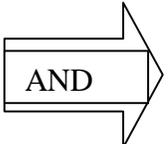
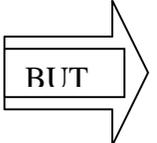


**SPLIT UP OF SYLLABUS 2015-16**

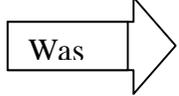
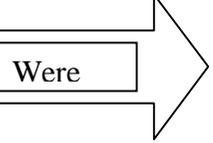
**ENGLISH**

**CLASS IV**

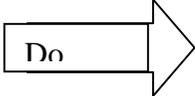
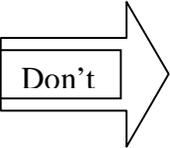
<b>Month</b>	<b>Lesson</b>	<b>Suggested Activities</b>	<b>Suggested Resources</b>
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<p>April &amp; May</p>	<p>Unit – I Wake Up! (Poem)</p> <p>Language Items- 1Degrees of comparison of Adjectives 2.Combine sentences using</p>  	<p>*Children to recite the poem with proper pronunciation, gesture and Voice modulation</p> <p>*To pick out rhyming words from the poem</p> <p>*To list out the sounds you hear early in the morning e.g. birds chirping , leaves rustling etc</p> <p>*To write the answers of simple questions based on Poem</p> <p>*To give various contrasting / similar situations to emphasize the use of And and But</p> <p>* To explain the degree of comparison of adjectives and. Children write down a paragraph using</p>	<p>PPT on morning scene and ‘ b’ sound and ‘ch ‘ sound</p> <p>Picture of morning scene</p> <p>Flash cards on rhyming words</p> <p>Picture cards</p>
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		<p>positive comparative and superlative forms</p> <p>* To speak about morning scene</p> <p>*To write new words and language items in cursive way</p>	<p>Visuals on degree of comparison</p> <p>Picture of morning scene</p>
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<p>April &amp; May</p>	<p>Neha's Alarm Clock Language Items-</p> <p>1.Use of preposition</p> <p>2.Revision of Degrees of comparison &amp;Punctuation</p> <p>4..Use of</p> <div style="text-align: center;">     </div> <p>5.Framing questions using -Who, Why</p>	<p>*Children to read the story aloud with proper expression, pronunciation and gestures</p> <p>*Children to read silently followed by question-answer activity to test their understanding</p> <p>*To dramatize the play</p> <p>*To discuss the importance of Time and Punctuality in the class</p> <p>*To introduce word building games</p> <p>*Children to punctuate a given passage</p> <p>*To write new words &amp; language items in cursive hand</p> <p>*To use Was and Were in meaningful sentences followed by a paragraph writing</p>	<p>Puppets, masks &amp; related pictures</p> <p>Q cards on 'wh' questions</p>
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		<p>*To state- Who said to Whom</p> <p>*To make sentences using 'Who' and Why</p> <p>*To write composition on morning scene</p> <p>*To write words related to Clock</p> <ul style="list-style-type: none"> <li>• To prepare model of the clock on paper plates</li> </ul>	<p>Puzzles</p> <p>Clues on flash cards</p> <p>Model of a Clock</p>
	<p>UNIT-II Noses (Poem) Language Items-</p> <p>1 Punctuation .</p> <p>2. Action words,(verbs as</p>	<p>*Children to recite the poem with proper intonation</p> <p>*Discuss different types of faces after observing their friends' face in class</p>	<p>Illustrations of different types of faces</p>

	<p>doing words)</p> <p>5.. Use of</p>   	<ul style="list-style-type: none"> <li>*To pick out the rhyming words</li> <li>*To write new words in cursive way</li> <li>*To drill the use of Do and Don't followed by the production of the same by children in a paragraph</li> <li>*To punctuate the given passage</li> <li>*To show pictures and ask them to frame sentences using action words</li> <li>*To write new words and language items in cursive hand</li> </ul>	<p>Rod puppets with different type of faces</p>  <p>Ppt on Do and Don't</p>  <p>Picture cards on action words</p>
<p>June/July</p>	<p>The little Fir tree</p>  <p>Language Items- 1.Noun(opposite words )</p>	<ul style="list-style-type: none"> <li>*Children to read the lesson aloud with proper pronunciation, expression and pause</li> <li>*Children to do silent reading followed by question-answer activity to test their understanding</li> <li>*To write five sentences on different types of trees</li> <li>*To re- write the sentences using sign of exclamation</li> </ul>	<p>Vocabulary tree</p>  <p>Picture of different trees</p>  <p>Strips of story sequences</p>  <p>Two containers of bio degradable &amp; degradable waste</p>

	<p>2. Punctuations (Sign of exclamation!)</p> <p>3..Use of</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 5px;">Un</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 5px;">im</div> </div> </div> <p>5. Use of Past continuous sentences</p>	<p>*Drilling the use of past continuous to show an action in progress in past followed by the production of the same in a meaningful paragraph</p> <p>*To change the circled Words to its opposites (Using- un/im )</p> <p>*To write a paragraph on our National Bird</p> <p>*To find out Homophones</p> <p>*To write new words &amp; language items in cursive hand</p> <p>*To talk about Indoor games/ outdoor games</p> <p>*To listen to the sounds of singing bird on CD. and speak a few sentences on it</p> <ul style="list-style-type: none"> <li>• Slogan writing on save trees</li> </ul>	<p>Picture cards</p> <p>Flash cards</p> <p>Visuals on Homophones Spelling cards</p> <p>Picture of games</p> <p>CD on birds</p>
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	<p>UNIT-III</p> <p>Run (Poem)</p> <p>Language Items-</p> <p>1.Verbs ( doing words)</p> <p>2.. Frame questions with Why, Where ,How many ,What are , Where are , How is/are</p>	<p>* Warm up exercises and to speak a few lines on how do they feel?</p> <p>*To recite the poem with proper action and intonation</p> <p>*To recite another related poem by involving children in racing game</p> <p>*To frame questions after seeing pictures and ask questions starting with Where.., How many.., What are.., Where are.., How is/are... from each other</p> <p>*To observe and explain the picture ...</p> <p>*To discuss the importance of games and sports in their lives.</p> <p>*Children to speak about their favourite game</p> <p>*To write rhyming words</p> <p>*To write correct spelling e.g.</p>	<p>Ppt on action words</p> <p>Picture Cards eg: mountains ,medows etc</p>
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		<p>Tr__ Pl__se.</p> <p>*To introduce words ending with -'ing'e.g. racing, jumping, running etc.</p> <p>*To write new words in cursive hand</p>	<p>Spelling cards</p> <p>Flash cards on rhyming words</p>
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Nasruddin's  
Aim (Prose)

\*Children to read the story aloud with proper expression, pronunciation and pause

Picture Cards

Language Item-  
1. Use of ly and  
ing words

\*Children to do silent reading followed by question-answer activity to test their understanding

Related  
pictures

\*To drill new words in proper context

\*To dramatize /Role Play of the story

\*To change the words by adding- ly & frame sentences

\*To make words using -ing

Model of bow and arrow  
and target

\*To answer simple  
Questions  
based on picture

\*To develop the story through the strips/  
Pictures and put the story in right sequence

Flash cards on new  
words

Creative Writing-

1. To write a paragraph on archery/ cricket

2. To write 10 sentences on favorite sports/  
games

\*To look up new words in the dictionary

\*To write new words in cursive hand

\*PROJECT---

<p>August</p>	<p>UNIT-IV</p> <p>Why (Poem)</p> <p>Language Item- 1.Framing questions with Why, Have, Do.</p>	<p>*Children to play games in which they become statues and pose for different expressions like smile, think etc. Each child of different groups to explain in simple sentence why is he smiling? What is he Thinking? through his imagination.</p> <p>*Children to recite the poem with proper intonation</p> <p>*To see the picture (nature) &amp; write about it</p> <p>*Children to frame questions using Why, Have , Do</p> <p>*To make correct words from the jumbled up</p> <p>To write new words in cursive hand</p>	<p>Clues on flash cards</p> <p>Flash Cards on rhyming words</p> <p>Picture cards on clouds,</p>
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		<p>To speak about curious boy mentioned in the poem</p> <p>*PROJECT--Try to make/ search some more poems on 'why' eg.  Why do stars twinkle in the night?  Why does the sun shine bright?  Why are trees so high?  Why are the deserts very dry?</p>	<p>sea trees etc</p> <p>Flash cards on new words</p>
	<p>Alice in wonderland</p> <p>Language Item-  1. Adjectives, Adverb (words with similar meaning) e.g. To walk fast</p> <p>2.(noun) opposites</p> <p>3. Framing questions with- How Where, Can, Why</p>	<p>*Children to read the story aloud with proper pronunciation, expression &amp; pause</p> <p>*Children to read the story silently for understanding followed by question-answer activity</p> <p>*Dramatization of the story / role play</p> <p>*Drilling of framing simple questions using- How, Where, Can, Why and children to ask questions to each other</p>	<p>Flash cards on new words</p> <p>Video clips on Alice and wonderland</p> <p>Cutouts of words to frame sentences</p>

		<p>*To give opposite word for the given words &amp; frame sentences using it</p> <p>*To observe the picture cards &amp; write a story</p> <p>*To write a paragraph after listening to the teacher (Dictation)</p> <p>*To find one word from the story e. g. To walk fast-----</p> <p>*To rearrange the words to make meaningful sentences</p> <p>*To write a paragraph on Alice</p> <p>To write new words in cursive hand</p> <p>*To speak about rabbit mentioned in the story</p> <p>*To talk about night scene</p> <p>*To narrate the story in their simple language</p> <p>*Project-- Children to draw a garden of their dream and write about it</p>	<p>Puppets &amp; masks</p> <p>Flash Cards</p> <p>Strips on story with pictures</p> <p>Clues on flash cards</p>
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			Masks, pictures
	<p>UNIT-V</p> <p>Don't be afraid of dark (Poem)</p> <p>Don't give up (Poem)</p> <p>Language Items-</p> <p>1.Compound words</p> <p>2.Contractions e.g. didn't, Wouldn't</p> <p>3.Double letter words (noun, adjective,)</p> <p>4.Noun(opposite )</p>	<p>*A blindfold game where children 'follow the leader '-the game can be initiated to give children sense of joy &amp; participation</p> <p>*To recite the poem with proper intonation</p> <p>*Children to write ten sentences on the picture depicting night scene &amp; on importance of sun</p> <p>*Children to sit in groups with different pictures &amp; exchange ideas on importance of moon, Sun &amp; stars</p> <p>*To ask questions based on stanza from the poem</p> <p>*To write- Don't – do not Won't – will not</p>	<p>Flash cards on new &amp; rhyming words</p> <p>Picture of night scene</p> <p>Picture cards</p>

		<p>*To depict the words with the help of illustrations eg. Moon + light = moonlight</p> <p>To play word game” Framing compound words”</p> <p>*To write new words and language items in cursive way.</p> <p>*Children to use the words in their own sentence showing correct meaning(s) Deer – Dear, Son – Sun, Too – to, one – won</p> <ul style="list-style-type: none"> <li>• Drilling of ‘t’ sound</li> </ul> <p>*To talk about night scene</p>	<p>On moon, stars &amp; sun</p> <p>Spelling cards</p> <p>Flash cards on opposites</p> <p>Flash cards on new words</p> <p>Visuals on homophones</p>
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September	<p>Helen Keller</p> <p>Language Items-</p> <p>1. Use of But</p> <p>2.Nouns(.opposites )from lesson</p> <p>3.Simple Past tense</p> <p>4.Action Words</p>	<p>*Introduction of the lesson through questionnaire method</p> <p>* Children to read the story with proper pronunciation and pause</p> <p>*CD of “Black” movie to be shown</p> <p>*Children to be subtly involved in making oral pronunciation about thought , feeling &amp; ideas about the life story</p> <p>*To dramatize the story/role play</p> <p>*Drilling of the use of Simple Past followed by production in a paragraph</p> <p>*To write similar sounding words with different spellings</p> <p>*To bring cuttings of headlines &amp; short news, and write news in their own words</p> <p>*To arrange strips in sequence( based on the</p>	<p>visuals on picture &amp; CD</p> <p>Puppets &amp; masks</p>
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		<p>story)</p> <p>*To find the meanings from the dictionary and frame the sentences of their own</p> <p>*To write ten sentences on famous personality like Mother Teresa</p> <p>*To speak sentences on Helen killer *Talk about script for blind people. *Children to narrate the story in their own words *Children to read stories of some successful handicapped people</p> <p>*To pick up two sentences from column A and B, Join them using 'but', frame complete and meaningful sentences, and write them in their notebook *To write new words in cursive hand</p> <p>Integration with EVS class IV book Looking around..Chuskit Goes to school.</p>	<p>Newspaper cuttings</p> <p>Passage</p> <p>Spelling cards</p> <p>Picture of Mother Teresa</p> <p>Clues on Flash Cards</p>
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			Flash cards on new words
October	<p>UNIT-VI</p> <p>The Donkey (Poem)</p> <p>I had a little Pony(Poem)</p> <p>Language Items-</p> <p>Contraction- Use of I'd/He'd</p>	<p>*Children to recite the poem with correct pronunciation, gesture &amp; intonation</p> <p>*To ask questions to introduce the theme and mood of the poem</p> <p>*To enact how they became angry at friends/siblings but calm down when gentle action was taken. This will be followed by discussion.</p>	<p>Flash cards on new &amp; rhyming words</p> <p>Ppt on animals</p> <p>Panchatantra CDs related to animals</p>

		<p>*To observe the picture of young ones along with their homes /sounds</p> <p>*How do we keep our pet healthy? Children to explain self experiences</p> <p>*Children to write a paragraph on 'Your pet' or 'An animal you love'.</p> <p>*To fill in the blanks with rhyming words</p> <p>*To make words using the letters of the word 'stable' and write the names of the animal which live in a stable</p> <p>*Children to understand the full form of I`d and He `d---and use them in proper sentences</p> <p>*To write new words in cursive hand</p>	<p>Puppets &amp; Masks</p> <p>Visual on sounds/homes/ Young ones</p> <p>Spelling cards</p>
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October

Milkman's Cow

\*Introduction with the rhyme "The Milkmaid"

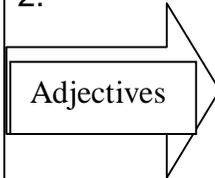
Language Items

\*Children to read the story aloud with proper pronunciation, expression & pause

1 Simple Present and Simple Past Tense

\*Children to do silent reading followed by question-answer activity to test their understanding

2.



\*Drilling the use of simple present and simple past in proper context and production of the same in a meaningful paragraph

\*To underline opposites, describing words and homophones from the lesson

3. Noun (opposites)

\*Children to punctuate a short passage

\*Role play of any animal

\*To tell

the jokes to create laughter in the class

\*To write the past form of the given verbs e.g. Know-knew

\*To complete the picture cards of various occupations and write one/ two sentences about each occupation

\*To arrange the picture cards in proper sequence and develop/ write a story

\*\*Mask making

- TLM on opposites, describing words and homophones

Picture Cards

November	<p>UNIT-VII</p> <p>Hiawatha (Poem)</p> <p>Language Item 1.Pronouns</p> <p>.</p>	<p>*Role play on animals</p> <p>*Children to recite the poem with proper intonation</p> <p>*Children to narrate their experiences</p> <p>*Role play/dramatization of the poem as Mowgali</p> <p>*Children to write 10 sentences on Hiawatha</p> <p>*To show the visual on birds and animals and Children to discuss their ways of living</p> <p>*Teacher to help the children to learn the words beginning with 'h' sound using slip-in sound cards</p> <p>*To find out homophones,</p>	<p>Scene of jungle &amp; Puppets</p> <p>Visuals on Homophones</p> <p>Scene of jungle. &amp; Puppets Picture of Hiawatha</p> <p>Visuals on birds and</p>
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		<p>*To write picture composition on different birds and animals</p> <p>*To show flash cards on animals and their homes</p> <p>*To match the animals with their homes</p> <p>*To fill the blanks of a given passage using pronouns</p> <p>*To talk about jungle scene</p> <p>*To make a crown with feathers</p> <p>*Playing game "Chinese Whisper"</p>	<p>animals</p> <p>Visuals on homophones</p> <p>Flash Cards on 'h' sound</p> <p>Pictures of animals</p>
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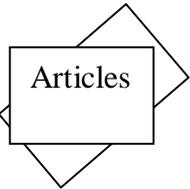
November	<p>The scholar's mother tongue(prose)</p> <p>language items</p> <p>1 action words- Ing words</p> <p>2 describing words</p> <p>3 adverbs</p> <p>4 articles – a, an &amp; the</p>	<p>*Introduction with Akbar Birbal story</p> <p>*Children to read the story aloud with proper pronunciation, expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Drilling the use of articles a, an, and the , and the production of the same in a paragraph</p> <p>*Drilling of the use of describing words and adverbs</p> <p>*Children to solve given cross wise puzzles with clues / pictures</p> <p>*Preparing survey table on five regional languages.in the class room.</p> <p>*Children to create a class drama where they play the role of mummy, papa, nani etc. and the rest of the class to ask them about their favourite food, clothes, stories etc.</p> <p>*Children to write the articles they would like to carry for a camping holiday in a paragraph</p> <p>*Children to make a class dictionary with words from the story</p> <p>*Children to make new words using `ly`</p> <p>*To write new</p>	<p>Visuals on articles</p> <p>Cross wise puzzles</p>
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December	<p>UNIT-VIII</p> <p>Watering rhymes (poems) language items — 1. silent letters 2. Punctuations</p>	<p>* Role play on preservation of plants. *Children to recite the poem with correct pronunciation and intonation</p> <p>*To play word building games like antakshiri. *To pick out silent letters from the words e. g. Knit</p> <p>*To find out “ing” words *To write slogan on importance of water</p> <p>*To punctuate the sentences</p> <p>*To give homophones for the given words</p> <p>*To express their ideas fluently on the topic- Plants &amp; its importance Including ways that could help protect endangered plants in their school</p> <p>*To write new words in cursive hand</p> <p>*To fill in the letters to complete the word * To observe plant and identify different parts.</p> <p>*Project-- Poster making showing pollution *To collect some advertisement about pollution/ green world</p>	<p>Flash cards on words</p> <p>Spelling cards on silent words</p> <p>Spelling cards. Drink- ing</p> <p>Flash Cards</p>
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			Spelling Cards
December	<p>The Giving Tree</p> <p>Language Items-</p> <p>1.Plurals 2.Adverb- ly words</p> <p>3. Punctuation Drill</p> <p>4.Revision of article- a- an &amp;</p>	<p>*Introducing the topic by discussing on different types of plants.</p> <p>*Children to read the lesson with correct pronunciation, proper expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*To enact the lesson and deliver the dialogue with confidence</p> <p>*Drilling of the given language items</p> <p>*Children to see the picture and write composition on trees</p> <p>*Children to write a letter to their friend describing the importance of trees</p> <p>*To write slogans on importance of trees</p>	Pictures of different trees

	<p>The</p> <p>5. Exclamatory sentences</p>	<p>*To narrate any other related story</p> <p>*To fill in the blanks with singular/ plural</p> <p>*Children to write sentences- who said to whom</p> <p>*Project- Save the trees in the school compound , weekly watering of trees, clearing of weeds in kitchen garden</p> <p>*Linked with BASAVA'S FARM in EVS</p> <p>*Group Activity on observing "Van Mahotsav"</p>	<p>Pictures card</p> <p>Flash cards on plurals.</p> <p>Visuals on plurals</p> <p>Flash cards on new words</p>
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<p>January</p>	<p>UNIT-IX</p> <p>Books (poems) Language Items</p> <p>1. Words with</p> <div data-bbox="624 445 797 544" style="border: 1px solid black; padding: 5px; margin: 10px 0;">  <p>Suffix</p> </div> <p>Ell, ee, ail, ook,</p> <div data-bbox="658 746 848 935" style="border: 1px solid black; padding: 5px; margin: 10px 0;">  <p>Articles</p> </div> <p>2.</p>	<p>*Children to recite the poem with correct intonation</p> <p>*Children to write short composition on importance of books</p> <p>*To make word family 'ell' 'all' 'ee' 'ook'</p> <p>*To fill in the blanks using Articles</p> <p>*To write new words in cursive way</p> <p>*To conduct Interview with Librarian</p> <ul style="list-style-type: none"> <li>• Making class library by collecting different books by the students.</li> </ul>	<p>Spellings cards</p> <p>Alphabet cards</p>
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<p>January</p>	<p>Going to buy a book (Prose)</p> <p>Language items 1 framing question with should 2 Punctuations drill 3 Describing words . . 4 Use of future time 5 use of and, or</p>	<p>*Children to read aloud the story with correct pronunciation and pause</p> <p>*Children to do silent reading followed by question-answer session to test their understanding</p> <p>*Drilling of new language items followed by the production by children in a meaningful paragraph</p> <p>*Children to tell about the books they have read and narrate a story which they like most</p> <p>*To write a short paragraph on importance of books</p> <p>*To punctuate the given passage</p> <p>*To fill the blanks using describing words (adjectives)</p> <p>*Children to talk about the visit to a book shop</p> <p>*To enact a situation in which children go to borrow a book from the school library</p>	<p>Flash cards on new words</p> <p>Clue words on flash cards</p> <p>Clues on flash Cards</p>
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		<p>*Make a book mark and write five Sentences stating the necessity of book mark</p> <p>* write new words in cursive hand.</p> <p>*To complete the words      ___ ell, ___ ee, ___ uk      Jumbled letters.</p> <p>*To make questions using      'Should '</p> <p>*To complete a given dialogue by filling 'and'/      'or' in the blanks.</p> <p>Map Projecting</p>	<p>Rod puppets,</p> <p>Old greeting cards,  papers, glues, card board  for making book marks</p>
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			Spelling Cards  Spelling cards  Flash Cards
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February

UNIT-X

The naughty boy  
(Poem)

\*Children to recite poem with proper intonation

Language Item-  
1.Describing  
words

\*Children to speak about the places they have visited

2.Revision of  
Naming words

\*To describe the behavior of students

Visuals on various  
places of tourist interest

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.

\* use' slip in' rhyming cards and write them  
down

Spelling Cards

\*Children to identify describing words

\*To match the Nations to their nationality

\*To write a few lines about the naughtiest child  
in their class

Rhyming words

\*Narration of any experience in first person  
(A visit to school library)

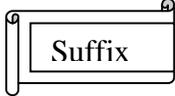
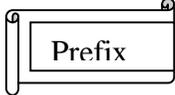
\*Children to speak on any one book they  
like most

Flash cards on new  
words

\*To solve a word maze with describing words

\*To write down the names of things made of  
wood that they see around them

\*To add suitable adjectives to the given nouns

<p>February</p>	<p>Pinocchio</p> <p>Language Items-</p> <p>1.</p>  <p>Suffix</p> <p>– Er, ness, ity,ty,r.id</p> <p>2.</p>  <p>Prefix</p> <p>Dis, Un, In</p> <p>.</p> <p>3.Synonyms</p>	<p>*Puppet show</p> <p>*Children to read aloud the story with correct pronunciation, expression &amp; pause</p> <p>*Children to do silent reading followed by question-answer activity to test their Understanding</p> <p>*Drilling of new words and language items in proper context</p> <p>To write sentences on the tools of a carpenter</p> <p>*to make opposites using ‘dis’ and ‘in’ as prefix</p> <p>*Teachers to narrate a story from Panchantra and children to narrate this story in their own words</p> <p>*To talk about any puppet play that they have seen</p>	<p>PPT on tools of carpenter</p> <p>Clues on flash cards e.g. Bench, poker, and plane.</p> <p>Flash cards</p> <p>Books from the class library</p> <p>Rod puppets</p> <p>Spelling cards</p>
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		<p>*To add 'er' 'r' to the doing words</p> <p>*To give another word for strange, surprised</p> <p>*To make stick puppets, finger Puppets and glove puppets</p> <p>*To dramatize the lesson with script written in simple sentences</p> <p>*To write synonyms of the given word.</p> <p>*To write new words in cursive hand</p>	<p>Glue, colour ,paper</p> <p>Puppets masks</p> <p>Spelling cards</p>
February & March		Revision	

- \*At the end of each lesson, the learners understand and learn the use of suggested language items and new words in proper context.
- \* Lessons may be integrated with EVS, Maths and Hindi wherever necessary..