

**KENDRIYA VIDYALAYA SANGATHAN: CHENNAI REGION****SPLIT UP SYLLABUS****SESSION 2021-22****CLASS: III****SUBJECT: ENGLISH**

S.NO.	MONTH	CHAPTER	NO. OF WORKING DAYS/WEEK	NO. OF ONLINE PERIODS
1	JUNE	BRIDGE COURSE	8 DAYS	04
2	JULY	GOOD MORNING (POEM)	4 WEEKS	03
3		THE MAGIC GARDEN (PROSE)		05
4		BIRD TALK (POEM)		04
5		<i>PERIODIC TEST- I</i>		
6	AUGUST	NINA AND THE BABY SPARROWS (PROSE)	4 WEEKS	04
7		LITTLE BY LITTLE (POEM)		04
8		THE ENORMOUS TURNIP (PROSE)		05
9	SEPTEMBER	SEA SONG (POEM)	4 WEEKS	04
10		THE LITTLE FISH STORY (PROSE)		05
11		THE BALLOON MAN (POEM)		04
12	OCTOBER	THE YELLOW BUTTERFLY (PROSE)	4 WEEKS	06
13		<i>HALF YEARLY EXAM</i>		
14	NOVEMBER	TRAINS (POEM)	4 WEEKS	04
15		THE STORY OF THE ROAD (PROSE)		05
16		PUPPY AND I (POEM)		04
17	DECEMBER	LITTLE TIGER, BIG TIGER (PROSE)	3 WEEKS	05
18		WHAT'S IN THE MAIL BOX? (POEM)		04
19	JANUARY	MY SILLY SISTER (PROSE)	4 WEEKS	04
20		DON'T TELL (POEM)		05
21		HE IS MY BROTHER (PROSE)		04
21	<i>PERIODIC TEST- II</i>			
22	FEBRUARY	HOW CREATURES MOVE (POEM)	4 WEEKS	04
23		THE SHIP OF THE DESERT (PROSE)		05
24		REVISION FOR SEE		04
25	MARCH	<i>SESSION ENDING EXAMINATION</i>		

**NOTE : FOR MONTH WISE SPLIT OF PHONICS REFER TO THE LAST SHEET****PHONICS SHOULD BE A PART OF ALL ENGLISH SESSIONS**

**KENDRIYA VIDYALAYA SANGATHAN , CHENNAI REGION**  
**SPLIT UP SYLLABUS -2021-22**

**CLASS -III**

**SUBJECT : ENGLISH**

MONTH / WEEK	NUMBER OF PERIODS REQUIRED	LESSON / CHAPTER / UNIT NAME	CONCEPT / SKILL	LEARNING objectives	LEARNING OUTCOMES	AAC ACTIVITIES	ONLINE RESOURCES / TLM / TEACHING AIDS/WORKSHEETS ( SUGGESTIVE LINKS CAN BE PROVIDED)	ASSESSMENT STRATEGIES
JUNE	4	BRIDGE COURSE (With TLO's of Class 2)	Listening to instructions  Speaking: Picture reading  Reading for comprehension (Phonics)  Writing: Answer in short.  Grammar: Action words Describing words Past forms One- Many Homophones Pronouns Prepositions Punctuation	Sing songs or rhymes with action  Narrate a story. Identifies characters, and sequence of events in a story.  Read and responds to questions related to stories and poems  Compose and writes simple, short sentences/answers with space between words.  Use grammar elements	Deciphers audio / visual cues of teacher, echoing the emotions, rhythm and the melody  Identifies characters, and sequence of events in a story demonstrating listening and analytical Skills  Reads and responds orally to comprehension questions related to stories and poems  Uses adjectives /prepositions /sight words, to compose and write simple, short sentences with space between words, in order to demonstrate understanding of their appropriate application to language.	The learner listens to the poem/story, and draws a Picture, speaks and writes a few sentences on it.  The learner attempts to draw the pictures, listening to the parent/ sibling who call out instructions.	Audio files, Videos, Reading cards, Picture cards, flash cards, Interactive worksheets	Oral questions, Worksheets.

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JULY	4	Good Morning (Poem)	<p><b>Listening/Speaking</b> The child and nature Recitation</p> <p><b>Reading/Writing</b> <u>Vocabulary:</u> 1. Creeping 2. awake 3. Gone away</p> <p>Writing Sentences on night and day</p>	<p>Recite the poem with rhythm and melody. Interprets the thought and imagination contained in the poem. Asses the beauty of nature. List the rhyming words.</p> <p>Describe natural scenery in his own words</p>	<p>Uses correct pronunciation and intonation to recite poems individually / in groups, in order to demonstrate understanding of the words. Speaks about the different objects seen during day and night. Writes 3 sentences by seeing the pictures shown. (night / day)</p>	<p>The theme “Nature” can be used to reinforce the concept of opposites such as day/night, hot/cold, dry/wet.</p>	<p>YouTube videos on “Morning” poems. Animation videos for kids – day/night, Periwinkle.</p>	<p>Recitation PT-I On-line test Google forms MCQ (10 questions)</p>

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JULY	5	The Magic Garden	<p><b>Listening/Speaking</b></p> <p>Love for growing plants</p> <p><b>Reading/Writing</b></p> <p><u>Vocabulary:</u></p> <ol style="list-style-type: none"> <li>1. Magic</li> <li>2. Sunshine</li> <li>3. Gardeners</li> <li>4. Dreaming</li> <li>5. Golden</li> </ol> <p>Word building Dream garden</p> <p>Comprehension</p> <p>Creative writing</p>	<p>Read the text aloud with right pronunciation, intonation, pause and articulation of voice.</p> <p>Explain the theme of the lesson i.e., child and beauty of the nature.</p> <p>Recognize the proper use of words and apply it to the given exercises.</p>	<p>Reads the text with proper pronunciation and understanding of the new words.</p> <p>Writes simple sentences with the words learnt to make the meanings clear.</p> <p>Speaks about the love for growing plants.</p>	<p>An interaction is held with students on public gardens – Lal Bagh in Bangalore, Presidential Garden in Delhi. Students are asked to read printed script “Do not pluck the flowers”, “keep off the grass”.</p> <p>Students describe a magic garden.</p>	<p>Videos from “DIKSHA” portal.</p> <p>PPT on “flowers”.</p>	<p>Making of a scrap book of pressed flowers (Home assignment).</p> <p>Creative Writing – My dream garden (offline).</p> <p>Google form on spellings (10 questions) MCQ (online)</p>

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JULY	4	Bird Talk	<p><b>Listening/Speaking</b></p> <p>Kinds Of birds Sounds of birds</p> <p><b>Reading/Writing</b></p> <p><u>Vocabulary:</u></p> <ol style="list-style-type: none"> <li>1. Beetles</li> <li>2. Sitting</li> <li>3. Wire</li> <li>4. Funny</li> </ol> <p>Comprehension</p>	<p>Read the poem aloud laying stress on certain words and phrases.</p> <p>State / tell the differences between different kinds of birds e.g. in size, shape, colour, beaks, sounds etc.</p> <p>Answer the questions based on the poem.</p>	<p>Recites the poem individually / in groups with correct pronunciation and intonations.</p> <p>Speaks about the common birds they see and make sounds of the birds.</p> <p>Writes the answers for small questions with reference to the poem.</p>	<p>Week 4</p> <p>Students are asked to imagine that a Friend (Animal_ is visiting them. Students may write a few sentences on this, facilitated by the teacher/Parent.</p>	<p>NCERT audio books for poem recitation. Link - <a href="https://bit.ly/34G2co0">https://bit.ly/34G2co0</a></p> <p>YouTube video on “Bird Talk” and “sounds of birds”.</p>	<p>Making conversational video on two elephants.</p> <p>Writing four sentences on birds using clues given (offline). LAT test (small “wh” questions).</p>

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AUGUST	5	Nina and the Baby Sparrows	<p><b>Listening/Speaking</b> On Decreasing number of sparrows</p> <p><b>Reading /Writing</b></p> <p><u>Vocabulary:</u> 1. Bother 2. Upset 3. Lovely 4. Plump 5. Remove</p> <p><u>Grammar:</u> Describing words.</p> <p>Comprehension On Decreasing number of sparrows</p>	<p>Explain the theme of the chapter .</p> <p>Recognize the proper use of parts of speech (adjectives) and apply it to the given exercises.</p> <p>Sequence the story in order Learn new words .</p> <p>Describe the given picture.</p> <p>Write the answer to the wh questions .</p>	<p>Reads aloud with appropriate pronunciation and pause. Speaks out or chooses the correct describing words for the pictures given.</p> <p>Uses the words learnt in own sentences</p> <p>Writes 5-6 sentences in English on On Decreasing number of sparrows</p>	<p>The parent may interact with the learner to imagine a world without “sparrows” and how it would affect life. Making feed corner and bird bath</p>	<p>NCERT audio books for reading. “Beyond the mileage” – a film by Nutan Manmohan on significance of sparrows - YouTube</p>	<p>Making a bird bath and a talk on it. (Home assignment) Kahoot quiz on describing words. (online) (10 questions) Spelling test on vocabulary (online)</p>

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AUGUST	4	Little by Little	<p><b>Listening/Speaking</b> Growing of plants</p> <p><b>Reading/Writing</b></p> <p><u>Vocabulary:</u> 1. hidden 2. downward 3. slender 4. mighty 5. improving</p> <p>Grammar Rhyming words</p> <p>Creative Writing If I were a tree</p>	<p>Read the poem with proper gesture and pronunciation.</p> <p>Identify and write rhyming words from the poem. Explain about various stages of growth of a seed.</p> <p>Write the names of some common trees and paragraph on If I were a Tree.</p>	<p>Reads aloud with appropriate pronunciation and pause.</p> <p>Chooses the rhyming words from the poem by encircling / underlining them.</p> <p>Speaks about the personal experience of growing of a seed into a small plant.</p> <p>Finds out and writes the names of the trees from the clues given.</p> <p>Writes a paragraph on If I were a Tree</p>	<p>Week 5 The parent facilitates listening to the poem. After a second listening, the learners are asked to describe the process from seed to tree as described in the poem. This may be related to the growth in other forms of life. The learner writes down words / phrases related to the poem. “green leaves”, “thin twigs”.</p>	<p><a href="https://www.puzzles">https://www.puzzles</a></p> <p>Crossword on vegetables.</p> <p>“DIKSHA” videos on the poem “Little by Little”.</p>	<p>Creative writing (A world without trees) (offline) Online google form on “parts of a plant”. Poem recitation Worksheet on crossword puzzles on vegetables / trees.</p>

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AUGUST	4	The Enormous Turnip	<p><b>Listening/Speaking</b> Root Vegetables</p> <p><b>Reading/Writing</b></p> <p><u>Vocabulary:</u> 1. Enormous 2. Pulled 3. Turnip</p> <p>Comprehension</p> <p>Writing - past forms</p>	<p>Read the text with voice modulation.</p> <p>Explain the usage of past tense.</p> <p>Write a paragraph on a given topic.</p> <p>Explain that roots of some plants are edible, and some can be eaten raw.</p>	<p>Responses verbally to some Wh questions based on the text.</p> <p>Reads small texts in the lesson with comprehension, sequences the events correctly when jumbled.</p> <p>Identifies the past tense and uses it correctly in sentences seeking for clues (eg) yesterday, last week, once upon a time.</p> <p>Writes 5 or 6 sentences on the topic “My favourite vegetable”.</p>	<p>Week 6</p> <p>The parent calls out to the learner to bring vegetables from the kitchen &amp; make salads.</p> <p>The learner may be asked to make a drawing of root vegetables and name them.</p>	<p>Quiz on vegetables (Kahoot)</p> <p>YouTube video on “Enormous Turnip”</p>	<p>Role play on vegetables (online)</p> <p>LAT (short questions &amp; reading comprehension)</p>



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September	4	Sea Song	<p><b>Listening /Speaking</b></p> <p>Sea life</p> <p>The importance of Water in our Lives</p> <p><b>Reading /Writing</b></p> <p><u>Vocabulary</u> shell, held, surprised, curly, clear</p> <p>Picture Composition</p>	<p>Recite the poem with rhythm and melody.</p> <p>Comprehend the main theme of the poem and recognize the source of water and aquatic animals.</p> <p>Write a short composition based on picture.</p>	<p>Recites the poem individually/in groups with correct pronunciation and intonation.</p> <p>Speaks a few sentences based on the theme <b>sea life</b> using the vocabulary learnt.</p> <p>Writes a few appropriate ,grammatically correct sentences describing a picture.</p>	<p>The parent /teacher may search for a short age-appropriate poem in English related to any aspect of the sea and encourage the learner to recite it.</p> <p>The learner is encouraged to write words related to sea shores/beaches through word webs/word ladders.</p>	<p><b>YouTube videos On the poem</b></p> <p><a href="https://www.youtube.com/watch?v=0jTz7Nz7iJY">https://www.youtube.com/watch?v=0jTz7Nz7iJY</a></p> <p><a href="https://www.youtube.com/watch?v=-IsIkAYWY2Y">https://www.youtube.com/watch?v=-IsIkAYWY2Y</a></p> <p><b>Audio file of the poem:</b> <a href="https://ciet.nic.in/audio_files/gradeIII/MarigoldAudioFiles/U4L1.mp3">https://ciet.nic.in/audio_files/gradeIII/MarigoldAudioFiles/U4L1.mp3</a></p>	<p>Recitation</p> <p>Prepared speech</p> <p>LAT</p> <p>Google forms (online test)</p>

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SEPTEMBER	5	<b>A Little Fish Story</b>	<p><b>Listening/Speaking</b></p> <p>Life in Sea The importance of water in our lives</p> <p><b>Reading /Writing</b></p> <p>Vocabulary 1.Million, 2.Floundering 3. Meshes, 4. Haul, 5. Contented, 6. Splashing, 7. Emptied, 8. Wriggled, 9. Warning</p> <p>Comprehension Grammar Collective Nouns</p>	<p>1.Read the story with correct pronunciation and rise and fall of the voice.</p> <p>2.Perform the role play of the little fish</p> <p>3.Recognize word patterns and make words and introduce the simple group names (collective nouns)</p>	<p>1.Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language in order to demonstrate speaking abilities.</p> <p>2.Uses meaningful sentences in English orally.</p> <p>3.Uses collective nouns to complete the sentences</p> <p>4. Writes 3 to 4 sentences using verbal or visual clues</p>	<p>1.The parent /teacher may narrate an age-appropriate folktale about the sea, asking questions in between to ensure that the learner has understood, and gives scope to express his/ her opinion</p> <p>2.The learner is asked to imagine that he/she is a fish and describe all that he/ she sees around, in English.</p> <p>4.The parent /teacher describes fishermen and the sea</p>	<p>You Tube links on the lesson:</p> <p><a href="#">CLICK HERE</a></p> <p>Audio link for the lesson:</p> <p><a href="#">CLICK HERE</a></p> <p>interactive game on Collective nouns</p> <p><a href="#">CLICK HERE</a></p>	<p>LAT with 10 MCQ questions on the story(lesson)</p> <p>Google forms</p> <p>Half yearly exam</p>

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September	4	The Balloon Man	Listening/Speaking Elements of sky  Reading/Writing  <u>Vocabulary</u>  bunch, square, sunny, tug  Grammar Opposites Jumbled Words	1.Recite the poem with proper intonation and gestures  2.Enact like a Balloon Seller using names of colours and their beauty in nature.  3.Identify the opposite words given in the poem.  4.. Describe the events where balloons are used.	1.Recites the poem with appropriate pronunciation and pause and describes the images that come into their mind.  2.Speaks about the beauty of nature and the things they see in the sky and arrange the words under correct headings.  4.Writes a few sentences about the events when balloons are put up	1.The parent /Teacher facilitates listening to the poem. After a second listening, the learners are asked to describe pictures/ images that come to mind during their listening. Learners may be encouraged to identify their favourite four lines and recite them.  2.The parent /The teacher may interact with the learner on different occasions when balloons are put, and elicit responses that express the learner's understanding/ opinion.  3.The learner is encouraged to write a few short sentences on balloons with appropriate punctuation	<a href="#">CLICK HERE</a>  <a href="#">CLICK HERE</a>  <a href="#">The Balloon Man - YouTube</a>  <a href="#">Interactive game on Colours</a>  <a href="#">CLCIK HERE</a>	Recitation       On line test with 10 MCQ questions   LAT

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OCTOBER	6	The Yellow Butterfly	<p>Listening/Speaking</p> <p>Response verbally to questions based on the story</p> <p>Reading and writing <u>Vocabulary</u> escape, pond, peach, climb, catch, middle, hungry, float, shout, chase, flutter, twist</p> <p>Reading Comprehension Writing Sentences with linkers</p> <p>Grammar Compound Words</p>	<p>Read the story aloud with correct pronunciation and pause.</p> <p>Learn the new words its meaning and usage</p> <p>Describe a picture of a garden/park.</p> <p>Identify the compound words and adjectives and uses them in correct context.</p>	<p>Expresses orally his/her opinion/ understanding about the story and characters in the story</p> <p>Uses these words to frame sentences of their own.</p> <p>Uses meaningful short sentences to describe a garden or a park</p> <p>Makes new compound words and uses adjectives to frame sentences.</p>	<p>The parent/Teacher facilitates reading of picture books/ of interesting passages cut out from newspaper/ children's magazines. The children will answer the questions.</p> <p>2.The parent /The teacher shows a view/ picture of a park/ garden and asks the learner to describe it.</p>	<p><a href="#">CLICK HERE</a></p> <p><a href="#">interactive game on insects</a></p> <p><a href="#">CLICK HERE</a></p>	<p>Google forms</p> <p>Half Yearly Examination</p> <p>Online test</p>

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November	4	The Trains	<p>Listening/Speaking</p> <p>Reading/Writing</p> <p><u>Vocabulary</u> mountains, passengers, rivers, precious, mail, plains, dusk, dawn</p> <p>Creative writing Any Journey</p>	<p>Recite the poem with proper intonation and gestures</p> <p>Use vocabulary related to means of transport and terrains.</p> <p>Perform a scene of railway station. Students to act like porters, vendors etc</p> <p>Write the experience of any journey (by train/bus or any other means)</p>	<p>Recites poems individually/ in groups with correct pronunciation and intonation.</p> <p>Sorts out the different means of transport under correct headings.</p> <p>Performs the role play of a Railway station with proper expressions and writes the things he/she takes for a journey in a suitcase (TLM)</p> <p>Describes a train/bus journey using verbal clues.</p>	<p>The parent /grandparent/teacher should interact with children to show the difference in the means of travel used in the past and now and help the children frame sentences on the topic. The teacher /parent should encourage the students to show empathy on ambulance drivers and express their feelings on them in a short speech.</p>	<p>Song from 'karadi Tales 'on train journey</p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICKHERE</a></p> <p><a href="#">CLICK HERE</a></p>	<p>PT2</p> <p>LAT</p> <p>Google Forms (online Test)</p>

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November	5	The story of the road	<p>Listening/Speaking Travel and Land forms Response to question based on text</p> <p><b>Reading /Writing</b></p> <p>Vocabulary Newspaper, Cucumbers, Cabbage, Potatoes, Radish, Cauliflower foolish</p> <p>Comprehension Picture Composition (Using Can/cannot) Grammar Can/Cannot Present Continuous Tense</p>	<p>Read the text with comprehension and answers the questions.</p> <p>State what different sounds are heard like chirping of birds, newspaper boy, vegetable seller and taps of school going children</p> <p>Understand that present continuous tense is used to describe the events at a particular time</p> <p>Use <b>can</b> in speech and writing</p>	<p>Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.</p> <p>Describes orally the morning scene on the road using present continuous tense.</p> <p>Describes the Picture given using <u>can</u>.</p>	<p>Children may prepare an album (digital/hard copy) of different birds that they see around these days</p>	<p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">BOARD GAMES</a></p> <p><a href="#">CLICK HERE</a></p>	<p>Online test</p> <p>LAT</p> <p>PT2</p> <p>Google forms</p>

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NOVEMBER	4	Puppy and I	Listening/Speaking Pets, animal homes and animal friends. Favourite Pet animal  Reading/Writing  Vocabulary: Village Bread Hay Roll Hills  Writing Creative Writing with clues	Recite the poem with proper intonations and gestures.  Explain the idea in the poem that pets are our best friends.  Identify the sounds of different animals  Draw their favourite animal from one of their favourite stories about animals.	Reads aloud with appropriate pronunciation and pause. Speaks about their pets and their love towards them. Produces the right sound of the animal when a picture is shown. Joins the correct group wild / pet when the picture is shown, there by differentiates between wild / pet animals. Writes / draws about their pet animals.	Taking precautions while going out to play (a talk) on the pandemic situation.  Pets are stress busters in this lock down – care and maintenance of pets – an interaction.	Panchatantra tales – YouTube videos  Karadi tales – videos  National Geographic – animal stories – videos.	Poem recitation  An animal quiz (online – google form)  Creative writing (offline) “My pet animal” (with clues given)

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DECEMBER	5	Little Tiger Big Tiger	<p>Listening/Speaking</p> <p>Pets, animal homes and animal friends</p> <p>Reading /Writing</p> <p><u>Vocabulary</u> Shady, bellowed, twitched, Pounced, grunt, glistened, Pheasant, fowl</p> <p><u>Word Building:</u> Animal names, their homes and their young ones.</p> <p><u>Grammar</u> Simple Past tense</p> <p>Comprehension</p> <p>Creative writing: Save Tigers</p>	<p>Read the lesson and comprehend the same.</p> <p>Learns new vocabulary and their meaning</p> <p>Know the animal names, their homes and their young ones.</p> <p>Learn to use simple past tense in the sentence</p>	<p>Read the text aloud with correct pronunciation, intonation, pause and articulation of voice.</p> <p>Uses the new words in sentences of their own.</p> <p>Answers the questions (in short) based on the story.</p> <p>Explains the theme of the chapter that we should love and save the animals.</p> <p>Writes 5-6 sentences in English about Saving Tigers.</p>	<p>Students are asked comprehension questions on the characters and situation in the video. Students describe the context using the simple past tense in context.</p>	<p><a href="#">CLICK</a></p> <p><a href="#">CLICK</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p>	<p>LAT</p> <p>Online MCQ/Short answers</p> <p>Google form</p> <p>Questions based on the comprehension of the chapter, the vocabulary and the word building exercise.</p>



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DECEMBER	4	What's in the mail box?	<p>Listening/Speaking</p> <p>Means of communication</p> <p>Reading/Writing <u>Vocabulary</u> Letters, Always, Never, Though</p> <p><u>Word building</u> Our helpers Means of communication</p> <p>Writing Informal letter</p>	<p>Recite the poem and understand the poem. Apply/ use the format of writing a letter when writing a letter</p> <p>Interpret oral instructions given to him/her and responds correctly e.g., Listen to instructions and is able to draw a picture as per instructions. Explain the concept of different means of communication.</p>	<p>Recite the poem with proper rhyme and rhythm. 3. Writes informal letters</p> <p>Identifies our helpers and tells about their work.</p> <p>Speak/Write about the importance of different means of communication.</p>	<p>Children may be asked to record a voice message or write a message for their friend or family members.</p> <p>Collect some old letters from your elders and have a dialogue with them about the journey of a letter from the sender to the receiver.</p>	<p><a href="#">CLICK</a></p> <p><a href="#">CLICK</a></p> <p><a href="#">CLICK</a></p>	<p>LAT Online MCQ / Objective type</p> <p>Creative Writing – Letter writing</p> <p>Questions based on the comprehension of the poem, the vocabulary and the word building exercise.</p>

MONTH / WEEK	NUMBER OF PERIODS REQUIRED	LESSON / CHAPTER / UNIT NAME	CONCEPT / SKILL	LEARNING objectives	LEARNING OUTCOMES	AAC ACTIVITIES	ONLINE RESOURCES / TLM / TEACHING AIDS/WORKSHEETS ( SUGGESTIVE LINKS CAN BE PROVIDED)	ASSESSMENT STRATEGIES
JANUARY	4	My silly Sister	<p><b>Listening/Speaking</b></p> <p>Self and family</p> <p><b>Reading/Writing</b></p> <p>Vocabulary Childish, Pebble, Anger, Excitement, Playful, Naughty, Washerwoman</p> <p><u>Grammar</u> Adding Suffixes – “-ful”, “-ish” and “-ly” Plurals Comprehension</p>	<p>Read the lesson and comprehend the same.</p> <p>*Add suffix ‘ful’ ‘ly’&amp; ‘ish’.and make new words</p> <p>Writes the plural of the given word</p>	<p>Read the text aloud with correct pronunciation, intonation, pause and articulation of voice and answer the questions in short based on the story.</p> <p>*Make new words using suffix ‘full’ ‘ly’&amp; ‘ish’.</p> <p>*Responds verbally/in writing in English to questions based on story</p> <p>Uses the plural form of a word</p>	<p>Draw your family tree. Ask about the likes/dislikes of each member and decorate it accordingly</p>	<p><a href="#">CLICK</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p>	<p>LAT</p> <p>Online</p> <p>MCQ, OBJECTIVE TYPE AND SHORT ANSWER. Questions based on the comprehension of the chapter, the vocabulary and the grammar exercise.</p>

MONTH / WEEK	NUMBER OF PERIODS REQUIRED	LESSON / CHAPTER / UNIT NAME	CONCEPT / SKILL	LEARNING objectives	LEARNING OUTCOMES	AAC ACTIVITIES	ONLINE RESOURCES / TLM / TEACHING AIDS/WORKSHEETS ( SUGGESTIVE LINKS CAN BE PROVIDED)	ASSESSMENT STRATEGIES
JANUARY	4	Don't Tell	<p><b>Listening/Speaking</b> Respect everyone and listen to elders Growing up, expressing emotions and feelings.</p> <p><u>Phonics exercise:</u> Soft G and hard G sounds</p> <p><b>Reading/Writing</b> <u>Vocabulary</u> Enough, chance, Giant, Patient</p> <p>Word building</p> <p><u>Grammar</u> Contractions</p>	<p>Recite the poem and infer the emotions of the speaker.</p> <p>Recognize the right form of contractions to be used.</p> <p>Make use of new words correctly and know their right pronunciation.</p> <p>Making words from a given words</p> <p>Explain the theme of the poem that we should respect everyone and listen to elders</p>	<p>Recite the poem with proper intonation and share their feelings in similar situations. *Write the full forms. locate the short forms used in the poem.</p> <p>Uses vocabulary in the lesson and pronounce them properly.</p> <p>Speaks/Writes a paragraph about the ways in which they show respect to everyone.</p>	<p>What are the dos and don'ts recommended during Coronavirus outbreak? Make poster(s), of the same.</p>	<p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p>	<p>PT 02 Online G form</p> <p>MCQ, Objective type and short answers</p> <p>Questions based on the comprehension of the poem, the vocabulary, word building, phonics and the grammar exercise</p>

MONTH / WEEK	NUMBER OF PERIODS REQUIRED	LESSON / CHAPTER / UNIT NAME	CONCEPT / SKILL	LEARNING objectives	LEARNING OUTCOMES	AAC ACTIVITIES	ONLINE RESOURCES / TLM / TEACHING AIDS/WORKSHEETS ( SUGGESTIVE LINKS CAN BE PROVIDED)	ASSESSMENT STRATEGIES
JANUARY	5	He is my brother	<p><b>Listening/Speaking</b></p> <p>Growing up, expressing emotions and feelings. Characters of the story</p> <p><b>Reading/Speaking Vocabulary</b> Understand Climbed Holy Load</p> <p>Comprehension</p> <p>My family My friend</p>	<p>Narrate the story with correct pronunciation and intonation</p> <p>Learn new vocabulary</p> <p>Comprehend the given passage of the story and answers the questions asked.</p> <p>Paragraph writing</p>	<p>Reads the text aloud with correct pronunciation, intonation, pause and articulation of voice.</p> <p>Deciphers the meaning of the new words</p> <p>Responses to simple questions based on the story.</p> <p>Writes a paragraph on the topic My Family or My Friend</p>	<p>Children may help siblings and elders in various household tasks for the period they spend at home.</p> <p>Children may learn to write a few alphabets in Braille and write secret messages for their friends/family members.</p>	<p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLCIK HERE</a></p> <p><a href="#">CLICK HERE</a></p>	<p>LAT Online</p> <p>G Form MCQ</p> <p>Questions based on the comprehension of the chapter and the vocabulary exercise.</p>

MONTH / WEEK	NUMBER OF PERIODS REQUIRED	LESSON / CHAPTER / UNIT NAME	CONCEPT / SKILL	LEARNING objectives	LEARNING OUTCOMES	AAC ACTIVITIES	ONLINE RESOURCES / TLM / TEACHING AIDS/WORKSHEETS ( SUGGESTIVE LINKS CAN BE PROVIDED)	ASSESSMENT STRATEGIES
FEBRUARY	5	How creatures move?	<p><b>Listening/Speaking</b> Animals—Animal movements</p> <p><u>Phonics exercise</u> Silent letters</p> <p><b>Reading/Writing</b></p> <p><u>Vocabulary</u> Padded Limb Crawl Dive Wiggle</p> <p>Silent Letter</p> <p>Comprehension</p>	<p>Recite the poem with proper intonation, pronunciation and stress on action words.</p> <p>Identify rhyming words.</p> <p>Explain the theme of the poem</p> <p>Movement of different living things"</p> <p>Identify the letters that are silent in a given word.</p> <p>Comprehend the given lines of the poem</p>	<p>Uses correct pronunciation and intonation to recite poems individually/in groups with actions in order to demonstrate understanding of the words in the poem and the theme.</p> <p>Identifies the rhyming words</p> <p>Speaks about the theme of the poem.</p> <p>Read the word by omitting the sound of the silent letter(s).</p> <p>Responds to the simple wh questions based on the poem orally and in written form.</p>	<p>Do some form of workout like skipping, yoga, free dance, puzzles, indoor games etc., at home. Parents may accompany their children to motivate them to be healthier and spend quality time together.</p>	<p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HEER</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p>	<p>LAT Online MCQ</p> <p>G form</p> <p>Questions based on the comprehension of the poem, the vocabulary and the phonics exercise.</p>

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FEBRUARY	5	The ship of the desert	<p><b>Listening/Speaking</b> Animals—Animal habitats Theme of the story</p> <p><b>Reading/Writing</b></p> <p><u>Vocabulary</u> Miles Thorn Sand Hump</p> <p><u>Grammar</u> Homophones</p> <p><u>Word building</u> Parts of animal's body</p> <p>Comprehension</p> <p>Story writing</p>	<p>Read aloud the story.</p> <p>Explain the theme of the story and answer questions.</p> <p>Write a story using picture clues.</p> <p>Identify the homophones</p> <p>Identify the body parts of different animals.</p>	<p>Read aloud the story with correct pronunciation, expression &amp; pause.</p> <p>Explain the theme of the story "Camel is the ship of the desert "and answer (in short) the questions based on it.</p> <p>Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues (Two silly goats)</p> <p>Solve worksheets on animal body parts.</p> <p>Use the homophone in the meaningful sentences</p>	<p>Parents or elders may pose riddles or puzzle games on birds, animals and their special features, like, the sounds they make, their nesting and food habits, etc.</p> <p>They can make finger puppets of their favourite birds and animals and enact it through role play.</p>	<p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p> <p><a href="#">CLICK HERE</a></p>	<p>LAT TEE</p> <p>Online/Offline</p> <p>G form MCQ. Objective type and short answers</p> <p>Questions based on the comprehension of the chapters/poems, the vocabulary, word building, phonics and the grammar exercises of Units 6-10.</p>

## PHONICS TO BE INTRODUCED

### CLASS- II & III

MONTH	SOUNDS	LETTERS
June	/s/, /a/, /t/,	s, a, t
July	/n/, /i/, /p/	n, i, p
	Sound blends of these sounds- Sat, tap, sip etc	Display of these words
	/g/, /b/, /d/, /h/ As in gap, bat, dip, hat	g, b, d, h
August	/e/, /o/, /u/. as in pet, dog, tub	e, o, u.
	Repeat the above sounds with more examples	
	/m/, /r/, /l/	m, r, l
	Sound blends Mat, rub, lip etc	
September	/k/, /f/, /j/	c, f, j
	As in cat, fan, jam	
	/v/, /w/, /k/	v, w, k
	As in van, wet, kettle	
	/h/, /y/, /z/	h, y, z
As in hat, yell, zip		
October	Practice time	
November	/tr/, /cr/, /pl/, /st/, /lk/, /rt/	
	As in trap, stop, play, crow, milk, part	
	Practice time	
December	/oo/, /ai/, /ee/,	
	/ch/, /sh/	
	/th/ as in 'thing' /th/ as in 'this' /ng/ as in 'sing'	
January	Practice time	
	/ar/, /oi/, /or/ as in 'park', 'boil', 'fork'	
	Practice time	
	/air/, /ure/, /ear/ as in , 'pair', 'sure', 'bear'( sounds bare)	
	/ear/ as in 'near' /igh/ as in 'light'	
	/kw/ as in 'quick' /x/ as in 'fix'	q
FEBRUARY	Recapitulation activities	
	Introduce addition, deletion and substitution.	Refer to workshop material
	Introduce Onset, Rime, Rhyme and alliteration, Practice blends, addition, deletion and Substitution for reading	Refer to workshop material
	Introduce Isolation, Segmentation, Diagraphs and Blends. Practice all others	Refer to workshop material
	Practice reading and writing (spelling) with the knowledge of Phonics	Refer to workshop material