write "New Delhi" or "Agra." They will write the proper noun on the fish and decorate it using colours, glitter, or stickers.</p>	<p><b>HOTS:</b> <b>Home Assignment: From Common to Proper – Name Your Fish!</b></p> <p>– <b>Worksheet on Countable and Uncountable Nouns</b></p> <p>– <b>Worksheet on Common and Proper Nouns</b></p>  	<p><b>Experiential Learning:</b> Take students on a noun hunt around the classroom or playground. Example: "I found a tree (thing), a teacher (person), and a school (place)!"</p> <p><b>Interactive Learning:</b> Use a "Guess the Noun" game where students describe a noun without saying its name. Example: "It is round, bounces, and we play with it!"</p> <p><b>Activity based Learning:</b> Use Sorting Games where students categorize nouns into People, Places, Animals, and Things. Example: Sorting Doctor, School, Elephant, Pencil into the right groups.</p> <p><b>Joyful Learning:</b> Let students draw &amp; tell a speak a few sentences using different nouns. A child draws a park and says, "I see a dog, bench, tree, and children playing!"</p>
<p>April 2 periods</p>	<p>GRAMMAR</p> <p>Articles</p>	<p>Vijnanamaya Kosha</p> <p>Language &amp; Literacy Development</p> <p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p> <p>Cognitive Development CG-7 Children make sense of the world around through observation and logical thinking.</p>	<p><b>C-9.7</b> <u>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</u></p> <p>– <b>C-7.1</b> <u>Observes and understands different categories of objects and the relationships between them.</u></p> <p>– <b>Learning Outcomes:</b> – <u>Basic Students will be to</u> ✓ <u>Identify "a," "an," and "the" in simple sentences.</u> ✓ <u>Understand that "a" and "an" mean one thing (not specific).</u> ✓ <u>Use "a" before words starting with a consonant sound (a dog, a book).</u> ✓ <u>Use "an" before words starting with a vowel sound (an apple, an elephant).</u></p> <p>–<b>Medium:</b> ✓ <u>Use "the" for specific things (The sun is bright).</u> ✓ <u>Differentiate between first and second mention (I saw a cat. The cat was sleeping.).</u> ✓ <u>Apply "a" and "an" correctly in simple writing.</u></p> <p>–<b>Advanced:</b> ✓ <u>Use articles correctly in short stories or sentences.</u> ✓ <u>Recognize where no article is needed (I go to school every day.).</u> ✓ <u>Identify and correct basic mistakes in using articles.</u></p>	<p>Critical Thinking</p> <p>Communication Skills (Speaking and Writing)</p> <p>Association Skills</p>	<p><b>Article Sorting Game:</b> Show a noun flashcard (e.g., apple), and students drop it in the correct basket (An apple).</p> <p><b>The Article Detective:</b> Give students a short story with articles missing. They must find where "a," "an," or "the" should go.</p> <p><b>Draw &amp; Describe:</b> Each student draws one object and writes a sentence with the correct article. Example: This is a car. / I see an octopus.</p>	<p><b>PE (Physical Education):</b> Students will solve riddles that use a, an, and the to find and interact with objects, reinforcing grammar through movement and play. Scatter objects around the playground: A ball, An orange cone, A green can, ▲ I An umbrella ~xQ~ A red backpack (or any other additional object) are scattered around the play area. The teacher reads riddles (I can bounce, I can roll, I'm round and small. If you want to play, just give me a call!) Students will run to the object and say a or an for the object.</p> <p><b>Art:</b> Each child draws 3-4 objects of their choice (e.g., a cat, an apple, the sun). They name the objects using correct articles. AHPL: Students are taken on a Nature Walk and allowed to observe the environment around them. They share what they observe. (for example, the sun is bright, there is a bird on the tree, we cannot see an owl in the day time.)</p>	<p><b>Classroom: LOTS:</b> <u>What are the three articles in English? When do we use "a"? Can you give an example? When do we use "an"? Can you give an example?</u></p> <p>– <b>Outdoor: Nature Walk &amp; Observation: A short walk is taken in the school garden or playground.</b> <u>Objects in nature are observed by students. Sentences using articles are spoken by them (e.g., "A bird is seen on a tree.")</u></p>	<p>Worksheet on Articles</p> <p>HOTS:</p> <p>Observe the picture and write the things you can see using "a," "an," and "the" correctly. (for example, I can see the blue sky, I can see a sunflower)</p> 	<p><b>Interactive Learning:</b> Students sit in a circle. The teacher holds a soft ball and says a noun (e.g., apple). The student who catches the ball must say the correct article (an apple) before passing it to the next person.</p> <p><b>Experiential Learning:</b> Classroom Hunt – Students find objects around them and describe them using articles (a chair, an eraser, the board).</p> <p><b>Inquiry Based Learning: Why Do We Use 'An' Before Vowels? – Ask students why we say "an apple" but "a mango" and let them discover the rule through examples.</b></p>

<p>April 3 periods</p>	<p><b>UNIT 1 FUN WITH FRIENDS</b></p> <p><b>CHAPTER 2- PICTURE READING</b></p> <p><b>Opposites Articles Conjunctions</b></p>	<p>Socio- Emotional and Ethical Development Manomaya Kosha CG – 4</p> <p>Children develop emotional intelligence i.e. the ability to understand and manage their own emotions and respond positively to social norms.</p> <p>Language and Literacy Development CG – 9</p> <p>Children develop effective communication skills for day- to- day interactions in two languages</p> <p>CG – 10-</p> <p>Children develop fluency in reading and writing in language</p>	<p><u>C- 4.3 – Interacts comfortably with other children and adults</u></p> <p><u>C- 4.4 – Shows cooperative behaviour with other children</u></p> <p>–</p> <p><u>C- 9.3 – Converses fluently and can hold a meaningful conversation.</u></p> <p>–</p> <p><u>C- 10.8 – Writes a paragraph to express their understanding and experiences.</u></p> <p>–</p> <p><u>Learning Outcomes</u></p> <p>–<u>Basic Level Listening: Children know the story and answer the questions.</u></p> <p>–</p> <p><u>- Medium Level</u></p> <p><u>Speaking: Shares personal experiences related to playing games and discuss different types of games.</u></p> <p>–</p> <p><u>- Advanced Level Socio- emotional learning: Recognises the value of social interaction and collaboration while playing.</u></p> <p><u>Writing: Develop creative writing skills by</u></p>	<p><b>Problem Solving</b></p> <p><b>Collaborative Learning</b></p> <p><b>Creativity Skills</b></p>	<p>Role play: Imagine you are Babli and Jeet. Enact the story.</p> <p>Make a ball using rags, paper and strings.</p> 	<p><b>Hindi: Students can describe the picture and narrate the story "OUT! OUT!" in Hindi, helping them build vocabulary and sentence structure. They will practice opposites like ऊपर - नीचे, अंदर - बाहर, and खुला - बंद, reinforcing concepts of opposites. They will write 2-3 sentences in Hindi about their favorite outdoor game, enhancing their creative expression and writing skills.</b></p> <p><b>Art: Students can draw and color a scene of your favourite outdoor game</b></p> <p><b>AHPL: The chapter can be linked to AHPL by discussing traditional games that require minimal resources, such as pithoo, pilli, danda, and</b></p>	<p><b>Classroom: LOTS: Name a few indoor and outdoor games?</b></p> <p><b>Playground: Play outdoor games</b></p>	<p>Paragraph Writing (Creative Writing) on Hide and Seek. Exercise on opposites</p> <p>Exercise on joining sentences using 'and'.</p> <p><b>HOTS: Why is it important to play outdoor games?</b></p> 	<p><b>Experiential Learning: Ask, Have you ever played bat and ball like Babli and Jeet? What happened when you lost a ball while playing? Students connect their personal experiences with the story, enhancing understanding.</b></p> <p><b>Joyful Learning: Role-play the story "OUT! OUT!" where pairs of students act as Babli and Jeet.</b></p> <p><b>Visual Learning A picture from the picture reading section is shown and students are asked What do you see? How many children are playing? What are they doing?</b></p> <p><b>Collaborative Learning: The class will be divided into small groups. A part of the story will be given to each group, and the sentences will</b></p>
	<p><b>UNIT 2 WELCOME TO MY WORLD</b></p> <p><b>CHAPTER 1 IT IS FUN</b></p> <p><b>New words Sight Words Action words Animal sounds Make Sentences</b></p>	<p>Socio- Emotional and Ethical Development Manomaya Kosha CG – 6 Children develop a positive regard for the natural environment around them</p> <p>Language and Literacy Development Anandamaya Kosha CG- 9</p> <p>Children develop effective communication skills for day- to- day interactions in two languages</p>	<p><u>C-6.1 Shows care for and joy in engaging with all forms of life</u></p> <p>–</p> <p><u>C-9.1 Listens to and appreciates simple songs, rhymes, and poems</u></p> <p>–</p> <p><u>Learning Outcomes</u></p> <p>–<u>Basic level Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference.</u></p> <p>–</p> <p><u>Listening Skills: Students will listen to the poem with interest.</u></p> <p>–</p> <p><u>Reading Skills: Students will read and recite the poem with actions.</u></p> <p>– <u>Medium Level Sings/recites songs/poems with two to three stanzas Share personal likes and dislikes about animals.</u></p> <p>–</p> <p><u>Speaking Skills: Students will speak about what they see in the picture in the Picture Reading section</u></p> <p>–</p> <p><u>-Advanced Level Students will connect the lesson with real life animals and appreciate their unique abilities.</u></p> <p>–</p> <p><u>Writing Skills: Students will make sentences of their own on the new words</u></p>	<p><b>Communication Skills</b></p> <p><b>Critical Thinking</b></p> <p><b>Observation Skills</b></p> <p><b>Creativity</b></p>	<p>‘Guess the animal’ game. Describe the animal movements and students will guess the animal.</p> <p>‘Simon Says’ game with animal movements. i.e. “Simon says gallop like a horse.”</p> <p>Video on animals in their environments and discussion on how animal use their movements for different purposes (jumping for food, swimming for survival, flying for travel)</p> <p>A Zoo Day – Students can dress up as an animal and imitate the animal movements and sound at a fancy dress show.</p>	<p><b>AHPL: Students will learn about animal habitats and discuss how they get their food.</b></p> <p><b>Hindi: Students will learn about animal sounds They will be able to describe their movements in a few sentences in Hindi.</b></p> <p><b>Art: Students will draw pictures showing animal movements and use the pictures to tell a story.</b></p>	<p><b>Classroom: LOTS: Name the different animals in the poem.</b></p> <p><b>Outdoor School Premises: Nature walk to view birds, cats, dogs.</b></p> <p><b>Zoo: Visit the zoo with your parents and share your experience in class.</b></p>	<p>Exercise on questions and answers.</p> <p>Exercise on match the following</p> <p>Exercise on make sentences by describing the picture (Picture Reading)</p> <p><b>HOTS: Why do you think animals need to move the way they do, each one in a different way?</b></p> 	<p><b>Theme based learning: Discuss the movements of animals mentioned in the poem (leap, trot, fly, etc.). Encourage students to observe animals around them and share their actions.</b></p> <p><b>Activity Based Learning: Act Like an Animal” Game- Call out an animal, and the students will act like the animal mentioned in the poem. Example: Leap like a lamb, Climb like a cat.</b></p> <p><b>Experiential Learning: Animal Sound Guessing Game- Play sounds like croaking, quacking, and bleating. Ask students to guess the animal. If you were a frog, how would you hop? Show me!</b></p> <p><b>Joyful Learning: ‘Simon Says’ game with animal movements. i.e. “Simon says gallop like a horse.”</b></p>

<p>UNIT 2 WELCOME TO MY WORLD</p> <p>CHAPTER 2 SEEING WITHOUT SEEING</p>	<p>Socio- Emotional and Ethical Development CG – 4 Children develop emotional intelligence, i.e. the ability to understand and manage their own emotions, and responds positively to social norms.</p> <p>CG – 2 Children develop sharpness in sensorial perceptions.</p>	<p><b>C- 4.6</b> <u>Shows kindness and helpfulness to others when they are in need. C- 4.7</u> <u>Understands and responds positively to different thoughts, preferences, and emotional needs of other children.</u></p> <p>— — — — — —</p> <p><b>C- 2.4</b> <u>Differentiates multiple smells and tastes</u></p> <p><b>C- 2.6</b> <u>Begins integrating sensorial perceptions to get a holistic awareness of their experiences.</u></p> <p>— <b>Learning Outcomes</b> <u>- Basic Level Recall and name different ways visually impaired individuals navigate the world.</u> <u>Identify and recognize the importance of the senses used by visually impaired individuals.</u> <u>Describe how visually impaired people use their other senses effectively.</u></p> <p>— <b>Medium Level</b> <u>Explain the challenges faced by visually impaired individuals in daily life.</u> <u>Demonstrate how to guide a visually impaired person using appropriate verbal cues.</u> <u>Differentiate between the experiences of visually impaired individuals and those with normal vision.</u></p> <p>— <b>Advanced Level</b> <u>Role-play situations to show empathy and understanding of the difficulties faced by the visually impaired. Assess the effectiveness of different tools and aids used by visually impaired individuals.</u> <u>Create an awareness poster or project to educate others about visual impairment.</u></p>	<p>Critical Thinking</p> <p>Empathy</p> <p>Sensory Awareness</p> <p>Communication</p>	<p>Make a 'Welcome Card'</p> <p>Play 'Pin the Tail on the Donkey'.</p> <p>Activity: 'Touch Feel and Tell the Object'</p> <p>Brainstorm: Different ways to interact and support someone with visual impairment.</p> <p>Drawing activity</p>	<p>AHPL: Students will learn and discuss about the importance of sense organs.</p> <p>Hindi: Students will learn new words in Hindi relating to sense organs <b>देखना</b> (seeing), <b>सुनना</b> (hearing), महसूस करना (feeling), गंध संघना (smelling), स्वाद लेना (tasting). Art: Poster Making on in Hindi on "नेत्रों की देखभाल" with drawings and slogans like: "अपनी आँखों को बचाइए, ज़्यादा मोबाइल मत चलाइए!" "अच्छा भोजन खाइए, आँखों की रोशनी बढ़ाइए!"</p>	<p>Playground: Blind Man's Buff'</p> <p>Classroom: LOTS: Name the sense organs. Which sense organ is used to see?</p>	<p>Answer the following questions:</p> <p>New &amp; Sight Words</p> <p>HOTS: If you had to spend a day without using your eyesight, what challenges would you face, and how would you overcome them?</p> <p>Answer the following questions.</p> <p>1. Fill in the blanks using suitable words from the boxes given below.</p> <p>game   milk   quiet   biscuits   orange   boy</p> <p>(a) Onshangla was very _____ one day. (b) A new _____ came to Onshangla's school. (c) Ava placed _____ and _____ on the table. (d) Ava played a new _____ with Onshangla. (e) Onshangla cried, "Oh ! it is not water, it is _____ juice".</p> <p>2. What activities do you like to do with your family members? Write about them. One has been given as an example. e.g. I like to walk with my grandfather. (a) I like to _____ with my _____. (b) I like to _____ with my _____.</p> <p>3. Write five things you can do by yourself. One example is provided for you.</p> <p>I can _____ take a bath by myself _____ I can _____ I can _____ I can _____ I can _____</p> 	<p>Experiential Learning: A game of Blind Man's Buff. Students experience how differently-abled children identify objects without sight.</p> <p>Brainstorming: Ask students: "How can we help the new boy in class who cannot see? What things can we do to make him feel comfortable?" Write down all the responses on the board.</p> <p>Joyful Learning: Play a "Guess the Object" game where students are blindfolded and asked to identify various objects through touch or sound.</p> <p>Collaborative Learning: Group Discussion: Divide the class into small groups and ask them to discuss how Onshangla learned to identify objects without seeing. Each group can present their thoughts on how teamwork and empathy help differently-abled people.</p>
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	<p><b>UNIT: 3 GOING PLACES</b></p> <p><b>Chapter 1 Come Back Soon</b></p>	<p>Language and Literacy Development Manomaya Kosha CG- 9 Children develop effective communication skills for day- to- day interactions in two languages</p> <p>CG 10- Children develop fluency in reading and writing.</p> <p>CG 7 – Children make sense of world around through observation and logical thinking.</p>	<p>Competencies C- 9.1 – Listens to and appreciates simple songs, rhymes and poems C- 9.3 – Converses fluently and can hold a meaningful conversation.</p> <p>C-10.1 – Develops phonological awareness and blends phonemes/ syllables into words and segments words into phonemes/ syllables</p> <p>C-7.1- Observes and understands different categories of objects and relationships between them</p> <p>Learning Outcomes - Basic Level Listening: Listens and recites the poem with actions.</p> <p>Student will recognise and identify the different modes of transportation. -Medium Level Speaking: - Names different and describes the different modes of transportation.</p> <p>Participates in reciting the poem with actions.</p> <p>Vocabulary: Vowel Sound “u”: Recognise and practise the vowel “u” in different words.</p> <p>Learns and uses new words related to modes of transport.</p> <p>-Advanced Level Writing: Writes short sentence about different modes of transport.</p> <p>Creativity: Uses imagination and vocabulary to create stories about their travel/ holiday adventures.</p>	<p>Critical Thinking</p> <p>Problem-Solving</p> <p>Collaboration and Teamwork</p> <p>Communication Skills</p>	<p>Play a game of Bingo with words containing “u” sound.</p> <p>‘Show and Tell’ session where kids bring an object related to transportation and share its name focusing on the “u” sound. (bus, truck, auto, luggage, umbrella)</p> <p>Play ‘Race to the Right Pillar’ game where students will run to the pillar recognising the kind of transport shown on the flash card.</p>	<p>Hindi: Students can learn vehicles' names in Hindi, identify words with the "उ" (u) sound like उडान, बस, ट्रक, and practice simple sentence construction such as "मैं बस से स्कूल जाता हूँ।" A picture description, and sorting vehicles into land, air, and water categories will strengthen their Hindi language skills.</p> <p>Maths: Students can learn about shapes and patterns and can be made to identify the shapes used in different vehicles (Circles = wheels, Rectangles = bus body, Triangle = airplane nose)</p> <p>AHPL: Students will learn the importance of traffic rules like stopping at red lights, using zebra crossings, and always wearing seat belts or helmets. They will understand how following road safety rules prevents accidents and keeps everyone safe.</p>	<p><b>Outdoor:</b> <u>Play ‘Race to the Right Pillar’ with names of different kinds of transport.</u></p> <p>– <u>Classroom: Watch the movie Wall- E. Discussion on what the movie teaches us.</u></p> <p>– <b>LOTS:</b> <u>Name the different modes of transport. Name a vehicle that moves on land.</u></p>	<p>Book Exercises</p> <p>New Words</p> <p>Rhyming Words Train – plane Car – far Moon – soon</p> <p>HOTS: If there were no roads, which land vehicle would still be useful, and why?</p> <p><b>Make a List</b> Sort out the different means of transport given in the boxes depending on the surface they move on. The first one has been done for you.</p> <table border="1"> <tr> <td>bus</td> <td>car</td> <td>aeroplane</td> <td>train</td> <td>jeep</td> </tr> <tr> <td>ship</td> <td>boat</td> <td>bicycle</td> <td>helicopter</td> <td>truck</td> </tr> <tr> <td>yacht</td> <td>cart</td> <td>raft</td> <td>taxi</td> <td>tractor</td> </tr> </table> <p>Land Air Water</p> <p>Bus</p>	bus	car	aeroplane	train	jeep	ship	boat	bicycle	helicopter	truck	yacht	cart	raft	taxi	tractor	<p><b>Inquiry based Learning:</b> Ask thought- provoking questions such as: If you could travel anywhere, where would you go? Which vehicle would you take for a long journey? Follow-up Question: Why would you choose that mode of transport?</p> <p><b>Experiential Learning:</b> Take students on a nature walk and ask them to identify different vehicles they see. Encourage them to share any experiences of traveling by bus, train, or airplane.</p> <p><b>Activity based Learning:</b> Draw and Describe- Ask students to draw their favourite vehicle and describe its features. They can also classify the vehicle as land, air, or water transport.</p>
bus	car	aeroplane	train	jeep																				
ship	boat	bicycle	helicopter	truck																				
yacht	cart	raft	taxi	tractor																				
<p>April 3 periods</p>	<p><b>UNIT 3: Going Places</b></p> <p><b>CHAPTER 2 Between Home and School</b></p>	<p>Language and Literacy Development CG- 9 Children develop effective communication skills for day- to- day interactions in two languages.</p>	<p>Competencies C- 9.1 Narrates short stories with clear plot and characters .</p> <p>C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segments words into phonemes/</p>	<p>Communication Skills:</p> <p>Critical Thinking &amp; Problem- Solving:</p>	<p>1Use map- making exercises to help students visualize their school route, improving spatial awareness.</p> <p>Use storytelling and public speaking</p>	<p><b>AHPL- Nature Walk:</b> Identifying trees, plants, and animals (e.g., mango groves, paddy fields, lizards) on their way to school.</p> <p><b>Art- Drawing &amp; Mapping:</b> Creating a</p>	<p><b>Classroom Group Discussions:</b> <u>Students share their school journey and the fun experiences they have on the way.</u></p> <p>– – <b>Outdoor School Garden:</b> <u>Students observe</u></p>	<p>Draw and label the route you take from home to school.</p> <p>Ask students to take a walk around their neighborhood with their parents and observe different types of houses (flats, bungalows, huts, etc.). Important places (school, hospital, market, park).</p>	<p><b>Experiential Learning: Nature Walk:</b> Take students on a short outdoor walk around the school to observe trees, roads, vehicles, and people.</p>															

		<p>CG 10- Children develop fluency in reading and writing.</p> <p>Socio -Emotional and Ethical Development. Manomaya Kosha</p> <p>CG -6 Children develop a positive regard for the natural environment around them .</p>	<p>syllables</p> <p>C-10.6 Read short poems and begins to appreciate the poem for its choice of words and imagination</p> <p>C-7.1 Observes and understands different categories of objects and relationships between them</p> <p>Learning Outcomes</p> <p>- Basic Level Listening: Students will listen to a short passage (such as Ravi's journey to school) and recall key details. They will participate in interactive listening tasks like discussions about their own experiences going to school. Exposure to new words (e.g., "paddy fields," "grove," "route") will help expand their vocabulary.</p> <p>- Medium Level Speaking: - Students will be able to talk about their own journey from home to school, describing the route and interesting things they see. They will answer questions like "What time do you leave for school?" and "What do you see on the way?" using complete sentences.</p>	<p>exercises where students narrate their journey to school.</p>	<p>simple route map from home to school.</p> <p>Physical Education: Walking &amp; Fitness: Discussing the benefits of walking to school for health.</p>	<p><u>real plants, trees, and small animals (like lizards) as mentioned in the story.</u></p>		<p>Activity Based Learning: A route map was drawn by the students to represent their daily journey to school.</p> <p>Play-Based Learning: Treasure Hunt: Hide pictures of different objects from the story (tree, lizard, road sign) and let students find and identify them.</p> <p>Inquiry-Based Learning: What would happen if your route to school changed?</p>	
<p>April 3 periods</p>	<p>UNIT -3 Going Places</p> <p>CHAPTER 3- This is my town</p>	<p>Language and Literacy Development CG – 9 Children develop effective communication skills for day- to- day interactions in two languages.</p> <p>CG - 10 Children develop fluency in reading and writing.</p> <p>Cognitive Development Vijnanmaya Kosha CG - 7 Children make sense of the world around through observation and logical thinking.</p> <p>Socio- Emotional and Ethical Development Manomaya Kosha CG – 6 Children develop a positive regard for the natural environment around</p>	<p>C- 9.1 <u>Listens to and appreciates simple songs, rhymes and poem</u></p> <p>–</p> <p>C-10.1 <u>Develops phonological awareness and blends phonemes/ syllables into words and segments words into phonemes/ syllables</u></p> <p>–</p> <p>C-10.6 <u>Read short poems and begins to appreciate the poem for its choice of words and imagination</u></p> <p>–</p> <p>–</p> <p>C-7.1 <u>Observes and understands different categories of objects and relationships between them.</u></p> <p>–</p> <p>C-6.1 <u>Shows care for and joy in engaging with all forms of life.</u> <u>Drawing &amp; Coloring: Students draw their home, street, and town.</u></p>	<p>Critical Thinking &amp; Problem- Solving: Understanding spatial relationships (e.g., how a street is part of a town, a house is part of a street). Observing and analyzing surroundings (e.g., comparing their town with others).</p> <p>Creativity &amp; Innovation: Drawing and imagining their own town. Writing simple stories or descriptions about their home and surroundings.</p> <p>Collaboration &amp; Communication: Sharing their address and details about their town with classmates. Engaging in classroom discussions about different towns and cities.</p>	<p>Recite the poem making by emphasizing rhyming words.</p> <p>Write a short paragraph describing your town.</p> <p>Write your home address, including your street, town, state, and country. Draw, label and colour the parts of a bicycle.</p>	<p>AHPLI : Identifying elements in their surroundings (houses, streets, flowers). Discussing clean and green cities, importance of trees and plants, and sustainable living.</p> <p>Art: Drawing and completing pictures of their town. Encouraging students to sketch their neighborhood, paint a scene from their town, or design a "dream town."</p>	<p>Classroom: Label places like schools, markets, hospitals, parks to connect with the chapter.</p> <p>–</p> <p>–</p> <p>Outdoor Learning: Real-World Connection – <u>ake students on a short observation walk to identify different places in their town.</u> <u>Encourage them to describe what they see using the sight words from the chapter.</u></p>	<p>Talk about your town using these words: town, street, house, room, bed, basket, flowers.</p> <p>My Town Drawing &amp; Labeling (Creative Activity)</p> <p>Draw a picture of your town, including streets, houses, trees, and important places like schools, parks, or shops.</p> <p>B. Write the opposites of the following words. One has been done for you.</p> <p>1. up down</p> <p>2. in</p> <p>3. open</p> <p>4. fat</p> <p>5. hot</p> <p>6. small</p> <p>C. Join the sentences using 'and'. Write it in the given space. One has been done for you.</p> <p>1. Suresh went to school. Gopal went to school. Suresh and Gopal went to school.</p> <p>2. I like to eat mangoes. I like to eat grapes.</p> <p>3. The cat sat on the mat. The dog sat on the mat.</p>	<p>Experiential Learning: Students are taken on a neighbourhood walk around the school or their locality. They observe different places like shops, hospitals, parks, and post offices.</p> <p>Play-Based Learning: Students are assigned different roles such as a doctor, shopkeeper, police officer, etc. They enact their roles by describing their work and how they contribute to the town. Other students guess their roles.</p> <p>Collaborative Learning: The students are divided into groups, assigned parts of the town, and collaboratively create a labelled map. Inquiry-Based Learning: Students are given clues about different places in a town and encouraged to ask questions to figure out what place it might be. For example, "This is where you go when you are sick. What place is it?" Students discuss and explore possible answers.</p>

3 periods

VERBS

Language & Literacy Development Vijnanamaya Kosha

CG-9 Children develop effective communication skills for day-to-day interactions in two languages

Aesthetic and Cultural Development CG-12 Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways

**C-9.7**  
Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.

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**C-12.3** Uses children's dictionaries to identify meanings of unknown words encountered in text.  
**Learning Outcomes:** - Basic

students should be able to:  
 - Identify action words (verbs) in sentences.  
 - Use common verbs (e.g., run, jump, eat, play) in simple sentences.  
 - Understand and use verbs in present and past tense (e.g., walk → walked).

- Medium: students should be able to:  
 - Form sentences using verbs in different tenses (present, past, and future). Identify and use helping verbs (is, am, are, was, were).

Advanced: Use verbs in different forms (e.g., running, played, will dance).  
 - Construct complex sentences using verbs (e.g., If it rains, we will stay inside).

**Critical Thinking**  
 — Activity: Read a short story and identify all the action words (verbs). Then, discuss why those verbs were used instead of others.  
 Example: The rabbit hopped across the garden.

**Creativity Q.**  
 — Activity: Draw a picture of an action and write a sentence using a verb to describe it.  
 Example: The boy paints a colorful picture.

**Collaboration**  
 — Activity: In pairs, act out different verbs while the partner guesses and uses them in a sentence.  
 Example: One student jumps, and the other says, "She jumps high."

**Communication**  
 — Activity: Tell a short story using at least five different verbs.  
 Example: I woke up early, brushed my teeth, ate breakfast, ran to school, and played with my friends

Language & Storytelling (English & Drama)Activity: Verb Charades

Students pick a verb from a bowl and act it out without speaking.

Action Words in Nature  
Take students outside and observe actions in nature.

Example: The birds fly. The leaves fall.  
The sun shines. Activity: Sing the Verb Song.

Use a song like "If You're Happy and You Know It" but change the actions.

Art & Verbs (Art) •Q. •

Activity: Verb Drawing

Students draw a picture of an action (e.g., a girl dancing).

Below the drawing, they write a sentence: "She dances happily."

Students create short stories using action words.  
Example:

"The cat runs after the mouse." (English)

"बिल्ली चूहे के पीछे दौड़ती है।" (Hindi)  
Maths: Activity: Action Counting  
Ask students to jump, clap, or run a specific number of times and count aloud.  
Art: Students draw pictures of people performing different actions.  
Example:

Drawing a child running and labeling it: "The boy runs fast."

Classroom: LOTS:

Use flashcards with verbs like jump, clap, run, spin.

Ask students to pick a card and perform the action

HOTS:

Imagine you are a superhero. What three action words describe your superpowers?

If you could fly like a bird, where would you go? Write a sentence using the verb fly.

What are three things you do in the morning?

Write three sentences using verbs.

Worksheet on VERBS

Identify the Verbs

Circle the action words (verbs) in the sentences below.

The dog barks at the cat.

Riya jumps on the trampoline.

The birds fly in the sky.

My mother cooks delicious food.

Worksheet on Verbs

**verbs**  
 Choose a verb from the box and put it in the correct place.

jump	swim	sleep	walk
sit	throw	climb	push

Illustrations of a person jumping, sitting, swimming, throwing, sleeping, climbing, and pushing.

fix, jump, run, fetch, VERB GRADE 2  
 cook, fly shine,  
 read, bloom, sing.

- My cat likes to.....on the bed.
- The sun will.....in the sky.
- I can.....fast in a race.
- Mom will.....yummy pancakes for breakfast.
- The flowers will.....in the garden.
- I love to.....along with my favorite song.
- Dad can.....my broken toy.
- The birds will.....high in the sky.
- I will..... a fun story before bedtime.
- The dog likes to.....the ball in the yard.

Use verbs to fill the blanks.

Name: \_\_\_\_\_

**Action Verbs**  
 Look at the picture and circle the correct word.

fly	eat
run	jump
drink	ride
eat	run
run	jump
jump	throw
fly	swim
swim	drink
eat	fly
throw	ride
swim	throw

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Action Verbs Worksheet**  
 Q: Circle the correct action verb in the sentences.

9. He is brushing his teeth.

Play-Based Learning  
Use games, puzzles, and hands-on activities.  
Encourage role-playing and storytelling to make learning fun.

Experiential Learning  
Simple science experiments (e.g., mixing colors, growing plants).

Inquiry-Based Learning

Scavenger Hunt

Activity: Take students outside or around the classroom. Ask them, "What actions do you see happening?" (e.g., birds flying, children running, teacher writing). List down all the action words they observe and discuss

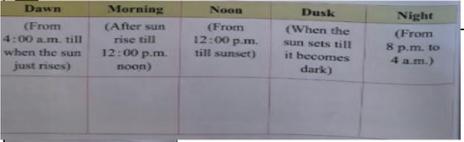
Activity-Based Learning

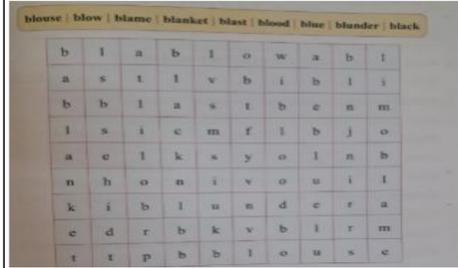
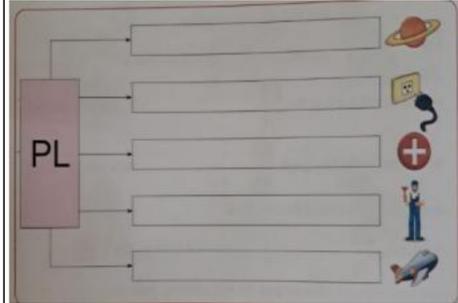
Activity: Provide magazines/newspapers and ask students to cut out pictures of actions (e.g., running, cooking, singing).  
Task: Paste them onto a chart and label the verbs.

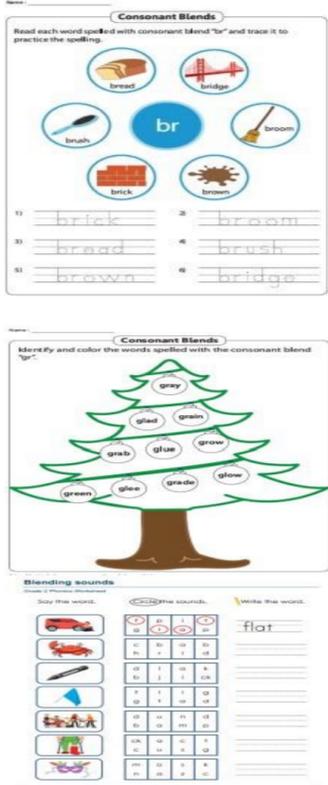
Joyful Learning: Sing the Verb Song

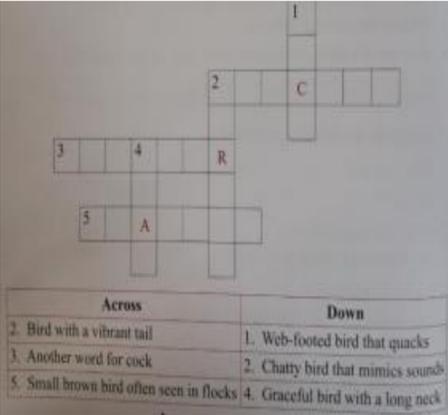
Activity: Create a song using verbs (e.g., "We jump, we clap, we dance all day! These are verbs, we play, we say!").

Task: Have students sing and do actions along with the song.

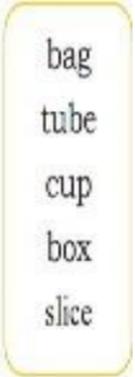
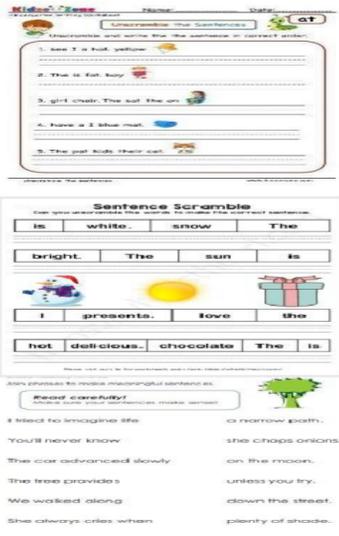
Month No. of Periods	Unit/ Lesson	Domain & Curricular Goals (Mapping with Foundational Stage)	Competency & Learning Outcome	21st Century Skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheet, Rubrics, Portfolios)	Pedagogies (Suggestive)
	UNIT 4- LIFE AROUND US CHAPTER 1- A SHOW OF CLOUDS	Language and Literacy Development Manomaya Kosha  CG- 9 Children develop effective communication skills for day- to- day interactions in two languages  CG 10- Children develop fluency in reading and writing.  Cognitive Development Vijnanmaya Kosha CG 7 – Children make sense of the world around through observation and logical thinking.	Competencies C- 9.1 – Listens to and appreciates simple songs, rhymes and poems C-10.1 – Develops phonological awareness and blends phonemes/ syllables into words and segments words into phonemes/ syllables C-10.6 – Read short poems and begins to appreciate the poem for its choice of words and imagination C-7.1- Observes and understands different categories of objects and relationships between them  Learning Outcomes Basic Level Develop visual and imaginative awareness by observing cloud shapes and relating them to animals and ships. Listening: Listens and recites the poem with actions.  Medium Level Speaking: - Associate cloud shapes with emotions. Use complete sentences to describe what they see in the sky. Participates in reciting the poem with actions. Vocabulary: Learns and uses new words related to cloud shapes  Advanced Level Writing: draws or writes a few words or short sentence in response to poems. Creativity: Expresses their understanding and imagination through drawings.	Observational Skills  Imagination and Creativity  Communication Skills Critical thinking	Recite the poem aloud emphasizing the different objects the reciter sees in the clouds.  Play a “Cloud Shape” game Divide the learners into pairs and have them take turns in describing the shapes they see in the sky, while the partner tries to guess.  Creating a cloud collage	EVS: Students can learn about different types of clouds. Watching clouds in the sky and predicting the weather.  Mathematics: Identifying geometric patterns in cloud formations. Counting the number of white vs. grey clouds.  Art and Craft: Students can draw and colour different types of clouds. Using cotton to create a cloud collage and label different shapes.	Classroom: Reading the poem, recitation and art activities.  School Playground: To provide real- life cloud observation and to let imagination fly. LOTS: 1. What colours can the clouds be? 2. What is the child doing in the poem?  Home: Spend time outside in the garden/balcony observing clouds. 2. If clouds could talk, what would they say?	Observe students’ participation. 1. Write the colour of the clouds at different times of the day.  2. Find and write rhyming word pairs:   3. Observe the given picture and answer the following: (to develop descriptive expression).  HOTS: 1. How would you explain clouds to a friend who has never seen them before? 2. If clouds could talk, what would they say?	Experiential Learning: Students were taken outdoors to observe cloud formations. They were encouraged to lie on their backs and describe what they imagined the cloud shapes resembled, allowing them to connect real-life observations with their imagination.  Inquiry-based learning: Students were asked open-ended questions such as: What do you see in the sky during the day and at night? What do you think clouds are made of? If clouds could talk, what stories would they tell?  Art- integrated Learning: Students created a cloud collage using cotton and labelled different cloud shapes. They also coloured pictures of clouds seen during the day and at sunset, integrating art and creativity into their learning.
	UNIT 4- LIFE AROUND US CHAPTER 2- MY NAME	Language and Literacy Development Manomaya Kosha  CG- 9 Children develop effective communication skills for day- to- day interactions in two languages  CG 10- Children develop fluency in reading and writing.  Cognitive Development Vijnanmaya Kosha CG 7 – Children make sense of the world around through observation and	Competencies  C- 9.5 – Comprehends narrated / read out stories and identified characters, storyline and what the author wants to say.  C-10.1 –	Problem Solving Strategies  Developing a positive self-concept	Students are asked to speak on any stories or meanings behind their own names.  Play a game of “Compliment Circle” – Students take turns to give positive affirmations to each other.  Make a “Name Tag” with decorations that	Art: Drawing and decorating their name in an artistic way, making their name tag.  AHPL: Understanding how the fly interacts with the tree, grass, and wind. Learning about flies, ants, cows, and their habitats and identifying natural sounds (wind, birds, leaves rustling).	Classroom:  for story reading, and art activities.  Playground:  Students listen to nature sounds like leaves rustling, birds chirping, wind blowing.  LOTS: Who is the main character of the story?	Observe student’s participation and confidence in sharing their names, stories and talents. Observe their proficiency in spellings.  WORKSHEET: 1. Find the words in the grid (to practise ‘bl’ words)  2. Find the correct ‘pl’ blend word:  3. Write the sounds of the animals: HOTS:	Experiential Learning: Students were taken outdoors to observe natural surroundings and connect the story of the fly with the sounds of nature. Listening activities were conducted to recognize various natural sounds, enhancing their sensory experience.  Inquiry-based learning: Students were encouraged to ask questions about their own names and their meanings

2	GRAMMAR	Vijnanamaya Kosha	<p>logical thinking.</p> <p><b>C-10.1 – Develops phonological awareness and blends phonemes/ syllables into words and segments words into phonemes/ syllables</b></p> <p><b>C-10.4 – Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation. C-7.1- Observes and understands different categories of objects and relationships between them</b></p> <p><b>Learning Outcomes</b></p> <p>Students will connect the theme of the story to their own identities and celebrate their individual uniqueness.</p> <p>- <b>Basic Level Listening:</b> Children know the poem and answer the questions. Identifies and mimics different natural sounds</p> <p>- <b>Medium Level Speaking:</b> Participates in role-play by acting as different characters</p> <p>-<b>Advanced Level Socio- emotional learning:</b> Recognizes the value of social interaction and collaboration. <b>Writing:</b> Writes a short paragraph describing their name and its meaning. Uses adjectives and action words to describe different characters.</p>	<p><b>Collaborative Learning</b></p> <p><b>Creativity Skills and imagination</b></p> <p><b>Social and emotional skills</b></p>	<p>represent their individual talent. turns giving positive affirmations to their peers. Collaborative activities like making decorated name tags were also used to celebrate individual uniqueness.</p>	Art:	<p><b>who is the main character of the story? What did the fly forget? HOTS: Imagine you are the fly. What would you do differently to find your name?</b></p>	<p>Imagine you are the fly. What would you do differently to find your name?</p>    <p>An elephant trumpets.</p>	<p>names and their meanings. <b>Open-ended questions such as "What does your name mean?" and "How do you feel about your name?" were posed to foster curiosity and reflection.</b></p> <p><b>Story-telling and Role- play:</b> The story of the fly was narrated expressively, and students participated in a role-play where they acted as different characters from the story. Their understanding of the sequence and characters was reinforced through this activity.</p> <p><b>Collaborative learning:</b> A "Compliment Circle" activity was conducted where students took</p>
			C-9.7	Communication Skills	Blend Hunt:		Classroom:	Worksheets on different blends:	Experiential Learning:

<p>Periods</p>	<p>Phonics Blends</p>	<p><b>Language &amp; Literacy Development</b></p> <p><b>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</b></p> <p><b>Cognitive Development CG-7 Children make sense of the world around through observation and logical thinking.</b></p>	<p><u>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.</u></p> <p>–</p> <p><u>C-7.1</u> <u>Observes and understands different categories of objects and the relationships between them.</u></p> <p>–</p> <p><u>Learning Outcomes:</u> –<u>Basic Level</u> Recognize and pronounce common blends (e.g., bl, cl, st, tr). <u>Identify blends in simple words.</u> <u>Match blends with corresponding pictures.</u> – <u>Medium Level</u> <u>Read words containing blends fluently.</u> <u>Form new words by adding blends to known sounds. Sort words based on their initial and final blends.</u> –<u>Advanced Level</u> <u>Use blends to spell words correctly.</u> <u>Use words with blends correctly in sentences.</u> <u>Identify and highlight blends in reading passages.</u></p>	<p>Critical Thinking Creativity Collaboration Digital Literacy</p>	<p>A passage is provided, and students are asked to identify and underline blend words. The highlighted words are then discussed to reinforce understanding. Example: A passage about a playground is given, and students underline words like “play, climb, slide, and swing.”</p> <p>Blend Collage: Students work in groups to make charts. Pictures depicting blend words are cut out from magazines and pasted in scrap books to create a visual collage. Example: Pictures of a “block, clown, and brush” are cut, pasted, and labelled with the correct blends.</p> <p>Build-a-Blend: Letter and blend cards are given to the students. New words are formed by combining these cards. Example: bl + ock = block fl + ock = flock.</p>	<p>Students will draw pictures and show different blends. For example, clown, block, brick, brush etc.</p> <p>Hindi: Students are introduced to Sanyukt Shabd (blended sounds in Hindi) such as “तलास” (class), “ग्लास” (glass), and “ब्लॉक” (block).</p> <p>PE: Blend Relay Challenge, action cards with blends (clap, skip, slide) are placed at three stations. The first student starts the relay, and actions are performed at each station. Clapping is done at Station 1, skipping at Station 2, and sliding at Station 3. The relay is continued until all team members finish, and the winning team is declared based on who completes the relay first.</p>	<p><b>For reading, writing and speaking activities</b></p> <p>– <b>LOTS:</b> <b>Identify the blend in the following words: clown, brown, stand, first</b></p> <p>– <b>Outdoor: Students will participate in the Blend Relay Challenge in the playground.</b></p>		<p>A passage is given, and students identify and underline blend words like clap, slide, and brush.</p> <p><b>Play-Based Learning: Blend Relay Challenge-</b> Action words with blends (clap, skip, slide) are performed during a relay game.</p> <p><b>Collaborative Learning: Blend Collage (Group Activity)-</b> Students work in groups to cut out pictures of objects with blend words (block, brush, clown) and create a collage.</p> <p><b>Inquiry-Based Learning: Blend Sorting Game-</b> Students sort words into categories based on their blends (bl, st, cr) while discussing patterns.</p>
<p>UNIT 4-  LIFE AROUND US  CHAPTER 3-  THE CROW</p>	<p><b>Language and Literacy Development</b></p> <p><b>Manomaya Kosha</b></p> <p><b>CG- 9</b> <b>Children develop effective communication skills for day-to-day interactions in two languages</b></p> <p><b>CG 10- Children develop fluency in reading and writing.</b></p> <p><b>Socio- Emotional and Ethical</b></p>	<p><b>Competencies</b></p> <p>C- 9.1 – Listens to and appreciates simple songs, rhymes and poems</p> <p>C-4.1</p>	<p>Critical thinking</p> <p>Celebrating Inner Beauty and Individuality</p> <p>Social and emotional skills</p>	<p>Read the poem aloud, emphasizing the crow’s insecurities and attempts to change his appearance.</p> <p>Draw your self-portrait and highlight your unique qualities or things.</p>	<p><b>AHPL:</b> <b>Birds &amp; Their Characteristics – Differences between crows, peacocks, and other birds.</b></p> <p><b>Maths: Counting different types of birds seen outside.</b></p> <p><b>Art: Making a self-portrait. Making a bird- mask for role- play.</b></p>	<p><b>Classroom: For reading, recitation, discussion and story-telling</b></p> <p><b>Outdoor Learning Space: Nature-observation – bird watching.</b></p> <p><b>LOTS:</b> <b>Who is the main character of the story? What type of feathers did the crow collect? Name any three birds that you see</b></p>	<p>Observe student’s participation and confidence in sharing talents. Observe their proficiency in spellings.</p> <p>1. Form Meaningful sentences:</p> <p>2. Guess the name of the bird:</p> <p>3. Complete the crossword:</p>	<p><b>Experiential Learning</b> <b>A visual demonstration of peacock feathers was shown to the students to help them relate to the crow’s desire to become beautiful.</b> <b>Drawing and colouring activities were conducted where students illustrated their favourite birds, deepening their understanding of the story.</b></p>	

		<p><b>Development</b></p> <p><b>Pranamaya Kosha</b></p> <p><b>CG – 4</b> Children develop emotional intelligence i.e., the ability to understand and manage their own emotions, and responds positively to social norms.</p>	<p><u>Starts recognising 'self' as an individual belonging to a family and community.</u></p> <p><u>Learning Outcomes</u> Students will discuss the crow's desire for beauty and explore the meaning of inner beauty.</p> <p><u>Basic Level Listening Skills:</u> <u>Listens attentively to the poem and identifies key words</u></p> <p><u>Reading Skills:</u> <u>Recognizes and reads sight words.</u></p> <p><u>Medium Level</u> Sings/recites songs/poems with two to three stanzas.</p> <p><u>Speaking Skills:</u> Talks about why the crow wanted to change. <u>Uses simple sentences to express opinions.</u></p> <p><u>Advanced Level</u> <u>Expresses personal opinions on self- acceptance.</u></p> <p><u>Writing Skills:</u> Students will make sentences of their own on the new words.</p>		students outside to observe birds and discuss why each bird is unique.				<p>HOTS: Imagine you found a magical feather that could change your appearance. What would you do with it?</p> 	<p><b>Inquiry-based learning.</b> Open-ended questions such as “What makes someone truly beautiful?” and “Why did the crow want to change?” were posed to encourage critical thinking and reflection. Students were asked to identify and discuss qualities they admire in their friends.</p> <p><b>Story-telling and Role- play.</b> The story was narrated expressively, and students participated in a role-play where they acted as the crow and other birds. Dialogue delivery and expressions were practiced to help them better understand the emotions of the crow.</p> <p><b>Collaborative learning:</b> A group activity was conducted where students discussed the moral of the story and shared their thoughts about accepting themselves.</p>
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	<b>UNIT 4</b>  <b>Chapter 4 - THE SMART MONKEY</b>	<b>Language and Literacy Development</b> <b>Manomaya Kosha</b>  <b>CG- 9</b> <b>Children develop effective communication skills for day- to- day interactions in two languages.</b>  <b>CG 10-</b> <b>Children develop fluency in reading and writing in Language.1 (L1)</b>  <b>Cognitive Development Vijnanmaya Kosha</b> <b>CG 7 –</b> <b>Children make sense of the world around through observation and logical thinking.</b>	<b>Competencies C-9.3-</b> <b>Converses fluently and can hold a meaningful conversation.</b>  <b>C 9.5-</b> <b>Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to stay.</b>  <b>C-10.1 -</b> <b>Develops phonological awareness and blends phonemes/ syllables into words and segments words into phonemes/ syllables.</b> <b>C-10.3-</b> <b>Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words.</b>  <b>Learning Outcomes Basic Level Listening:</b> <b>Students will be able to retell the story in simple terms and identify key characters (the monkey, fruits, etc.). Medium Level speaking: - Students will be able to explain the story and discuss why the monkey made the choices it did.</b> <b>Vocabulary: Learns and uses new words related to the topic. Students will learn the names and types of different animals</b> <b>Advanced Level Writing: Students will analyze the actions of the monkey, evaluate the consequences of different choices, and apply this thinking to real-life situations.</b> <b>Creativity: Expresses their understanding and imagination through stories and drawings.</b>	<b>Communication Skills</b>   <b>Creativity and Innovation</b>   <b>Collaboration and Teamwork Critical Thinking and Problem- Solving</b>	<b>1)Tick the correct and cross the wrong statement.</b>   <b>Sequencing Activity:</b> <b>Ask students to work in groups to arrange the sentence cards in the correct order.</b>  <b>Activity - "What If?"</b> <b>Present the students with a few "What if?" scenarios based on the story.</b>	<b>EVS-</b> <b>The interaction between the monkey and its environment (fruits, trees, and natural habitat). Students will recognize the importance of throwing garbage in the right place and keeping the environment clean.</b>  <b>Maths- Making patterns with the help of pictures of fruits and animals.</b>  <b>Art-</b> <b>Draw fruits and trees from the story.</b>	<b>Home: Storytelling :</b> Set up a cozy reading nook with pillows, blankets, and a good light source. Use this space for storytelling and role-playing.  <b>Classroom: LOTS</b> <b>Oral questions</b> <b>1) Who is the main character of the story?</b>  <b>Outdoor : Jungle Walk:</b> Organize a nature walk in a nearby park or garden, where students can observe and collect leaves, fruits, and flowers.	<b>Observe whether the children are able to name the main characters and describing the story.</b>  <b>2) Complete the following sentences. 3) Draw any three things that you use to clean your house.</b>  <b>HOTS:</b> <b>1. Have you seen people throwing packets or bottles in the park or on the road? Talk about it.</b> <b>2. After having biscuits, what do you do with the wrapper?</b> <b>3. Imagine you are sitting under a tree. What do you see on the tree?</b> <b>4. Is there a dustbin in your school? Do you know where it is?</b>	<b>Storytelling &amp; Constructivist Approach: The story was narrated with expressive gestures to capture students' attention.</b> <b>Discussions were facilitated where students shared their views on the monkey's actions.</b>  <b>Interactive and Collaborative Learning: Group activities were conducted where students sequenced events from the story using sentence strips. Peer discussions were encouraged to analyze the consequences of littering, promoting teamwork and collaboration.</b>  <b>Experiential Learning:</b> <b>A role-play was organized where students enacted the story, encouraging them to experience the emotions and actions of the characters.</b>  <b>Activity Based Learning:</b> <b>A drawing activity was assigned where students depicted scenes from the story to visually express their understanding.</b>  <b>Inquiry-Based Learning</b>
<b>Month No. of Periods</b>	<b>Unit/ Lesson</b>	<b>Domain &amp; Curricular Goals (Mapping with Foundational Stage)</b>	<b>Competency &amp; Learning Outcome</b>	<b>21st Century Skills</b>	<b>Integrating AWES Initiatives</b>	<b>Interdisciplinary Integration</b>	<b>Learning Space (Suggestive)</b>	<b>Assignments (Suggestive) (Observation, Checklist, Worksheet, Rubrics, Portfolios)</b>	
	UNIT 5  CHAPTER 1 Drops of Water	<b>Language and Literacy Development</b> <b>Manomaya Kosha</b>	<b>Competencies</b>  <b>C- 9.1 –</b>	<b>Listening and Communication Skills</b>	<b>Listening Activity: Read the poem aloud to the students.</b>	<b>EVS-</b> <b>1) Discuss the importance of saving water and how even small</b>	<b>Classroom: LOTS</b> <b>1) Say all the words that come to your mind when you think of the word 'water'.</b> <b>2) We all use water for many things</b>	<b>1) Look at the picture and describe what you see.</b>	

	Drops of Water	<p>CG- 9 Children develop effective communication skills for day- to- day interactions in two languages.</p> <p>Socio- Emotional and Ethical Development</p> <p>Manomaya Kosha</p> <p>CG - 4 Children develop emotional intelligence i.e. the ability to understand and manage their own emotions and respond positively to social norms.</p>	<p><b>Listens to and appreciates simple songs, rhymes and poems.</b></p> <p><b>C-10.1 – Develops phonological awareness and blends phonemes/ syllables into words and segments words into phonemes/ syllables.</b></p> <p><b>C-9.2- Creates simple songs and poems on their own.</b></p> <p><b>C-2.3- Interacts comfortably with other children and adults.</b></p> <p><b>C-4.6- Shows kindness and helpful to others.</b></p> <p><b>Basic Level:</b> - Understand the meaning of key vocabulary words such as "love," "kindness," "warmth."</p> <p><b>Medium Level:</b> •Discuss examples of little acts of kindness they can do in their daily lives. •Understand the connection between small contributions and larger positive outcomes in society. •Connect the water cycle to global environmental issues such as climate change, pollution, and deforestation, and discuss their global impact.</p> <p><b>Advanced Level:</b> •Create their own poems or short stories based on the theme of small acts making a big difference. •Apply the concept of kindness and small actions in</p>	<p>Collaboration and Communication</p> <p>Creativity and Innovation Social and Emotional Learning</p> <p>Critical Thinking</p>	<p>Organise the children in groups and ask students to recite the poem in their own words. Encourage them to speak clearly and confidently.</p> <p>Writing activity:- Ask students to write a short paragraph about a "little act of kindness" they did or witnessed.</p> <p>Create a "Kindness card- Student writes down a small act of kindness on a piece of paper whenever a student performs an act of kindness</p>	<p><b>amounts of water can make a big difference in our lives.</b></p> <p><b>2) Explain how water is used in daily life and how much is wasted.</b></p> <p>— — — — — —</p> <p><b>Maths:</b> <b>Use measurement concepts to measure the amount of water in a container. Art &amp; Craft: Students create a collage showing the ocean, land, and sky. Use cut-out water droplets and sand grains to symbolize how small things can come together to form something greater.</b></p>	<p>2) We all use water for many things. Discuss.</p> <p>Outdoor:-</p> <p>1)Take students on a nature walk around the school grounds, a park, or nearby natural area.</p> <p>2) Take students outside to collect natural materials such as leaves, twigs, and flowers. Home: Storytime: Parents can provide story books to children that emphasize love, kindness, and caring for others.</p> <p>Project</p>	<p>2) Use the word "drops" with a liquid.</p> <p>3) Listen to the directions and fill the colours Answer the following</p> <p>4) Answer the following questions.</p> <p>5) Fill in the blanks with help of the words in the given help box.</p> <p>6) Rearrange the words to make a proper sentence.</p>	
periods	4 GRAMMAR  Making Sentences	<p><b>Vijnanamaya Kosha</b></p> <p>Language &amp; Literacy</p> <p>Development CG-9 Children develop effective communication skill for day to day interaction in two languages. CG -11 Children begin to read and write in Language 2.</p>	<p><b>C-9.3: Converses fluently and can hold a meaningful conversation</b></p> <p>—</p> <p><b>C-11.2:</b> <b>Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences.</b></p> <p>—</p> <p><b>Learning Outcomes:</b></p> <p>- <b>Basic Level:</b> ✓ Students read aloud simple sentences with correct pronunciation and expression. ✓ Students unscramble jumbled words to form short, meaningful sentences ("is This a cat." → "This is a cat.").</p> <p>- <b>Medium Level:</b> ✓ Students form sentences orally by looking at pictures (This is a red ball.). ✓ Students read and understand sentences with punctuation cues (pausing at full stops and raising tone for questions).</p> <p>- <b>Advanced Level:</b> ✓ Students speak in complete sentences to describe objects, actions, or feelings (The happy boy is playing in the park.). ✓ Students rearrange words orally to make meaningful sentences and explain them.</p>	<p>Communication Skills</p> <p>Critical Thinking</p> <p>Creativity &amp; Innovation and collaboration</p>	<p>Sentence Unscramble:</p> <p>Jumbled words are given to students, and they are arranged into meaningful sentences. This is a Dog. Picture Sentence : A Picture is shown, and sentences are formed by students to describe it. A boy is seen playing with a ball. Build a sentence Relay Word cards are given to teams. and students are arranged in correct order to make sentence. A simple sentence is provided and additional words are added by students to expand it. big brown dog is seen running in the park."</p>	<p>Hindi: Students will learn to form sentences in Hindi, (खेलता है।) understand sentence structure and use proper grammar while expressing their thoughts clearly in writing. Maths. Word problem are given and sentences are formed using numbers and operations. Five apples are taken by Rohan. Art and picture are drawn and sentence are created by students to describe their artwork. A colourful tree is painted by me.</p>	<p><b>Classroom:</b></p> <p><b>LOTS:</b></p> <p>Which words are missing in this sentence? " is playing in the park. Expected answer He or she Home Sstudents wil draw creative scenc e.g a birthday party students will analyse their drawing and describe the picture making simple sentence.</p>	<p><b>Worksheets on Making Sentences:</b></p> <p><b>HOTS:</b> <b>How would you celebrate your birthday with your friends? What new things can you add to your picture to show this?</b></p> 	<p><b>Experiential Learning: Sentence Unscramble, where</b></p> <p>jumbled words are arranged by students into meaningful sentences. Interactive learning A Build a sentence Relay is conducted where word cards are given to students and they are arranged in the correct order to form a sentence. Activity based learning In picutre sentence an image is shown and sentences are created by students to describe what they see.</p>

Month No. of Periods	Unit/ Lesson	Domain & Curricular Goals (Mapping with Foundational Stage)	Competency & Learning Outcome	21st Century Skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheet, Rubrics, Portfolios)	Pedagogies (Suggestive)
	UNIT 5  CHAPTER 2 We are all Indians	Language and Literacy Development Manomaya Kosha  CG- 9 Children develop effective communication skills for day-to-day interactions in two languages.  CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	Competencies  C-9.1 Listens to and appreciates simple songs, rhymes and poems.  C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination.  Learning Outcomes:- 1) Students will be able to understand the content of the poem, recognizing the central theme of unity in diversity and pride in being an Indian.  2) Students will be able to listen attentively to the poem and related discussions, enhancing their listening comprehension.  3) Students will confidently express their ideas about being Indian, showcasing an understanding of their country's unity and diversity.  4) Students will be able to write simple sentences or short paragraphs about India, using their understanding of the poem to reflect on the diversity and unity of the country	Communication Skills  Collaboration and Teamwork Digital Literacy <a href="https://youtu.be/_f_LJEeWgBs?si=mAKrWQ8QIAx0K5tT">https://youtu.be/_f_LJEeWgBs?si=mAKrWQ8QIAx0K5tT</a>  Critical Thinking and Problem-Solving  Global Awareness and Cultural Understanding	<b>Poem Recitation:-</b> Ask the children to listen carefully as you read the poem aloud.  <b>Story Time: "The Power of Little Things":-</b> Ask the students to listen to a short story about how little things, like helping a friend or picking up litter, can make a big difference.-  <b>Unity in Diversity – Group Poster</b> Divide the children into groups and give task to make poster.  <b>"My India" Drawing Activity:-</b>  <b>Provide the children with drawing sheets and colours and ask them to</b>	<b>EVS:-</b> To understand how India's diverse environment and culture contribute to the national identity.  <b>Maths:-</b> To explore the concept of patterns through the lens of Indian art and culture.  <b>Art &amp; Craft:-</b> To understand the significance of the Indian flag and learn about traditional Indian crafts	<b>Classroom:-</b> Divide the class into small groups and ask them to discuss and create a collage on what "unity in diversity" means. Each group can be given different themes like food, festivals, languages, or clothing in India.  <b>Home:-</b> Set up a reading corner at home with a selection of books. Encourage students to read a book about Indian culture or history.  <b>Library:-</b> Read a short story or folk tale from India to the class. After the story, ask students to choose their favorite character and draw them.  <b>Library:-</b> <b>Read Aloud and Discuss:</b> In a library, children can benefit from a read-aloud session. Read the chapter "We Are Indians" aloud to the students. Be sure to pause after certain sections and ask questions to ensure understanding.	Fill in the blanks  	<b>Storytelling:</b> Begin the lesson by telling an engaging story about India, its diverse culture, and how all people, no matter where they live, are connected by being Indian. You can incorporate vibrant images, folk tales, or anecdotes from different parts of India to make the lesson more relatable and interesting.  <b>Group Activity: Collaborative Learning:-</b> Divide the class into small groups and assign each group a region of India (North, South, East, West). They can research or gather information about the food, festivals, clothing, and languages spoken in that region.  <b>Craft and Art Activities Hands-on Learning :</b> Incorporate art into the lesson by having students create items like a mini flag of India.
2 periods	GRAMMAR  Conjunctions	<a href="#">Manomaya Kosha</a>  <a href="#">Language &amp; Literacy Development</a>	C-9.3 Converses fluently and can hold a meaningful conversation.	Communication skills - Helps students express their ideas clearly by using correct conjunctions	Conjunction Chain:  --> The teacher starts a story with a sentence. --> Each student adds a new	Hindi : Students learn how the common conjunctions in English (and, but, or, because, so) correspond to Hindi conjunctions	<b>Classroom:</b> <u>For reading, writing and speaking activities related to conjunctions.</u>  -	<b>Worksheet on Conjunctions:</b>  Fill in the blanks using the right conjunctions:	Experiential Learning

CG-9 Children develop effective communication skills for day-to-day interactions in two languages

Cognitive Development CG-7 Children make sense of the world around through observation and logical thinking.

C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.

C-7.1 Observes and understands different categories of objects and the relationships between them.

Learning Outcomes:  
- Basic Identify common conjunctions (and, but, or, because, so).  
Recognize conjunctions in simple sentences.  
Use "and" to join two similar ideas.

-Medium: Complete sentences using the correct conjunction.

Example:  
"I like apples, but I don't like bananas."

Advanced:  
Use "because" to explain reasons in sentences.  
Use "so" to show cause and effect.  
Write their own sentences using conjunctions correctly.

correct conjunctions.

Critical Thinking Encourages logical reasoning by choosing the correct conjunction for a sentence.

Problem Solving The child classifies and corrects mistakes, sharpening analytical and decision-making skills.

Collaboration & Social Skills:

Develops teamwork as the students work together to form meaningful sentences. Creativity & Imagination: Encourages students to create new

--> Each student adds a new sentence using a conjunction.

Example: Teacher: "I woke up early..."  
Student 1: "...but I was still sleepy."  
Student 2: "...so I brushed my teeth."  
Student 3: "...and I ate my breakfast."

Conjunction Rainbow:

Students draw a large rainbow with five color bands. Each band represents a different conjunction (and, but, or, because, so).

Students write sentences under the correct conjunction color. Red (AND)  
Ex: I love reading and drawing."

- Blue (SO)  
Ex: "I was tired, so I went to sleep early."

Green (BECAUSE)  
- Ex: "I wore a sweater because it was cold."

Orange (BUT) –

to Hindi conjunctions.

. and → और  
· but → लेकिन / परन्तु  
· or → या  
· because → क्योंकि  
· so → इसलिए

EVS:  
Use "and" to list natural elements:  
The sky is blue and the sun is shining."

Use "but" to compare things in nature.  
Trees give us oxygen, but factories produce smoke.

Use "because" to explain causes in nature.  
Plants grow because they get sunlight and water.

Maths:

LOTS:

1. Name the 3 commonly used conjunctions.  
2. Identify the conjunction in this sentence: "I like mangoes and apples."

HOTS:

1. Think of two activities you like. Join them in one sentence using "and".  
2. Write a sentence about your favorite food using and, but, or because.

Circle the given conjunctions:

Lesson 1 Name: \_\_\_\_\_

### CONJUNCTION TRAINS

Do you want to go to the park \_\_\_\_\_ the library? (so, or)

I have a pet fish \_\_\_\_\_ a pet turtle. (but, and)

I did not eat lunch, \_\_\_\_\_ I am really hungry now. (so, for)

Mom asked me to go outside, \_\_\_\_\_ I really wanted to stay inside. (or, but)

We went swimming \_\_\_\_\_ fishing today! (and, so)

I love to read, \_\_\_\_\_ I always save my money to buy new books. (so, or)

Do you like summer \_\_\_\_\_ winter more? (but, or)

We packed a picnic, \_\_\_\_\_ then it rained so we did not go. (and, but)

Inquiry-based learning

Collaborative learning

Art-integrated learning

































<b>Pedagogies (Suggestive)</b>
Constructivist Pedagogy :- This allows stud
Collaborative Learning:- Organize group a

Inquiry-Based Learning: Open-ended questions encourage students to think about how small actions can lead to significant positive changes.

Discussions were facilitated where students explored real-life situations where small efforts, such as helping a friend, had a positive impact.

Experiential Learning:  
A hands-on activity was conducted where



