AKAL ACADEMY SYLLABUS (2020 – 2021)

CLASS: I

SUBJECT: English

Name of the books: Communicate with Cambridge (MCB, Workbook & Literature reader), New Grammar and More

Name of the publisher: Cambridge

Language Action Plan:

- ✓ Greater emphasis to be given on <u>Neat handwriting</u> (cursive to be started grade III onwards)
- ✓ **Four notebooks** to be maintained (colour code for notebook covers- light Green)
 - 1. Grammar & vocabulary
 - 2. Main Course book
 - 3. Composition
 - 4. Comprehension

MINIMUM EXPECTED WORK PER WEEK

	Skill	Expected Task
✓	Listening and Speaking	Language Lab (once in a week)
✓	Reading	One comprehension passage (solved passage corrected by teacher
		should be attached in notebook as evidence)
✓	Writing	One task
✓	Literature	1 – 2 pages (Written work in Notebooks)
✓	Grammar and Vocabulary	1-2 pages (Written work in Notebooks)
✓	Homework/Assignment/Activity	One task (Evidence to be kept in student portfolio)

EVALUATION OF NOTEBOOKS:

✓ While evaluating writing task, only one item should be corrected for one writing task (e.g. spellings/punctuation etc.) and it must be mentioned on the top of each evaluated task. Students should know what is being evaluated.

Items for evaluation:

	Content	:	30%
\checkmark	Expression	:	exp
\checkmark	Relevance to the topic	:	rl
\checkmark	Formatting	:	\mathbf{fr}
Co	oherence & Creativity	:	30%
Co	herence	:	со
Ac	curacy	:	40%
\checkmark	Sentence formation	:	\mathbf{sf}
\checkmark	Vocabulary	:	vo
\checkmark	Spelling	:	\mathbf{sp}
\checkmark	Punctuation (Full stop (.), Comma (,), Question	ı mark (?) :pn
\checkmark	Use of Helping verbs/Verb	:	Hv / V
\checkmark	Subject-Verb agreement	:	sva
\checkmark	Use of Tenses	:	Tn
\checkmark	Letter Formation	:	Lf

MODULE I (MID-TERM)				
Duration	Content	Subject Enrichment Activity	Digital Content/ Resources	
		READING		
01/04/202 0 to 17/05/202 0	Loud reading (Pleasure reading) Literature reader: Chapter 1:The Sad Caterpillar Chapter 2: There Was an Old Man with a Beard	Read Aloud: Reading aloud for 10 minutes in pairs/ individually	-Loud reading rating scale (Link: <u>https://www.pintere</u> <u>st.co.uk/pin/4810408</u> <u>03922896729/</u>)	
	(poem) Main Course Book Chapter 1: Manu and His Family All of Me (poem) Chapter 2: Friends in the Park At school(poem)	 Teaching ideas Chapter 1: Create awareness of theme (concept of family), and character in the development of the story. appreciate the qualities of caring, sharing and helping in the family-students will share their ideas orally Chapter 2: pay attention to the pronunciation and the fluency of the reading skills of the learners initiate a lively discussion on the story, ask the learners to reflect on the story and say what they enjoyed the most Poem Recite the poem with suitable stress and intonation Ask learners to pick out the rhyme in the poem, underline the rhyming word and speak 	Communicate with Cambridge MCB Interactive CD for Reading text	
	Read and Write Picture reading (50- 60 words)-1 per week ; text and words should be age appropriate-bi- syllable words	out the rhyming words. Sample Text comprehension strategies • Ask students to read after teacher/adult • Teach students to spell words correctly • Allow them to read a variety of picture story books • Wall Writing	Book- Grade ICommunicate withCambridge WorkbookLink: https://www.google. com/search?q=picture+reading+grade+I&client=firefox-a&sa=X&rls=org.mozilla:en-	

WRITING		
- Substitution table (using is, am, are)	-Page no 9, 11, 20, 22 (MCB) -Page no 3, 6, 30 (Workbook) Pg no- 9-14 (creative writing)	Books: - Communicate with Cambridge MCB
- Descriptive writing(describing person with clues/ exemplar)		 Workbook Digital Board Exemplar for
Writing topics: - My self - My best friend		describing a person
	LISTENING & SPEAKING	·
 When we meet, we gr Listening and leat Speaking and pract 	arning:-Listen, sort, Match, Gap-fill	Resources required: - Tune in! Develop your listening and speaking skills (Q-Wind)
Saying it right:-SirInteracting and con	ng, Repeat, sort, identify nmunicating:- Look and greet	(Collins) Pg no- 66-73 (tune into grammar) polite words
 2. Hello! My name is Ra ➢ Getting started:-i ➢ Listening and lea 		
> Saying it right:-1	cticing:- Introduce, share isten, repeat, say aloud c ommunicating:- Gap- fill, talk	
 3. This is my home. (Pg- > Getting started:-Col 	23-29)	
 Listening and learn Speaking and pract Saying it right:- sin 	ticing:- talk, discuss	
	nmunicating- Ask and answer	
 	GRAMMAR & VOCABULAR	Y
Grammar - Naming Words - Use of is, am, are - Pronouns (He, She, It, They) - This, That, These, Those - I, We, You	pg no – 7,9,14 (MCB) pg no- 1,2,3 (workbook) pg no-1-8, 51-55, 16-21, 74-77,82-87, (tune into grammar) pg no- 6-7 (course book) -Videos from digital board	 Digital Board: Names of person, place, animal, things, places Use of s, es Books: Tune into grammar Communicate with Cambridge MCB Workbook/ course book
Vocabulary -Vocabulary exercises from MCB/workbo ok) -Word meanings (From the attached list) -Spellings & sentence making	Roll a sight word/Letter bump and word bump: The letter bump game can be used with beginning readers just learning about the alphabet and the word bump can be used with any of your students' spelling words. Teachers need to select the letters/ words they want students to learn. This is used to drill age appropriate	-'My Word Book' -Sitton Vocabulary list (High frequency words) -Attached Vocabulary list Link for spelling games: <u>https://topnotchteachin</u> <u>g.com/lesson-ideas/35-</u> <u>spelling-games/</u>
(All words from the attached list) -Refer to ' My <u>Word</u> <u>Book'</u> - lesson 10	words. (sight words) E.g.	

	sight words group 4		
	plurals (leave Pg. 38-		
	ies)		
	Pre Mid Te	rm Exam (18/052020 – 27/0	5/2020)
	MOD	ULE II (MID-TERM)	· · · · ·
		READING	
01/06/202	Loud reading	Read Aloud: Reading aloud for 10	-Loud reading rating scale
0	(Pleasure reading)	minutes in pairs/ individually	(Link: <u>https://www.pinteres</u>
to	Literature Reader:		<u>t.co.uk/pin/481040803</u>
01/09/202	Chapter 3: The Clever		<u>922896729/</u>)
0	Fox		
	Chapter 4: A Friend in Need		
	Chapter 5: How		
	Beautiful the World Is		
	(poem)		
	<u>Main Course Book</u>	Teaching ideas	- Communicate with
	Chapter 3: At the Zoo	Chapter 3	Cambridge MCB -Interactive CD for
	Chapter 4:	• Familiarize the learners with the setting of the story. Show	Reading text
	The Vegetable Parade	some simple references such as	
		photo graphs, etc	
		• read the story with appropriate	
		intonations	
		Chapter 4:	
		• Pay attention to the fluency and pronunciation of the	
		learners	
		• Draw attention to the new	
		words	
	<u>Read and Write</u> Unseen factual	Sample Text comprehension	Book- Grade I Communicate with
	passages (50-60	strategiesTeach very young writers how	Cambridge Workbook
	words)-1 per week ;	to hold a pencil correctly and	Link: <u>https://www.google.c</u>
	text and words should be age appropriate-bi-	form letters	<u>om/search?q=picture</u> +reading+grade+I&c
	syllable words	• Teach students to spell words correctly	lient=firefox-
		 Allow them to read a variety 	a&sa=X&rls=org.moz
		of picture story books	<u>illa:en-</u>
		Writing wall	
		Display Strategies : Tell your students to draw what	
		they read. Illustrations should be	
		displayed in classroom.	
		WRITING	
	- Completing	$P_{g, po-39, 51, 59}(MCR)$	Books:
	a paragraph	Pg no- 39,51,59(MCB) Pg no- 18,23,2428,29,34 (work	- Communicate with Cambridge MCB
	on animal	book)	- Workbook
	- Completing a	Pg no- 15-20 (creative writers)	- Tune into grammar
	paragraph on	Pg no- 101 (tune into grammar)	Creative writers
	fruit		
	- Completing		
	a picture story Writing		
	topics:		
	- My Pet dog		
		I	1

- My favorite fruit		
	LISTENING & SPEAKING	•
<u>4</u> . This is my friend		Resources required:
Getting started:-sin	g	Tune in! Develop your listening
Listening and learn	ing:- listen, color, listen	and speaking skills (Collins)
Speaking and pract	icing:- describe, guess	
Saying it right:- reci	te, say it aloud	
Interacting and con	nmunication- sort, share	
5.This is my classroom		
> Getting started:-look	sing and finding	
Listening and learn	ing:- listen, match, gap-fill	
_	icing:- describe, ask and do	
	eat, say aloud, say aloud, draw	
	municating- show and tell, ask	
6.I have a pet	show and ton, ask	
 Getting started:-ider 	at i far	
	ing:- listen, listen and mark, listen and	
write, listen		
	icing:- ask and answer, talk	
	te, say aloud, say and color	
Interacting and com	municating- discuss, talk	
	GRAMMAR & VOCABULAR	
Grammar	-Videos from digital board	Digital Board:
- Verbs-Is, am and are and usage of	Pg no- 18,19,36,42,48,55,56(MCB) Pg no- 7,8,14,15,19,2025,26,30,31,	 Use of He / She / It Use of in / on /
-ing	Pg no- 56-60, 88-93(tune into	- Use of in / on / under / over
- Use of can, cannot	grammar)	Books:
- Prepositions in, on	Pg no- 4-8 (creative writing)	- Communicate with
	Pg no- 14 (workbook)	Cambridge MCB
X 1 1	11/1 /	- Workbook
<u>Vocabulary</u> - <u>Vocabulary</u>	<u>Who can spell the most</u> words?	-'My Word Book' -Sitton Vocabulary list (High
exercises from	-This game can be played in pairs/ in	frequency words)
MCB/workbook)	two different groups. Conduct it	-Attached vocabulary list
- <u>Word meanings</u>	same as a spelling quiz. You may	Link for spelling games:
(From the attached list)	use blackboard as a score board.	<u>https://topnotchteachin</u> g.com/lesson-ideas/35-
- <u>Spellings &</u>		spelling-games/
sentence making		
(All words from the		
attached list) 'My Word Book' -		
Consonant blends		
(sp, sn, st, sm,sw,		
sk, br, cr, dr, gr)		
Mid Term	Exam (02/09/2020 – 14/09/2	2020)

AKAL ACADEMY SYLLABUS (2020 – 2021)

CLASS: II

SUBJECT: English

Name of the books: Communicate with Cambridge (MCB, Workbook & Literature reader), tune in to grammar, tune in- develop your listening and speaking

Name of the publisher: Cambridge, Pearson and Collins

Language Action Plan:

- ✓ Greater emphasis to be given on <u>Neat handwriting</u> (cursive to be started grade III onwards)
- ✓ **Four notebooks** to be maintained (colour code for notebook covers- light Green)
 - 1. Grammar & vocabulary
 - 2. Main Course book
 - 3. Composition
 - 4. Comprehension

MINIMUM EXPECTED WORK PER WEEK

	Skill	Expected Task
✓	Listening and Speaking	Language Lab (once in a week)
~	Reading	One comprehension passage (solved passage corrected by teacher should be attached in notebook as evidence)
\checkmark	Writing	One task
\checkmark	Literature	1 – 2 pages (Written work in Notebooks)
\checkmark	Grammar and Vocabulary	1 – 2 pages (Written work in Notebooks)
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EVALUATION OF NOTEBOOKS:

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\checkmark	Relevance to the topic	:	rl
\checkmark	Formatting	:	fr
	Coherence & Creativity	:	30%
	Coherence	:	co
	Accuracy	:	40%
\checkmark	Sentence formation	:	sf
\checkmark	Vocabulary	:	vo
\checkmark	Spelling	:	sp
\checkmark	Punctuation (Full stop (.), Comma (,), Question mark (?):		pn
\checkmark	Use of Helping verbs/Verb	:	Hv/V
\checkmark	Subject-Verb agreement	:	sva
\checkmark	Use of Tenses	:	Tn
✓	Letter Formation	:	Lf

to	Content Loud reading (Pleasure reading) Literature Reader: Chapter 1: Just Enough Chapter 2:	Subject Enrichment Activity READING Read Aloud: Reading aloud for 10 minutes in pairs/ individually	Digital Content/ Resources -Loud reading rating scale (Link: <u>https://www.pinteres</u> <u>t.co.uk/pin/481040803</u> 02280(720/)
to	(Pleasure reading) Literature Reader: Chapter 1: Just Enough	READING Read Aloud: Reading aloud for 10 minutes in pairs/	-Loud reading rating scale (Link: <u>https://www.pinteres</u> <u>t.co.uk/pin/481040803</u>
01/04/2020 to 17/05/2020	(Pleasure reading) Literature Reader: Chapter 1: Just Enough	Read Aloud: Reading aloud for 10 minutes in pairs/	(Link: <u>https://www.pinteres</u> <u>t.co.uk/pin/481040803</u>
to	(Pleasure reading) Literature Reader: Chapter 1: Just Enough	for 10 minutes in pairs/	(Link: <u>https://www.pinteres</u> <u>t.co.uk/pin/481040803</u>
	Literature Reader: Chapter 1: Just Enough		t.co.uk/pin/481040803
	Just Enough		
			<u>922896729/</u>)
	Chapter 2:		
	Upside Down (poem)		
	Main Course Book	Teaching	- Communicate with
	Chapter 1:	ideas	Cambridge MCB
	The Camel and the Trader	Chapter 1:	- Interactive CD for Booding toxt
		Read & understand the	Reading text
	How They Sleep (poem) Chapter	fable and discuss the	
	2: Ellie: The	main idea in pairs/ in	
	Sleepy Elephant	small groups	
	The Star (poem)	- Appreciate the qualities	
	The star (pound)	of respecting others-	
		students will share their	
		ideas orally	
		- Pay attention to the	
		pronunciation and the	
		fluency of the reading	
		skills of the learners	
		Chapter 2:	
		- After reading use	
		role play method;	
		use expression and	
		suitable gestures	
		- Read and relate to the learner's world	
		- Allow learners to talk	
		- Anow learners to talk about laziness after	
		reading the story;	
		learners will appreciate	
		the qualities of being	
		alert and active.	
		Poem	
		- Read & recite the	
		poem with suitable	
		stress and intonation	
		- While reading ask learners	
		to	
		underline rhyming	
		words and speak them	
	Deed and W/ **	aloud	
	Read and Write Picture reading (60-	Sample Text comprehension strategies	Communicate with Cambrid workbook

75 words)-1 per week	- Reading choice cards	1. Ellie–the sleepy elephant-
; text and words	(can provide more than	The elephant's child (
should be age	two reading texts,	Workbook Pg.No.9-13)
appropriate-bi-	simplified one for slow	2. The chain of smiles
syllable words	bloomers)	-The princes who never
<u>Text Type:</u>	- Group writing (main	smiled (Workbook
Narrative	ideas/ key points) after	Pg.No.53-58)
(fiction)	reading the text	
	WRITING	
Writing:	Writing:	Books:
• I can write a	<u>verteing.</u>	- tune in to grammar
paragraph	Page number- 4-11, 12-18,	<u>B</u>
(includes- think	19-26	
of a topic/ key	small groups)	
words, draw,	Sharing their writing(exemplar	
write a	work)	
paragraph)	WOIK)	
• I can imagine	Page no 10, 14, 21, 22 (MCB)	
and write	Page no 8, 17, 18, 19	
(includes –	(Workbook)	
imagination,	(WORKOOK)	
draw, write		
keywords, write)		
• I can write		
stories (includes-		
choose a title,		
character, draw,		
story sketch,		
write)		
	LISTENING & SPEAKING	
Listening Connecting	WHEN WE MEET, WE GREET	
aural and visual	Getting started- gap fill	
information.	Listening and learning-listen, i	identify, match
Speaking	Speaking and practicing- role p	olay, introduce
- expressing concern	Say it right- say aloud, repeat, 1	isten and say, sort
	Interacting and communicating	2
	MEET MY FRIENDS	5
	Getting started- spot	
	Listening and learning listen,	identify complete
	Speaking and practicing- Talk,	
	Say it right- Listen, repeat, lister	
	Interacting and communicating	g- watch, describe
	I LIKE MY SCHOOL	
	Getting started- Sing	
	Listening and learning- Listen,	
	Speaking and practicing- Guess	s, tell, describe
	Say it right- Repeat, say aloud,	say aloud, sort
	Interacting and communicating	5
	GRAMMAR & V	
Grammar	- Videos from digital board	Digital Board:
- Naming words	- Books:	- Definitions of nouns
- Articles(a, an, the-	- Page no 6, 7, 19, 20,	- Classification of common
only for repetition	24(MCB)	and proper nouns
only for repetition		and proper nouns

	of noun) - Singular & plural - Punctuation (capital letter & full stop)	- Page no 4,5,15,18,19 (Workbook)	 Introduction of articles A, an, the Uses of a, an, the Use of 'The 'for repeating a noun Definition of punctuation
			 Uses of capital letter, Full Stop, Question Mark Definition of pronouns Uses of personal pronouns Books: Communicate with Cambridge MCB Workbook
	Vocabulary Vocabulary exercises from	Spelling puzzles : This is a great way to re-use any old puzzles. Make words (attached	 Sitton Vocabulary list (High frequency words) Attached vocabulary
	MCB/workbook)	vocabulary list) by putting the	list
	Word meanings	puzzle together again.	Link for spelling games:
	(From the attached list)	Let your students solve these puzzles	Link: <u>https://topnotchteachin</u> g.com/lesson-ideas/35-
	Spellings & sentence	individually/ in pairs.	spelling-games/
	making(All words	morviduary/ in paris.	My Word Book
	from the attached list)		
	My Word Book:		
	Hard & soft C & G		
		rm Exam (18/052020 – 27	,
	MOL	DULE II (MID-TERM	[)
		READING	
01/06/2020	Loud reading	Read Aloud: Reading	-Loud reading rating
to	(Pleasure	aloud for 10 minutes in	scale (Link:
01/09/2020	reading) Literature Reader:	pairs/ individually	https://www.pinterest.co.
	Chapter 5:		<u>uk/pin/481040803922896</u> 729/)
	Raindrops (poem)		<u>125</u>)
	Chapter 6: Letter to		
	a Daughter		
	Main Course Book	Teaching ideas Chapter 3:	- Communicate with
	Chapter 3: Well Done, Polly!	-Read & understand the story and discuss the main idea in	Cambridge MCB
	Chapter 4: The	pairs/ in small groups	-Interactive CD for Reading text
	Skylark	-Pay attention to the pronunciation and the fluency of the reading skills of the	Reading text
		learners Chapter 4: -Read and relate to the learner's world	
	Read and Write	Sample Text	Communicate with
	reau and write	sample rext	Communicate with

	Unseen factual	comprehension		
	passages <mark>(60-75</mark>	strategies		Cambridge workbook
	words)-1 per week ;	-Pair/Group reading		-The King and the spider-
	text and words should	-Picture strategy:	•	The spider (Workbook
	be age appropriate-bi-	you read		Pg.No.35-37)
	syllable words	you read		-The Skylark-The quiet owl(
	•	-Hot Seat: A student in the		Workbook Pg.No.27-29) -Well done Polly!-Raja is ready(
	<u>Text Type:</u> Narrative	"hot seat" asks th		Workbook Pg.No.20-
	(fiction/non-	students question		22)
	fiction)	the text.		, , , , , , , , , , , , , , , , , , ,
			ITING	
	- I can write poems	Writing:		Books:
	(includes- select a	-Page no27-33,	34-39	- tune in to grammar
	topic, keywords,,	8		
	rhyming words,			
	draw, write) - I can make a card			
	(includes- gather			
	the things, design,			
	decorate,			
	write/draw)			
			& SPEAKIN	-
	Listening	In the	Getting started	
	-listening for specific	neighbourhood	Listening and follow	learning Listen, gap- fill, write,
	information. Speaking			practicing- Ask, talk
				epeat, say aloud, sort
	-speaking on a topic		Interacting and communicating- Describe, tell	
	(praising)	At the	Getting started- List	
		supermarket		learning Listen, sort, gap fill
		1		practicing- Say, ask and answer,
			role play	where the second
				epeat, repeat, search l communicating - Ask, tell
		In the hospital		
		in the noopital		learning Listen, mark, gap fill
			Speaking and	practicing- Talk, ask and answer
				epeat, repeat, say aloud, sort
			Interacting and discuss	d communicating - Role play,
		GRAMMAR &		RY
	Grammar	-Videos from digit		Digital Board:
	-Personal pronouns	-Books:	u	-Definition of adjectives
	-Adjectives	-page no 36,37,38	43. 50 51 52	-Tells the 'Quality' of
	-Verbs	55,56, 61,62, 63 (N		nouns
	-Simple present tense	-Page no 23, 24, 3		-Use of Is, am, are, was,
	-Present continuous	(Workbook)	, , , - , - ,	were, has, have
	tense			Books:
				-Communicate with
				Cambridge MCB
				Workbook
	Vocabulary	Spelling battleship	: Spelling	-Sitton Vocabulary list (High
	-Vocabulary exercises	game, same as an o	· ·	frequency words)
	from MCB/workbook)	test but students wi		-Attached vocabulary list
	-Word meanings	pairs and ask each of		Link for spelling games:
	(From the attached list)	spellings of difficul		Link:
	-Spellings & sentence	(chapter related).		https://topnotchtea
	making (All words	(onaptor related).		ching.com/lesson-
	from the attached list)	-You may even	ത	ideas/35-spelling-
	-My Word Book:		57	games/
L				

-Special letter with combinations -lesson 10 sight words group 4 plurals (Pg. 38- ies)	for Internet games by Spelfabet Alison has put together a list of good- quality, free literacy games on the internet, sorted from very simple to more complex.	- <u>My Word Book</u>
Mid Term	Exam (02/09/2020 – 14/0	9/2020)

Name of the books: Communicate with Cambridge (MCB, Workbook & Literature reader), New Grammar and More

Name of the publisher: Cambridge Language Action

Plan:

- ✓ Greater emphasis to be given on <u>Neat handwriting</u> (cursive to be started grade III onwards) ✓ <u>Four notebooks</u> to be maintained (colour code for notebook covers- light Green)
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Skill	Expected Task
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✓ Reading	One comprehension passage (solved passage corrected by teacher should be attached in notebook as evidence)
✓ Writing	One task
✓ Literature	1 – 2 pages (Written work in Notebooks)
✓ Grammar and Vocabulary	1 – 2 pages (Written work in Notebooks)
✓ Homework/Assignment/Activity	One task (Evidence to be kept in student portfolio)

EVALUATION OF NOTEBOOKS:

While evaluating writing task, only one item should be corrected for one writing task (e.g. spellings/punctuation etc.) and it must be mentioned on the top of each evaluated task. Students should know what is being evaluated. Items for evaluation:

✓ ✓ ✓	Content Expression Relevance to the topic Formatting	: : :	30% exp rl fr
	Coherence & Creativity	:	30%
	Coherence	:	co
	Accuracy	:	40%
\checkmark	Sentence formation	:	sf
\checkmark	Vocabulary	:	vo
\checkmark	Spelling	:	sp
\checkmark	Punctuation (Full stop (.), Comma (,), Question mark (?)	:	pn
\checkmark	Use of Helping verbs/Verb	:	Hv / V
\checkmark	Subject-Verb agreement	:	sva
\checkmark	Use of Tenses	:	Tn
\checkmark	Letter Formation	:	Lf

	MODULE I (MID-TERM)			
Duration	Content	Subject Enrichment	Digital Content/	
		Activity	Resources	
		READING		
01/04/202	Loud reading	Read Aloud: Reading aloud for	-Loud reading rating scale	
			(Link:	

0	(Pleasure reading)	10	https://www.pinterest.co.
to	Literature Reader:	minutes in pairs/ individually	uk/pin/481040803922896
17/05/202	Chapter 1: Rikki tikki	1 2	729/)
0	Tavi Goes Exploring		
	Chapter 2: Open		
	House		
	(poem)		
	Main Course Book	Teaching ideas	- Communicate with
	Chapter 1: The Golden Touch I Meant to Do My work Today (poem) Chapter 2: The Fortune Pedlar	Chapter 1:-read, understand and appreciate a Greek legend and talk about the main idea in pairs/ in small groups -after reading learners will discuss the consequences of being greedy. Chapter 2: -After reading, use the role play method to enact the folktale with suitable expressions and gestures Poem: -Do a loud reading of the poem either in pairs or in small groups; check for right intonation, stress and pronunciation or discuss the main idea of the poem. -Appreciate and understand the qualities of being dependable.	Cambridge MCB -Interactive CD for Reading text
	Readand WriteUnseenfactualpassages(75-100words)-1per week ;textandshouldbeageappropriatemulti-syllableWordsText type:Shortstories(value based)/Descriptive(descriptions relatedto person/place/event/animal)	Sample Text comprehension strategies -Bracketing (looking for the specific information may be after reading the questions) - Peer reading (ask and tell- based on the reading)	Communicate with Cambridge workbook -The Golden Touch-The generous king (Workbook Pg.No.1-4) -The Fortunate Pedlar- The clever Merchant (Workbook Pg.No.9-12) -How the sun was rescued The lion and the clever hair (Workbook Pg.No. 19-22)
		WRITING	l
	Creative writing	Page No 4-9	Books:
	Chapter 1	Ĭ	- Communicate
	I can write a notice	Pg No 10-17	with Cambridge
	Chapter 2		MCB
	I can write an		- workbook
	argumentative piece		- Beetle
			Series Creative writers

	Story sequencing -Describing the Picture and object (word clues) -Application to the Principal Writing topics My favourite teacher My Hobby	Writing Ideas -Setting goals for their writing -Use exemplers Encourage team/group writing (ideas can be collected as a group) Page No 12,21,35,40(MCB) Page No8,17,27,28(Workbook)	
		LISTENING & SPEAKING	, J
	TUNE IN! Collins 1.Describing daily routine(9-15)	 listening and learning – listening the conversation of Snehal and her new neighbor Speaking and practicing of daily routine of Ashwin 	Resources required: CD –Tune in! Develop your listening and speaking skills & headphones
	2.Introducing people (16-22)	 Conversation between new classmates Describe a friend and family member 	CD –Tune in! Develop your listening and speaking skills & headphones
	3.Helping at home (23-31)	 listen and fill the missing conversation of teacher and students Role play on salesgirl and shopkeeper 	CD –Tune in! Develop your listening and speaking skills & headphones
		GRAMMAR & VOCABULA	
	Grammar - New Grammar and More	Comprehension : 1 -2 Composition : 1 Paragraph Writing Grammar : Nouns - L – 2 Articles - L – 4	Digital Board: Kinds of Nouns
		Adjective - $L - 7$	Books: Communicate with Cambridge MCB Workbook
	Vocabulary -Vocabulary exercises from MCB/workbook) - Word meanings (From the attached list) -Sentence making (From the attached list) -Sentence making (From the attached list) -Sentence	Give me a clue board game A free board game you can download/ create. It gets kids thinking about the meaning of their spelling words and how they're made up. It's wonderful for teaching spellings and meanings.	-Sitton Vocabulary list (High frequency words) -Attached Vocabulary list Link for spelling games: Link: https://topnotchtea ching.com/lessonideas/3 5-spellinggames/
	(All words from the attached list)		
		erm Exam (18/052020 – 27/05	/2020)
	MOD	DULE II (MID-TERM)	
		READING	
01/06/2020 to 01/09/2020	Loud reading (Pleasure reading) Literature Reader: Chapter 4: Robinson Cruse's House	Read Aloud: Reading aloud for 10 minutes in pairs/ individually	-Loud reading rating scale (Link: https://www.pinterest.co. uk/pin/481040803922896 729/)

Chapter 5: The Gymnastic Clock (poem) Main Course Book Chapter 4: Mowgli joins the Wolf Pack The Song of the Engine (poem)	Teaching ideas Chapter 4: read, understand and legend and talk about the main idea in pairs/ in small groups -After reading, use the role play method to enact the folktale with suitable expressions and gestures	- Communicate with Cambridge MCB -Interactive CD for Reading text
	Poem -Do a loud reading of the poem either in pairs or in small groups; check for right intonation, stress and pronunciation or discuss the main idea of the poem.	
Read and Write Unseen passagesReading for inference(75-100 words)-1 per week ; text and words should be age appropriatemulti- syllable words Text type: Narrative (fiction)/ Characteristics and Summaries/Essay/Po e m	Sample Text comprehension strategies -Setting goals for their reading - Encourage team/ group reading (discussing the main ideas) - Peer check for reading and comprehension (give and receive feedback) <u>Make It Personal:</u> Asking students questions like: -Is this subject familiar? What do you know about this topic? -Do these characters remind you of anyone from your own life? -What event from your life does this text remind you of? -How do the ideas in the text relate to your own life or experiences?	Communicate with Cambridge workbook -Mogli joins the wolf packStrange Friends(Workbook Pg.No.29-32) -Project Sunshine-Our new Robot (Workbook Pg. No. 37 - 40) -My Shadow(workbook Pg.No-47- 48)
Creative writing Chapter 3 I can make a comic book Chapter 4 I can write letters Chapter 5 I can write a short story -Writing a story based on pictures and hints -Narrative paragraph	WRITING Page No 18-27 Page No 28-32 Page No 33-41 Page no: 51,63(MCB) Page no:36,44,45,51 (workbook)	Books: - Communicate with Cambridge MCB - Workbook -Beetle series -Creative Writers

writing without clues - Descriptive writin	g	
(person and place)		
Writing topics:		
My visit to a zoo		
My favorite game Describe your friend		
Desence your menu	LISTENING & SPEAKIN	
TUNE IN! Collins	1. Mark the neighborhood	CD – Tune in! Develop
Chapter 4Around th	e	your listening and
neighborhood(32-38)	1	
heighborhood(52 50)	and Chandu	speaking skills &
	2. Play a game- Name, Place,	headphones
	Animal and Thing	
Chapter 5- let's be sat	fe 1. Complete the table under	
(39-46)	heading safe and not safe	
	2 Speak about road safety	
Chapter 6-At the bus	1. Listen the conversation and	
stop (47-53)	answer the Question	
	2. Role play on offering and	
	helping other	
	GRAMMAR & VOCABULA	
Grammar	Comprehension : 3 Grammar	Digital Board: Personal
New Grammar and	: Verbs $L - 3$	pronouns, possessive
More	Pronouns L – 5	pronouns, adjectives
		Books:
		- Communicate with Cambridge MCB -
		Workbook
<u>Vocabulary</u>	Spelling splatter by 2nd The	-Sitton Vocabulary list
-Vocabulary	Best See who can cover the	(High frequency words)
exercises from	most paint splatters to win	-Attached Vocabulary list
MCB/workbook) -	this game. Can be used with	-Dictionary usage
Word meanings	any list of spelling words.	Link for spelling games:
(From the attached	Seeing Sportfol 🗺	Link:
list)		https://topnotchtea
-Sentence making		<pre>ching.com/lessonideas/3 5-spellinggames/</pre>
(From the attached		5-Sperringgames/
list)		
- <u>Spellings</u> (All words from	the State	
attached list)		
	erm Exam (02/09/2020 – 14/09/2	2020)
		,
		[

			[] [
01/04/2	vx~mwlw :	A s z qk vx-mili ki shl aÇcirx ky siQ		
020	- - -	boln qQw ilKny kw AÒXws[
То	SÑd renw :	do, qIn, cwr, vx~ vwly SÑd, vx0~ ko joVkr		
17/05/		SNd bnmmw qQw shI aÇcwrx ky smQ boln		
2020		AOr ilKny kw AÒXws[
2020	mwZw icHn :	sBl ávro kl mwZwAo ky icHno kl phcwn qQw lyKn		
		kwX~[
	bwrhKVI :	ávro kI m¤ZwA0 k0 ÛX <jn0 b¤rhkvi<="" lg¤kr="" th="" ¤k=""><th></th><th></th></jn0>		
		ilKnw[
	mwZw z w n :	Aw (w), e (i), e (l), a () , (l) mwZw		
		vily SÑdo kl phewn qQi shl aÇcirx ky siQ		
		pFæny ilKny kw AÒXws[v#X inmwx~ v pEXyk mwZw		
		sy sMbiNDq ApiTq gd'X™S		
	AÒXws kwX~ :	idE gE SÑdo ko ankl shl mwZw ky nIcy ilKnw[
		ApiTq gd'X KS (pRËXyk mwZ Ao sy sMbiNDq)		
		ŒRuqlK,pŘXyk myZw sy SŇd bnwnw,aicq SŇd ilK		
		kr vi#X plry krni, gávlr dyK kr nim i1Knw, vi#X		
		inmw~xSNd sIFaI,aicq mwZr 1grkr nXr SNd bnwnw		
	vw#X rcnw :	mwZwAo s s s b <idq alr="" kw="" rcn<br="" sndo="" v#x="" œqlyk=""></idq>		
		idE gE SÑdo ko ankl shl mwZw ky nlcy ilKnw[
		ApiTq gd`X¤ <s (prēxyk="" mwz¤ao="" smbindq)<="" sy="" th=""><th></th><th></th></s>		
		Pre Mid- Term Exam (18/05/2020 – 27/05/2020)		
1/07/20	mwZw zwn :	Unit II (Mid-Term) E (), E (), Ao (○), AO (○), A		
1/07/20		vily SÑd ₀ kI phewn qQi shI a C erx ky siQ		
20		pFæny ilKny kw AÒXws[
То				
01/09/	swihĖX :	1. ATXT bs <q (kivqw)<="" th=""><th></th><th></th></q>		
2020		2. pwpr kl su <dr (khrnl)<="" gd="" th=""><th></th><th></th></dr>		
		3. swrl duinXv myrl hY (kivqw)		
	AÒXws kwX~ :	ApiTq gd'X⊮≤S (pRËXyk mwZ⊮Ao sy sMbiNDq)		
		ŒRuqlK,pŘXyk mwZw sy SŇd bnwnw,aicq SŇd ilK		
		kr v#X pUy krn#,qávlr dyK kr n#m ilKnw,v#X		
		inmw~x,SNd sIFæl idE gE SNd0 ko ankl shl mwZw		
		ky nlcy ilKnv[vYki0pk pRÜn alˈqr, m0iKk v		
		iliKq pRÜn aËqr, v⊪#X-inmwx,p⊮T⊮S ko pFækr		
		shI aËqr pr shI k⊫inS⊪n 1g=nw,v##X0 ko		
		kRm my< ilKnw[
	SÑdwvII :	SÑd AQ-[
	ÛXw krx k wX~ :	pwT ky ANq m< dI ge iv†X váqu ky AwDwr pr		
		krvwX⊮ jwEg⊮[(Xh k⊮X~ p⊮T ky ANq ⊯ idE gE		
		SI†~k ÛXwkrx s <bod jwe)<="" krvwxw="" sy="" th=""><th></th><th></th></bod>		
L		, <u> </u>	I	

	vw#X rcnw :	myrv imZ	
	kOS∎ ivkws hyqu		
		ApiTq gdXWS,qávlr phcwn kr 10 v#X	
		ilKnw/vu#X pUry krnw[
	Mid- 1 (erm Exam (02/09/2020 – 14/09/2020) Unit III (Post Mid-Term)	
21/09/2020	swihĖX :	5. A#l kw purákur (khml)	
	SWILLI'L .	6. $g_0 1 - g_0 1$ s <swr (iczkq)<="" th=""><th></th></swr>	
to		7. sdinliw kwyil (viqu~lip)	
10/12/2020		8. ku c kr idKlw E_g (kivq u)	
	AÒXws kwX~ :	vYki0pk, m0iKk, iliKq plin aËqr, ir#q áQm,	
		p <i#qxw brnw[<="" ir#q="" ko="" kro,pwtw<so="" pfakr="" purl="" th="" áqwn=""><th></th></i#qxw>	
	SÑdwvII :	SŇd AQ-	
	ÛXwkrx kwX~ :	pwT ky ANq ™ dI ge iv†X váqu ky AwDwr pr	
		krvwXĭ jwEgĭ[(Xh kīX~ pĭT ky ANq īĭ< idE gE	
		SI†~k ÚXwkrx s <bod jwe)<="" krvvxw="" sy="" th=""><th></th></bod>	
	vw#X rcnw :	myrw ipX_jwnvr	
	kOS∎ ivkws hyqu		
		ApiTq gd'Xw <s 10="" kr="" phc="n" qávlr="" v="#X</th"><th></th></s>	
		ilKnw/vv#X pUry krnw[
	Post I	Mid- Term Exam(8/12/2020-16/12/2020)	
	41 DY 7	Unit IV (Final Exam)	
22/12/2020	swihĒX:	9. bØlU hvQI kw bwlGr	
to		13. DrqI sy swgr qk	
20/02/2021		14. iciVX ^w k ^w glq	
	AÒXws kwX~ :	vYkiØpk, m0iKk, iliKq plin aËqr, ir#q áQm/shl	
		glq, v#X pUry kro, iksny khv, ikss khv[
	SÑdwvII :	SŇd AQ-[
	ÛXw krx k wX~ :	pwT ky ANq m dl ge iv†X váqu ky AmDwr pr	
		krvwXı jwEgı[(Xh kıX~ pıT ky ANq ıı< idE gE	
	1187	Sl†~k ÛXwkrx s <bod jwe)<="" krvwxw="" sy="" th=""><th></th></bod>	
	vw#X rcnw :	myrl k@w	
	kOSI ivkws hyqu		
		ApiTq gd'XwS, qávlr phcwn kr v¤#X p\ŋ krnv, vv#X inmw~x[
21/02/2020		Reviso	
to		KEVISU	
28/02/2021		n	
	E:	nal Exam $(01/03/2021 - 15/03/2021)$	
	FI	nal Exam (01/03/2021 -15/03/2021)	

AKAL ACADEMY (Haryana, UP & Rajasthan) SYLLABUS (2020 – 2021)

CLASS: III

SUBJECT: Hindi

Name of the books: mDup ih<d prTmr1r -3 Name of the publisher: Madhuban

Unit I (Pre Mid-Term)

Revisit –	Basics in English	and Mathematics/Identification of learning gap - 29/02/2020)	areas(24/02/2020
Duration		Content	
01/04/2020	swihĖX :	1. AWXW bs <q (kivqw)<="" th=""><th></th></q>	
То		2. pwp# kI su <dr (kh#nl)<br="" gd="">3. hr J<fw (j#nkwrl)<="" hy="" khqw="" kuc="" td=""><td></td></fw></dr>	
17/05/2020		4. swrI duinX ^w myrI hY (kivqw)	
	AÒXws kwX~ :	vkiØpk plin aËqr, m0iKk v	
	ACANS RWA	iliKq v mU0Xprk pÜn aËqr, ir#q áQm,	
	kimwnni	uswr ilKnw, shl/glq, qávIr rcnw,	
	ApiTq gd`X⊮S j		
	SÑdwvII :	·	
	ÛXw krx k wX~ :		
		ÛXw krx kwX~ krv #X# jwE[Xh kwX~ (p#To< ky A <q m<<="" td=""><td></td></q>	
		idE gE Sl†~k ÛX%krx s <bod hi="" jwe)<="" krvwxw="" sy="" td=""><td></td></bod>	
	inbND :	myr ivd`XIIX	
		qávlr ren™, AnuÇCyd – Vt₩ fqu	
	pRwQ~nw pZ :	PIs myPI ky ilE pDwnwcyX~ jI ko phQnw pZ[
	Pre	Mid- Term Exam (18/05/2020 – 27/05/2020) Unit II (Mid-Term)	
01/07/2020	swihËX :	5. A#l kw purákwr (khwnl)	
To	500	6. $g_0 1 - g_0 1$ s <swr (iczkq)<="" td=""><td></td></swr>	
01/09/2020		7. sdinliw kwvyrl (viiqi~lip)	
01/09/2020		8. ku kr idKlwbg (kivų)	
	AÒXws kwX~ :	vYki0pk pl\n aËqr, m0iKk v	
		iliKq v mU0Xprk pÜn aËqr, ir#q áQm,	
		eËXwid[
	SÑdwvII :	SÑd AQ-[
	ÛXw krx k wX~ :	pwTo< ky ANq ™ dI ge iv†X váqu ky AwDwr pr	
		ÛXw krx kwX~ krv #X# jwE[Xh kwX~ (p#To< ky A <q m<<="" td=""><td></td></q>	
		idE gE Sl†~k <u>ÛX⊮krx s≤boD</u> sy hI krvwXw jwE)	
	inbND :	subh kI sli	
		AnuÇCyd — holl	
	pRwQ~nw pZ :	k@w m< dyr s phu>cny kw kwrx bqwqy huE pRvQ~nw pZ[
	· ·	$\frac{1}{10000000000000000000000000000000000$	
		Unit III (Post Mid-Term)	
21/9/2020	swihËX :	8. kuC kr idKliE>g (kivqi)	
to		9. bolu haql ka balgr	
10/12/2020		10. Eys imll sjr (khml)	
10/12/2020		11. #Xw sIKw Awpny (junkwrI)	
	AÒXws kwX~ :	vYkiØpk, m0iKk, iliKq plin aËqr, ir#q áQm,	
		vv#X pUry kro, ApiTq gd'XwS, pd'Xw <s, qávir="" rcnv,<="" td=""><td></td></s,>	

	SŇdwvII : ÛXwkrx k¤X~ :	iksn iksy khw, v#X pUŋ kro eËXmid[SÑd AQ~[pwTo< ky ANg m< dl ge iv†X váqu ky AwDwr pr	
	UAWKI'X KIA~ :	$\hat{U}XWkrx kwX~ krvwXw jwE[Xh kwX~ (pwTo< ky A\hat{U}Xwkrx s < boD$ sy hI krvwXw jwE)	
	inbND :	dIp#v1I	
	pZ rcnw:	jumonw muPI ky ilE pRDunucuX~ jI ko pZ[
	AnuÇCyd :	myrl k @w	
	Post N	lid- Term Exam(8/12/2020-16/12/2020)	
		Unit IV (Final Exam)	
22/12/2020 To 20/02/2021	swihĒX:	12. Ek idn 1 wlw ik1 m (pZ) 13. DrqI sy swgr qk (ivz*n kQw) 14. iciVX* k* glq (kivqw)	
20/02/2021	AÒXws kwX~ :	ApiTq gd'XIVS, pd'XWS, qávIr rcnu, vYki0pk, mOiKk, iliKq v mU0Xprk pRÜn aËqr, ir#q áQun, shI/glq eËXwid[
	SÑdwvII : ÛXwkrx k¤X~ :	SÑd AQ-[pwTo< ky ANq m< dl ge iv†X váqu ky AwDwr pr ÛXwkrx kwX~ krv¤X¤ jwE[Xh kwX~ (p¤To< ky A <q m<<br="">idE gE Sl†~k <u>ÛX¤krx s<bod< u=""> sy hI krvwXw jwE)</bod<></u></q>	
	inbND :	myrr mnps <d aíxrpk<="" td=""><td></td></d>	
	pZ renw:	mwmw j I ko jNmidn pr aphwr Byjny pr DNXwvwd pZ[
	AnuÇCyd :	Apn ^w jNmidn kYsy mn ^w Aogy	
21/02/2021 To 28/02/2021			
		Final Exam (01/03/2021 - 15/03/2021)	

For Punjab Academies SYLLABUS (2020 – 2021)

CLASS: III		SUBJECT: Punjabi
Books:	I.	igAm irSm Mj rbI pwT-pusqk-3 (svYn pbilSrj)
	II.	gurmiq is'iKAT-3 (klgIDr tr`st)
Note Books:	I.	s#ih`q+gurmiq isiKA#
	II.	ivA⊮krn+Sbd⊮vII
Note:-	(i)	bwxl_isKwaux lel b`icA∥ n∣jm⊮q iv`c gutkw s⊮ihb id`q j⊮x[gutkw s⊮ihb dy siqkwr d⊮ Kws
		iDAın r`iKAı jıvy[
	(ii)	sliQA» q gurmiq v`l izA»d» zor id`q» j vy [Axif·T pYr vl gurmiq n»l slibliDq hoxgy[
(iii)	i∎Mg A	q ∨cn pih∎∥ Sbd∥ iv`c Aq iPr Coty-Coty vwkW iv`c kr⊪e jwx[
(iv)	gu r miq	is`iKA# d ilKql pypr lel pusqk iv`c id`q hoe AiBA#s kwrj iv`c hl id`q# j#vygw[Sbd-

ArQ Xid krvwe jwxgy[

gurmiq is "KA# d ilKql pypr lel pusqk iv c id`q hoe AiBA#s kwrj iv c hl id`q# j#vygw[(v) Sbd-ArQ jubunl Xwd krvwe jwxgy[

	I		
Duration			Content
01/04/2020	sMi QA w	:	jpu jI swihb-mUl Mqr Aq pihlIAW 15 pauVIAW, cOpeI
То			swihb sMpUrn, AnMdu swihb pihlIA 5 pauVIAW qy
17/05/2020			AMqlI pauVI dI duhrwel[
11/00/2020			Kwxy qoN pihlW qy bwAd dI Ardws[
	gurmiq isiKA	w :	swKI 1. hMkwrI $\mathbf{v}\mathbf{l}$ I kMDwrI
			swKI 2. s`cI AwrqI
	is`K ieiqhws	:	"klglDr Purmwaux I~gy" (kivqw)
	swih`q	:	pwT-1 cIc cIc gnyrIAw (kivqw)
			pwT-2 kwrf vwLw jhwz(khwxI)
			pwT-3 ku'q nU mwlk ikvyN l'Bw? (khwxI)
			pwT-4 mW dI godl (kivqw)
	Sbdwvll	: (a)	ivroDI Sbd- (10) kTor, ssqw, mUrK, im'Tw, Awsqk,
			1wB, su'K, AwkV, auDwr, AmIr[
		(A)	Su'D kr ky ilKo- (8) syhrw, myhnq, myhr, DW, sWj,aulwd,
			igXw, jIb[
		(e)	SbdW dy ArQ ilKo- (9) rwh, AwsW, lwf, koiSS,
			dhwVnw, kbUl, klweI, ^Ub[
	ivAwkrn:	ven bd	lo-(10) cor, mkwn, hwQI, rwjw, bYTw, ie`lH,
			C`qrI, prwq, CW,QW[
		ilMg b	dlo- (10) Dobl, suinAwr,phwV, mwstr, rwjw,
			Bgq, rwg, sUr, ipq ^w , kuVm[
	pYrł⊮ ∎rcnw	: (a)	myrl jmwq (sMkyqW dI mdd nwl)
	qsvir rcnw	: (A)	koeI ie`k (sMkyqW dy ADwr qy)
	AiBAws kwrj	:	AxifTy pYn iv`coN pRSnW dy a x qr ilK jW pRSn bxw a u,
		^wlI Q	WvW Br, vwk bxwa Aqy nWv Sbd cuxo[
	Pre Mid	- Term	Exam (18/05/2020 – 27/05/2020)
		Un	it II (Mid-Term)
01/07/2020	sMiQAw	:	jpu jI swihb sMpUrn, cOpel swihb sMpUrn, AnMdu swihb
То			pihlIA ^W 8 pauVIAW qy AMq11 pauVI dI duhrwel
01/09/2020	is`K ieiqhws	:	pRSn-au-qr 16
01/07/2020	gurmiq isiKAw:		swKI 3. k0fw rwKS
			swKI 4. sumyr prbq qy isD gosit
			is'K isDWq qy pRMprw:(1) in~qnym dIA ^W bwxIAW

Unit I (Pre Mid-Term)

		-	
	swih`q	:	pwT-5 gur Arjn dyv jl (lyK)
			pwT-6 bIrbl dI iKcVI (khwxI)
			pwT-7 pusqkW n'c pelAW (khwxl)
			pwT-8 swfw Gr (kivqw)
			pwT-9 isAww ig`dV (khwxI)
	Sbdwvll :		(a) ivroll Sbd: (10)^wll, Amn, s&wel, idn, surg,
			gWHw, AwrMB, nvW,qrnw,swfw[
			(A) Su'D krky ilKo- (10)bu'd, gobI, cwihdw, Crm, TMfw,
			m`j, eyhnw, ikauNkI, swnU, Ak`T[
			(e) SbdW dy ArQ – (8) doKI, kin Brny, bu'DImwn, qOVI,
			nzdlk, &rz, sWJI, Awsry[
	ivAwkrn:	:	vcn bdlo: (10) ipMf, kMD, Dobl, crKw, lyK, jyb, sotw,
			j srw, jurwb[,
			ilMg bdlo:- (10) kIVw, sMq, hwQI, mor, p'Kw, $1\nabla k$ w,
			Syr, AwdmI, Brw, GoVw
			· _
			nWv iksnU kihW hn? audwhrnW, do iksmW bwr d`so[
	lyKrcnw :		vwkW iv'coN nWv cuxo[(duhrweI)
	pYr⊮ rrcnw :		(a) gur nwnk dyv jl (lyK rcnw 10-12 sqrW[)
	P		(A) myrw Gr (sMkyqW dI mdd nw1)
	p`qr rcnw :		(e) qsvIr rcnw
	AiBAws kwrj		sYkSn bdlx leI m'uK AiDAwpk jI nU p`qr ilKo[
		•	AxifTy pYrHy ivial pRSn-au-qr, ^wll QWvW Bra,
			vwk bxwaupRSn bxwa[
	Mid- 7	Гerm I	Exam (02/09/2020 – 14/09/2020)
		Unit	III (Post Mid-Term)
21/09/2020	sMiQAw	:	AnMdu swihb dIAW 12 pauVIAW[
to			jwpu swihb pihly 30 CMd Aqy Kwxy vwlIAW ArdwsW dI
10/12/2020			duhrweI[
10/12/2020	gurmiq isiKAw:		5. s`jx dw auDwr[
	is`K ieiqhws	:	AMmRq dI SkqI (kivqw ilKvwauxI Aq Xwd krvwauxI)
	swih`q	:	pwT-10 swaux dw mhInw (ic`qr-kQw)
			pwT-11 bugnI (kivqw)
			pwT-12. Prwtw dOV (khwxI)
			pwT-13 bwl bhwdrI purskwr (khwxI)
			pwT-14 holl r g dw iqauh [*] r (kivq [*])
	Sbdwvll	:	(a) ivroll Sbd:- (10)hnyrw, AslI, Cotw, svyr, h`sxw,
		-	s`c,a`upr,au`Txw,Awauxw,PylH[
			(A) ASUD Sbd:- (10) rYhxw, A'dw, bohq, hMjU, kIqwb,
			swdU, jyhw, bycxw, sb,bwjw
			(e) Sbd:ArQ : (8) π 'K, kVkI, zor, ijMd, hwzr, cwA,
	1		ivSwl, purskwr, bsMq, ipckwrI[
	ivAwkro		
	ivAwkrn	:	pVnWv iksnU kih\\\ hn? adwhrnW ilK Aqy vwkW iv`\
	ivAwkrn	:	pVnWv iksnU kih\\\ hn? adwhrnW ilK Aqy vwkW iv`\ pVnWv Sbd cuxo[
	ivAwkrn	:	pVnWv iksnU kihlly hn? adwhrnW ilK Aqy vwkW iv'al pVnWv Sbd cuxo[ilMg bdlo:- (10) qrKwx, AiDAwpk, ihrn, blUMgVw,
	ivAwkrn	:	pVnWv iksnU kihlly hn? adwhrnW ilK Aqy vwkW iv`dN pVnWv Sbd cuxo[ilMg bdlo:- (10) qrKwx, AiDAwpk, ihrn, blUMgVw, mocl, syvwdwr, srdwr, aUT, Kurpw, h`t[
	ivAwkrn	:	pVnWv iksnU kihlly hn? adwhrnW ilK Aqy vwkW iv'dd pVnWv Sbd cuxo[ilMg bdlo:- (10) qrKwx, AiDA*pk, ihrn, blUMgVw, mocl, syvwdwr, srdwr, aUT, Kurpw, h`t[vcn bdlo: (10) prI, ju`qI, ku'kVI, hvw, mW, BYW, Cwl,
		:	pVnWv iksnU kihlly hn? adwhrnW ilK Aqy vwkW iv`dN pVnWv Sbd cuxo[ilMg bdlo:- (10) qrKwx, AiDAwpk, ihrn, blUMgVw, mocl, syvwdwr, srdwr, aUT, Kurpw, h`t[
	lyKrcnw	:	pVnWv iksnU kihlly hn? adwhrnW ilK Aqy vwkW iv'dd pVnWv Sbd cuxo[ilMg bdlo:- (10) qrKwx, AiDA*pk, ihrn, blUMgVw, mocl, syvwdwr, srdwr, aUT, Kurpw, h`t[vcn bdlo: (10) prI, ju`qI, ku'kVI, hvw, mW, BYW, Cwl,
	lyKrcnw pYr⊮rcnw		<pre>pVnWv iksnU kihll hn? adwhrnW ilK Aqy vwkW iv'al pVnWv Sbd cuxo[ilMg bdlo:- (10) qrKwx, AiDAwpk, ihrn, blUMgVw, mocl, syvwdwr, srdwr, aUT, Kurpw, h`t[vcn bdlo: (10) prI, ju`qI, ku'kVI, hvw, mW, BYW, Cwl, du`K, myz, bWh[</pre>
	lyKrcnw		<pre>pVnWv iksnU kihlly hn? adwhrnW ilK Aqy vwkW iv'aw pVnWv Sbd cuxo[ilMg bdlo:- (10) qrKwx, AiDAwpk, ihrn, blUMgVw, mocl, syvwdwr, srdwr, aUT, Kurpw, h`t[vcn bdlo: (10) prI, ju`qI, ku`kVI, hvw, mW, BYWw, Cwl, du`K, myz, bWh[sRI gur goibMd isMG jI[</pre>

		U	nit IV (Final Exam)
22/12/2020	sMiQAw	:	jwpu swihb 31 vIN qoN 75 vIN pauVI q`k, AnMdu swihb
to			dIA ^I 16 pauVIAW
20/02/2021	gurmiq isiKA		swKI-6 m`k dI Xwqrw[
			is`K isDWq qy prMprw: Ardws, is`K b`c dI bol-bwxI[
	is`K ieiqhws	:	pRSnoqrI 1 qoN 23 q`k (dUjI iekweI vwly)
	swih`q	:	pwT- 15. in`kI dI v`fI g`l (khwxI)
			pwT-16. kwLy iC`t (khwxI)
			pwT-17 . pIL Pu'lW vwlw ru'K (kwiv-khwxI)
			pwT-18. sqrMgI iqqlI (khwxI)
	Sbdwvll	:	ivroll Sbd:(10) v'D, susq, bdI, sMGxw, cqur, Gwtw,
			vycxw, Awpxw, Tlk, iemwndwr[
			Sbd-ArQ:- (8)) pirMy, cyqy, hmk, sihml, J`tp`t,
			JUm, byvsI, mwq Kwxw[
	ivAwkrn	:	ilMg bdlo: (10) r`sw, pu`qr, lVkw, Awrw, Curw, ig`dV, fwktr, im`qr, kVwhw, n⊮g[
			nwv, pVnWv, ivSySx Aqy ikirA Awid dIA ASu'DIAW M
			Su'D kr ky pYr dubwrw ilKo[
			vcn bdlo: (10) BqIjw, qoqw, rwxI, b`cw, r`KVI, ipMf,
			ivhVw, Bx, Sihr, smuMdr
	lyK rcnw	:	svyr dI sYr (lyK rcnw)
	pYrii- r cnw	:	mnpsMd rug bwr ilKo
	p`qr rcnw	:	zurmwnw muAw&I 1eI p`qr ilKo[
	qsvir rcnw	:	(sMkyqW dy ADwr qy)
	AiBAws kwrj	:	Axif Tw pYm (pRSn-aqr, vwk bxwa Aqy nWv,pVnWv
			Sbd cuxo[
21/02/2021			Revision
То			
28/02/2021			
			Final Exam (1/3/2021-15/3/2021)

(for Haryana, UP & Rajasthan) SYLLABUS (2020 – 2021)

Books:	I. II.	igAwn irSm ^v MjvbI pwT-pusqk-3 (svYn pbilSrj) gurmiq is ïKAv - 2 (klgIDr tr`st)
Note Books:	I.	swih`q+ gurmiq isiKAw
	II.	ivA⊮krn+Sbd⊮vII
Note:-	(i)	bwxl_isKwaux ∎el b`icA∥ n¦jm≋q iv`c gutkw s≋ihb id`q j≋x[gutkw s≋ihb dy siqkwr d≋ Kws
		iDAwn r`iKAw j wy[
	(ii)	sllQAw q gurmiq v`ll izAwdw zor id`qw j wy [Axif·T pYr vl gurmiq nwll sllbllDq hoxgy[
(iii)	i∎Mg A¢	q vcn pih∎∥ Sbd∥ iv`c Aq iPr Coty-Coty vwkW iv`c kr⊮e jwx[
	(iv)	gurmiq is`iKAv d ilKql pypr lel pusqk iv`c id`q hoe AiBAvs kwrj iv`cl hl id`qv jvvygw[
	Sbd-A	<pre>\rQ jubwnl Xwd krvwe jwxgy[</pre>

CLASS: III

Duration		Content
01/04/2020	sMiQAw :	jpu jI swihb-mUl mgr Aq pihlIAW 15 pauVIAW, cOpeI swihb
то То		sMpUrn, Anthe swihb pihlIA 5 pauVIAW qy AMqlI paVI dI duhrweI
		Kwxy qoN pihlW qy bwAd dI Ardws[
17/05/2020	gurmiq isiKAw:	swKI 1. sRI gur nwnk dyv jI Aqy jnya
	5 1	swKI 2. bwbw Aq bwbr
	is`K ieiqhws :	"klglDr Purmwaux I~gy" (kivqw)
	swih`q :	pwT-1 cIco cIc gnyrIAw (kivqw)
		pwT-2 kwrf vwLw jhwz(khwxI)
		pwT-3 ku'q nU mwlk ikvyN 1'Bw? (khwxI)
		pwT-4 mW dI godl (kivqw)
	Sbdwvll :	(a) ivroDI Sbd- (10) kTor, ssqw, mUrK, im'Tw, Awsqk, lwB, su'K, AwkV,
		auDwr, AmIr[
		(A) Su'D krky ilKo- (8) syhrw, myhnq, myhr, DW, sWj,aulwd, igXw, jIb [
		(e) SbdW dy ArQ ilKo- (9) rwh, AwsW, lwf, koiSS, dhwVnw, kbUl,
		klweI, ^Ub[
	ivAwkrn :	vcn bdlo-(10) cor, mkwn, hwQI, rwjw, bYTw, ie'lH, CqrI, prwq, CV, QW[
		ilMg bdlo- (10) Dobl, suinAwr,phwV, mwstr, rwjw, Bgq, rwg, sUr,
		ipqw, kuVm[
	-	(a) myrI jmwq (sMkyqW dI mdd nwl)
		(A) koel ie'k (sMkyqW dy ADwr qy)
	AiBAws kwrj :	\mathbf{Axif} Ty pYr iv`coN pRSnW dy \mathbf{a} \mathbf{qr} ilK jW pRSn bxw \mathbf{a} , ^wlI QWvW B \mathbf{r} o,
		vwk bxwa Aqy nWv Sbd cuxo[
	Pre M	id- Term Exam (18/05/2020 – 27/05/2020)
	1	Unit II (Mid-Term)
01/07/2020	sMiQAw :	51 5 1 1 1
То		pihlIA 8 pauVIAW qy AMqlI pauVI dI duhrwel
01/09/2020	is`K ieiqhws :	pRSn-au-qr 16 pihlI iekweI vwly
	gurmiq isiKAw:	swKI 3. adwsIA ^{II} dI Ar ^{MBqw}
		swKI 4. Bwel 1wlo jI Aq mlk Bwg
		is`K isDWq qy pRMprw:(1) in~qnym dIAW bwxIAW
	swih`q :	pwT-5 gud Arjn dyv jI (lyK)
		pwT-6 bIrbl dI iKcVI (khwxI)
		pwT-7 pusqkW n'c peIAW (khwxI)

Unit I (Pre Mid-Term)

		myT & gutty Gr (kiyow)
		pwT-8 swfw Gr (kivqw) pwT-9 isA#xw ig`dV (khwxI)
	Sbdwvll :	(a) ivroll Sbd: (10)^wll, Amn, s&wel, idn, surg,
		gWh, AwrMB, nvW,qrnw,swfw[
		(A) Su'D \mathbf{kr} ky ilK- (10)bu'd, gobl, cwihdw, C \mathbf{rm} , TMfw,
		m`j, eyhnw, ikauNI, swnU, Ak`T[
		(e) Sbd ^{\mathbb{I}} dy ArQ – (8) doKI, kn Brny, bu'DImwn, qOVI,
		nzdIk, &rz, sWJI, Awsry[
	ivAwkrn: :	vcn bdlo: (10) ipMf, kM , Dobl, $crKw$, lyK, jyb, sotw,
		[M, srW, jurwb[,
		iMg bdlo:- (10) kIVw, sMq, hwQI, mor, p'Kw, $1Vkw$,
		Syr, AwdmI, Brw, GoVw
		nWv iksnU kihlly hn? audwhrnW, do iksmW bwr d'so[
		vwkW iv`coN nWv cuxo[(duhrweI)
	lyKrcnw :	(a) gut nwnk dyv \mathbf{j} [(lyK rcnw 10-12 sqrW[)
	pYrł rrcnw :	(A) myrw Gr ($sMkyqW$ dI mdd n $v1$)
		(e) qsvIr rcnw
	p`qr rcnw :	sYkSn bdlx leI m'uK AiDAwpk jI nU p`qr ilKo
	AiBAws kwrj :	AxifTy pYr ivon pRSn-au-qr, ^wll QWvW Bry vwk bxwaupRSn bxwa
	Mid- '	Term Exam (02/09/2020 – 14/09/2020)
	-11:0 4	Unit III (Post Mid-Term)
21/09/2020	sMiQAw :	AnMdu swihb dIAW 12 pauVIAW[
to		jwpu swihb pihly 30 CMd Aqy Kwxy vwlIAW ArdwsW dI duhrweI[
10/12/2020	gurmiq isiKAw:	5. hirduAwr dI PyrI[
		6. nUrSwh jwdUgrnI
	is`K ieiqhws :	AMimRq dI SkqI (kivqw ilKvwauxI Aq Xwd krvwauxI)
	swih`q :	pwT-10 swaux dw mhInw (ic`qr-kQw)
		pwT-11 bugnI (kivqw)
		pwT-12. Prwtw d0V (khwxI)
		pwT-13 bwl bhwdrI purskwr (khwxI)
	Shdwadl	pwT-14 holl r'g dw iqauhwr (kivqw)
	Sbdwvll :	(a) ivroll Sbd:- (10)hnyrw, AslI, Cotw, svyr, h`sxw,
		s`c,a`upr,au'Txw,Awauxw,PylH[
		(A) ASub Sbd:- (10)rYhxw, A'dw, bohq, hMjU, kIqwb,
		swdU, jyhw, bycxw, sb,bwjw[
		(e) Sbd:ArQ : (8) ru'K, kVkI, zor, ijMd, hwzr, cwA,
	iv Awkro	ivSwl, purskwr, bsMq, ipckwrI[
	ivAwkrn :	pVnWv iksnU kihMy hn? adwhrnW ilK Aqy vwkW iv`@N
		pVnWv Sbd cuxo[
		ilMg bdlo:- (10) qrKwx, AiDAwpk, ihrn, blUMgVw, mocI, syvwdwr,
		srdwr, aUT, Kurpw, h`t[
		vcn bdlo: (10) prI, ju`qI, ku'kVI, hvw, mW, BYW, Cwl, du`K, myz, bWh
	IyKrcnw :	sRI gur goibhl ismG jI[
	pYrłł rrcnw :	lwiebryrl dw lwB[ArricTru gVt (aBSa a gran grad hanna Arri gWa gVgWa Sh d gwaf
	AiBAws kwrj :	Axif Tw pYrl (pRSn-aqr, vwk bxwa Aqy nWv,pVnWv Sbd cuxo]
	Post M	id- Term Exam(8/12/2020 - 16/12/2020) Unit IV (Final Exam)
22/12/2020	sMiQAw	while swith b 31 vin an 75 vin pauvi a k AnMdu swith b di A 1 6
22/12/2020	sMiQAw :	jwpu swihb 31 vIN @N 75 vIN pauVI q`k, AnMdu swihb dIAW 16 pauVIAWE
22/12/2020 to 20/02/2021	sMiQAw : gurmiq isiKAw:	jwpu swihb 31 vin q N 75 vin pauvi q'k, AnMdu swihb diA 16 pauVIA [swKI-7 gur jI dy AnoKy bcn[

	1	Fin	al Exam(01/03/2021- 15/03/2021)
To 28/02/2021			
21/02/2021			Revision
	AiBAws kwrj	:	Axif Tw pYr (pRSn-aqr, vwk bxwa Aqy nWv,pVnWv Sbd cuxo[
	qsvir r cnw	:	(sMkyqW dy ADwr qy)
	p`qr rcnw	:	zurmwnw muAw&I leI p`qr ilKo[
	pYr⊪– r ⊂nw	:	mnpsMd ru'q bwr ilKo[
	lyK r cnw	:	svyr dI sYr[(lyK rcnw)
			ivhVw, Bx, Sihr, smuMdr[
			ven bdlo: (10) BqIjw, qoqw, rwxI, b`cw, r`KVI, ipMf,
			Su'D kr ky pYr dubwrw ilKo
			nwv, pVnWv, ivSySx Aqy ikirA Awid dIA ASu'DIAW M
			fwktr, im`qr, kVwhw, n¤g[
	ivAwkrn	:	ilMg bdlo: (10) r'sw, pu'qr, lVkw, Awrw, Curw, ig'dV,
			JUm, byvsI, mwq Kwxw[
			Sbd-ArQ:- (8)) pirth, cyqy, hmk, sihml, J`tp`t,
			vycxw, Awpxw, Tlk, iemwndwr
	Sbdwvll	:	ivroll Sbd:(10) v'D, susq, bdI, sMGxw, cqur, Gwtw,
			pwT-18. sqrMgI iqqlI (khwxI)
			pwT-17. pIL Pu'lW vwlw ru'K (kwiv-khwxI)
		·	pwT-16. kwLy iC`t (khwxI)
		:	pwT- 15. in`kI dI v`fI g`l (khwxI)
	is`K ieighws		16 pRSn (dUjI iekweI vwly)
			is`K isDWq qy prMprw: Ardws, is`K b`c dI bol-bwxI[

CLASS: IV

Name of the books: Communicate with Cambridge (MCB, Workbook & Literature reader), New Grammar and More

Name of the publisher: Cambridge

Language Action Plan:

- ✓ Greater emphasis to be given on <u>Neat handwriting</u> (cursive to be started grade III onwards)
- ✓ <u>Four notebooks</u> to be maintained (colour code for notebook covers- light Green) 1. Grammar & vocabulary
 - 2. Main Course book 3. Composition
 - 4. Comprehension

MINIMUM EXPECTED WORK PER WEEK

Skill	Expected Task
✓ Listening and Speaking	Language Lab (once in a week)
✓ Reading	One comprehension passage (solved passage corrected by teacher
	should be attached in notebook as evidence)
✓ Writing	One task
✓ Literature	1 – 2 pages (Written work in Notebooks)
✓ Grammar and Vocabulary	1-2 pages (Written work in Notebooks)
✓ Homework/Assignment/Activity	One task (Evidence to be kept in student portfolio)

EVALUATION OF NOTEBOOKS:

✓ While evaluating writing task, only one item should be corrected for one writing task (e.g. spellings/punctuation etc.) and it must be mentioned on the top of each evaluated task. Students should know what is being evaluated. Items for

	evaluation		
	Content	:	30%
\checkmark	Expression	:	exp
\checkmark	Relevance to the topic	:	rl
✓	Formatting	:	fr
	Coherence & Creativity	:	30%
	Coherence	:	co
	Accuracy	:	40%
\checkmark	Sentence formation	:	sf
\checkmark	Vocabulary	:	vo
\checkmark	Spelling	:	sp
\checkmark	Punctuation (Full stop (.), Comma (,), Question mark (?)	:	pn
\checkmark	Use of Helping verbs/Verb	:	Hv / V
\checkmark	Subject-Verb agreement	:	sva
~	Use of Tenses :		Tn ✓ Letter
	Formation :		Lf

MODULE I (MID-TERM)					
Duration	Content	Subject Enrichment	Digital Content/		
		Activity	Resources		
		READING			
01/04/2020	Loud reading	Read Aloud: Reading	-Loud reading rating		
to	(Pleasure reading)	aloud for 10 minutes in	scale (Link:		
	Literature Reader:	pairs/ individually	https://www.pinterest.co.		

17/05/2020	Chapter 2: The Quarrel (poem)		uk/pin/481040803922896 729/)
	Chapter 3: Fair Play Main Course Book Chapter 1: The House with the Golden Windows Topsy-Turvy Land (poem) Chapter 2: My early Home Choosing their Names (poem)	Teaching ideas Chapter 1: - Read the story, randomly select a few learners to read after you go along the lesson and draw inferences to the pictures, keep monitoring the pronunciation and the fluency of the reading skills of the learners. Chapter 2: -After reading talk to the learners about the setting of the story, ask each learner to read a paragraph each by turn, don't interrupt their reading for pronunciation errors, encourage fluency, and intervene only if a learner faces difficulty in reading or pronouncing errors. Poem: Read the poem and think/ talk about any two images/ situations that can't	- Communicate with Cambridge MCB -Interactive CD for Reading text
	Read and Write Unseen factual passages(100-150 words)-1 per week; text and words should be age appropriate-multi- syllable wordsText type: Characteristics and Summaries/Essay/Poe m/ Short stories (value based)	happen in real life. Sample Text comprehension strategies -POW (Pick ideas, Organize their notes, Write and say more) -Use of research (allow time so that kids collect plenty of ideas (on the given topic) from different resources such as books, internet, newspapers etc.) -Peer revising -Speed writing (time bound exercise to enhance speed) - Allow dictionaries/ spell checker/ thesaurus for students those who struggle with spellings More Than Just Books: Suggest material like newspapers, magazines, recipes, comic-books, blogs, or song lyrics! Keep it fresh and fun and your students will be dying to read more!	Communicate with Cambridge workbook -The house with golden windows-The magic window (Workbook Pg No 1-3) -My early home - The bell of Atri (Workbook Pg no. 11 – 14) -The most important Day- Just Listen (Workbook Page no. 20 -22)
	-Describing an animal -Descriptive writing(person ,plac e ,event) Writing topics Junk food Vs Healthy food A day in the desert	WRITING Page no:11, 23, 24,31. (MCB) Page no:10, 18,19 (Workbook)	Books: - Communicate with Cambridge MCB - Workbook

		LISTENING & SPEAKING			
	Ch 1 - Casual Greetings (Page no. 9 to 18)				
	Listening and Learning- Listen, Gap fill, Choose				
	 Speaking and Practicing- Enact, Role play 				
	 Saying it Right-Repeat, Say aloud, Listen, Repeat ,Sort 				
	 Interacting and communicating- Listen , Match, Talk 				
	<u>Ch 2 Hello, I am from India (Page no. 19 to 26)</u>				
	Listening and Learning- Listen, Choose, Match				
	Speaking and Prace	c ticing- Look, Talk, Introduce			
	Saying it Right-Recite, Read aloud, Say aloud				
	Interacting and communicating- Introduce , Match, Talk				
	Ch 3 Work at school (Page	2			
	5	r ning- Listen, Choose, Match			
		cticing- Talk, Discuss, Prepare			
		ten, Read aloud, Repeat, Say aloud			
	Interacting and co	mmunicating- Offering suggestions,	Write, Tell		
		GRAMMAR & VOCABULARY	D: :: 1D 1		
	<u>Grammar</u> New Grammar	Comprehension : 1 -	Digital Board:		
	New Grammar and More	2 Comprehension :	-Abstract , countable, uncountable, possessive		
		Writing a Descriptive Paragraph	-Positive, Possessive		
		Grammar : Nouns -	and reflexive		
		L-2			
		Pronouns	Books:		
		- L – 5	- Communicate		
			with Cambridge		
			MCB Workbook		
	<u>Vocabulary</u>	Word wac woe	-Sitton Vocabulary list		
	-Vocabulary	This game is similar to bingo and	(High frequency words)		
	<u>exercises</u> from MCB/workbook) <u>-</u>	would be good to use with small groups of students. Students will	-Attached Vocabulary list		
	Word meanings	write the words in this bingo	list		
	(From the attached	grid. Meanings can be kept as	Link for spelling games:		
	list) -Sentence making	answer key.	Link:		
	(From the attached	-	https://topnotchtea		
	list) <u>-Spellings</u>		ching.com/lesson-		
	(All words from		<u>ideas/35-spelling-</u> games/		
	the attached list)				
		Exam (18/052020 – 27/05/2	020)		
	MODU	LE II (MID-TERM)			
		READING			
01/06/2020	Loud reading	Read Aloud: Reading	-Loud reading rating		
to	(Pleasure reading)	aloud for 10 minutes in	scale (Link:		
01/09/2020	Literature Reader:	pairs/ individually	https://www.pinterest.co.		
	Chapter 4: The Diary		<u>uk/pin/481040803922896</u>		
	of a Young Girl		<u>729/</u>)		
	Chapter 5 : Boats sails on the River				
	(poem)				
	Main Course Book	Teaching ideas	- Communicate		
	Chapter 3: The	Chapter 3 : Read the story,	with Cambridge		
	Most Important Day	randomly select a few learners	МСВ		
	Chapter 4: Dragon	to read after you go along the	-Interactive CD		
	Rock	lesson and draw inferences to	for Reading text		
		the pictures, keep monitoring			
		the pronunciation and the			
		fluency of the reading skills of			
		the learners.			

	Chapter 4: -After reading talk to	
	the learners about the setting of the story, ask each learner to	
	read a paragraph each by turn,	
	don't interrupt their reading for pronunciation errors, encourage	
	fluency, and intervene only if a	
	learner faces difficulty in reading or pronouncing errors.	
	reading of pronouncing cirols.	
<u>Read_and Write</u> Unseen passages-	Sample Text comprehension	Communicate with Cambridge
Reading for	strategies	workbook -Dragon Rock- The red
inference (100-150 words)-1 per week ;	 -POW (Pick ideas, Organize their notes, Write and say more) 	Dragon(Workbook pg
text and words should	-Use of research (allow time	No.31 - 33) -The Worthy Successor –The
be age appropriate- multi-syllable words	so that kids collect plenty of ideas (on the given topic)	kings Boatman(Workbook
<u>Text type:</u>	from different resources such	pg no 41-44) - The cloud (Workbook
Narrative (fiction), Characteristics and	as books, internet, newspapers etc.)	pa no- 50-52)
Summaries/Essay/Poe	-Peer revising	
m	-Speed writing (time bound exercise to enhance speed)	
	-Allow dictionaries/ spell	
	checker/ thesaurus for	
	students those who struggle with spellings	
	Make It A Game! If you want a	
	bit more control over the types of reading game you play, try	
	suggesting some of the	
	following:	
	-Each of you can take turns guessing what is going to	
	happen next in the story	
	based on the pictures – then discuss who was more	
	accurate.	
	-Implement a word hunt where your reader has to shout out a	
	pre-determined 'buzz' word	
	(any adjectives or verbs or main	
	character's name). If shouting is outside your zone, perhaps they	
	have to touch their nose or clap	
	their hands when they come across a 'buzz' word.	
	-Try finding little words inside	
	bigger words or asking your child to replace one word on	
	each page with a synonym or	
	antonym.	
	-Ask your reader to read a page in the text to themselves. Then, let	
	them act out what happened and	
	you have to guess, or vice versa. WRITING	
-Descriptive writing	Page no: 42, 56, 74, 78. (MCB)	Books:
-Describe a	Page no: 28, 29, 39, 40,	- Communicate

picture story(Story writing with story starters) Writing topics: My favorite person My favorite story book A cartoon character that I like	49, 54. (workbook)	with Cambridge MCB - Workbook
	LISTENING & SPEAKING	
 Speaking and Practice Saying it Right-Recite Interacting and common Ch 5 A trip to the mall (Page means Listening and Learning Speaking and Practice Saying it Right-Sing, Interacting and common Ch 6 At the railway station (Page means Listening and Learning Listening and Learning Speaking and Practice 	ing- Listen, Listen and write, Role p cing- Read, Ask and answer, Pair w e, Say aloud, Sort municating- Listen, Suggest, Reque to. 45 to 53) ing- Listen, Choose, Listen, Write cing- Role play, Order, Discuss Repeat reapeat, Say aloud, Sort municating- Gap fill, Role play, List age no 54 to 61) ing- Listen, Gap fill, Listen and orde cing- Look, Ask and answer, Role pl	vork est ten and D er, Choose
situations: -Your grandma's childhood e you happy is to live in those -You want to be among the fir	tting- Listen, Choose, Talk <u>n Cards</u> Work in pairs. Take turns t experiences fascinate you. The only times.	-
Grammar New Grammar and More	Comprehension : 3 Comprehension : Writing a Story Grammar : Articles- L – 4 Conjunctions -L – 9 Vocabulary : Page 79	Digital Board: - Nouns - And, but, or. - Types of sentences – positive, negative, interrogative. Books: -Communicate with Cambridge MCB Workbook
-Vocabulary exercises MCB/workbook) Word meanings (From the attached list) -Sentence making (From the attached list) -Spellings (All words from the attached list)	Spelling Spinner:	-Sitton Vocabulary list (High frequency words) -Attached Vocabulary list Link for Spelling Spinner: https://www.google.com/s earch?q=spelling+spinne r&client=firefox- a&rls=org.mozilla:en- US:official&channel=fflb &source=lnms&tbm=isc h&sa=X&ved=0ahUKEw jD_qiGjeLbAhUKA4gK HdwBAKcQ_AUICigB
Mid Torm Eva	m (02/09/2020 - 14/09/2020	n)

Name of the books: Communicate with Cambridge (MCB, Workbook & Literature reader), New Grammar and More

Name of the publisher: Cambridge Language

Action Plan:

- ✓ Greater emphasis to be given on <u>Neat handwriting</u> (cursive to be started grade III onwards) ✓ <u>Four notebooks</u> to be maintained (colour code for notebook covers- light Green)
 - 1. Grammar & vocabulary
 - 2. Main Course book
 - 3. Composition
 - 4. Comprehension

MINIMUM EXPECTED WORK PER WEEK

Skill	Expected Task
✓ Listening and Speaking	Language Lab (once in a week)
✓ Reading	One comprehension passage (solved passage corrected by teacher should be attached in notebook as evidence)
✓ Writing	One task
✓ Literature	1 – 2 pages (Written work in Notebooks)
✓ Grammar and Vocabulary	1 – 2 pages (Written work in Notebooks)
✓ Homework/Assignment/Activity	One task (Evidence to be kept in student portfolio)

EVALUATION OF NOTEBOOKS:

✓ While evaluating writing task, only one item should be corrected for one writing task (e.g. spellings/punctuation etc.) and it must be mentioned on the top of each evaluated task. Students should know what is being evaluated. Items for evaluation:

	evaluation:		
	Content	:	30%
\checkmark	Expression	:	exp
\checkmark	Relevance to the topic	:	rl
✓	Formatting	:	fr
	Coherence & Creativity	:	30%
	Coherence	:	co
	Accuracy	:	40%
\checkmark	Sentence formation	:	sf
\checkmark	Vocabulary	:	vo
\checkmark	Spelling	:	sp
\checkmark	Punctuation (Full stop (.), Comma (,), Question mark (?)	:	pn
\checkmark	Use of Helping verbs/Verb	:	Hv/V
\checkmark	Subject-Verb agreement	:	sva
\checkmark	Use of Tenses	:	Tn
\checkmark	Letter Formation	:	Lf

	MODU	LE I (MID-TERN	(I)
Duration	Content	Subject	Digital Content/
		Enrichment	Resources
		Activity READING	
01/04/2020	Loud reading	Read Aloud: Reading	-Loud reading rating scale (Link:
to 17/05/2020	(Pleasure reading) Literature Reader: Chapter 1: Talking Drums Chapter 2: You Can't Be That (poem) Chapter 3: Gulliver's	aloud for 10 minutes in pairs/ individually	https://www.pinterest.co. uk/pin/481040803922896 729/)
	Voyage to Brodingnag Main Course Book Chapter 1: Chuskit Goes to School The Little Things that Happen (poem) Chapter 2: Thunder Cake The Dark (poem)	Teaching ideasChapter 1:- Afterreading talk to thelearners about thesetting of the story, askeach learner to read aparagraph each by turn,don't interrupt theirreading forpronunciation errors,encourage fluency, andintervene only if alearner faces difficulty inreading or pronouncingerrors.Chapter 2: -Read it aloudand then in pairs todiscuss the key ideas.Poem: -Do a loud readingof the poem either inpairs or in small groups;check for rightintonation, stress andpronunciation or discussthe main idea of thepoem.	- Communicate with Cambridge MCB -Interactive CD for Reading text
	ReadandWriteUnseenfactualpassages(150 - 200words)-1 per week ;text and words shouldbeageappropriatemulti-syllable wordsText type:Descriptive(descriptions related toperson/place/event/animal)Characteristics andSummaries/Essay/PoemShort stories (valuebased)	Sample Text comprehension strategies -POW (Pick ideas, Organize their notes, Write and say more) -Use of research (allow time so that kids collect plenty of ideas (on the given topic) from different resources such as books, internet, newspapers etc.) -Peer revising -Speed writing (time bound exercise to enhance speed) - Allow dictionaries/	-Communicate with Cambridge workbook -Chuskit Goes to school – Ladakh (Workbook Pg. No.1 - 3) -Thunder Cake – The cloud(workbook pg no- 10- 12) -The Tug of war(Workbook Pg.No- 18-20)

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Vocabulary Dominoes and speed -Sitton Vocabulary list			
	<u>Vocabulary</u>	Dominoes and speed	-Sitton Vocabulary list
- <u>Vocabulary exercises</u> racer games by (High frequency words)			
from MCB/workbook) - No Time For Flashcards -Attached Vocabulary list	trom M('R/workbook)	No Time For Flashcards	-Attached Vocabulary list
ions incluit and a great	Word meanings (Only		
attached list) way to practice reading Link:	Word meanings (Only bold words from the	looks like fun and a great	Link for spelling games:

	-Sentence making (Only bold words from the attached list) - <u>Spellings</u> (All words from the	words. 1-2-3 Spell it : This is a great board game for students who are just learning to read	h <u>ttps://topnotchtea</u> ching.com/lessonideas/35- spellinggames/
	attached list)	and spell simple CVC words.(Consonant- vowalconsonants)	
		Exam (18/052020 – 2	<i>'</i>
	MODUL	LE II (MID-TERN READING	(1)
01/06/2020	Loud reading	Read Aloud: Reading	-Loud reading rating scale (Link:
to 01/09/2020	(Pleasure reading) Literature Reader: Chapter 4: School Breaks Up Chapter 5: Granny's Tree Climbing (poem)	aloud for 10 minutes in pairs/ individually	https://www.pinterest.co. uk/pin/481040803922896 729/)
	Main Course Book Chapter 4: The Two Merchants	Teaching ideas Chapter 4: Use role play method to get the main idea and build communication skills	- Communicate with Cambridge MCB -Interactive CD for Reading text
	Read and Write Unseen passagesReading for inference(150-200 words)-1 per week ; text and words should be age appropriatemulti- syllable words Text type: Narrative (fiction/ non- fiction) Descriptive (descriptions related to person/ place/event/animal) Characteristics and Summaries/Essay/Poe m	Sample Text comprehension strategies Skim-Scan-Go to questions-Re-read for specific details-Write your answer.	Communicate with Cambridge workbook -The Two Merchants –A Ruby returned (Workbook pg no. 26-29) -Hiedi Learns to read –The magic key(Workbook Pg.No - 50-53) -Mr.Nobody (Workbook Pg.No 45-47) -Jhalkri-The Rani of Jhansi(Workbook Pg No. 3538)
		WRITING	
	-Coder essay -Informal and formal letters Writing topics: Importance of Discipline A school field trip	Writing ideas: -Publish the best work -Creative writing: Cultivating young writers in nature (sometimes plan your writing lesson outdoors) -Persuasive essay -CODER (Collection of ideas, organizing ideas, Drafting. Editing and Revision) -Self assessment (let students set their own criteria before they write)	 Books: Communicate with Cambridge MCB Workbook

	1				
		Page no: 42, 56, 74, 78.			
		(MCB)			
		Page no: 28, 29, 39, 40,			
		49, 54.			
		(workbook)			
	LISTENING & SPEAKING				
	Chapter -4: Money Matters				
	Getting Started -	1			
		earning- Answer, Gap fill,	true or		
	False & Match				
		actising – Role Play & Disc	CUSS		
	Saying it Right -	1			
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	Chapter -5: At The Airpo				
	 Getting Started - 				
	e	arning- Listen , Tick and ch			
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	Play & Give Dire		Mark		
		Say Aloud, Read Aloud & Communicating - Ask & Sh			
	Chapter -6: Tell Me Why	0	ומוכ		
	Chapter -6: Tell Me Why ➢ Getting Started -				
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	& Answer	aning- Listen, Cap III, Con	ipiete		
		acticing - Ack Ack & Ans	A70r		
	 Speaking and Practising – Ask ,Ask & Answer and Role Play Saying it Right – Repeat and Mark 				
		Communicating - Ask & A	newar		
	and Role Play	communicating - Ask & A	115WEI		
		GRAMMAR & VOCABU	ILARY		
	Grammar	Comprehension : 3	Digital Board:		
	New Grammar and	Composition : Writing	Introduction, rules and		
	More	an Informal	examples Worksheet		
		Letter Grammar : Adverbs	Introduction, examples		
		-L - 7	Comparison of adverb		
			Preposition and its types		
		Sentences - L – 1	Books:		
		Duran titana ti O	-Communicate with		
		Prepositions – L – 8	Cambridge MCB Workbook		
	Vocabulary -	Spell it : A big, colorful,	-Sitton Vocabulary list		
	Vocabulary exercises	easy to play board game	(High frequency words)		
	from MCB/workbook)	that can be used with any	-Attached Vocabulary list		
	- <u>Word meanings</u> (Only	list of spelling words.			
	bold words from the		Link for spelling games:		
	attached list)		Link: https://topnotchtea		
	-Sentence making (Only bold words from		ching.com/lessonideas/35-		
	the attached list) -		spellinggames/		
	Spellings				
	(All words from the				
	attached				
	list)Dictionary usage				
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