

Grade III		Subject: English Literature									
Unit	Lesson Name	Learning objectives	Methodology	Pedagogical methods	Learning outcome	Teaching Aid	Teaching Place	Reference Book	No. of classes	Class Activities	Activity Suggested
(June) UNIT 1	The Royal Parade	1. Students will be introduced to the concept of a royal parade 2. Students will be able to - • read the story • understand the theme of the story—an unbreakable bond between a little girl and an elephant, against the backdrop of a royal parade. 3. to learn how to analyze the relationship between characters and events in the story by using these literary devices	Activity (To introduce the lesson): · Discussion on the topic ‘ Digital content to be used: · Video based on short story related to the chapter Reading Skills: · Reading followed by explanation and discussion of the lesson	Step 1: Teacher will start the chapter by talking about the parade. By pointing at the picture of the parade to explain to the class the meaning of a royal parade. Step 2: Then the teacher will ask the students to see the picture and tala boy their observation. Step 3: The teacher reads out the story and explains it line by line with the meanings of difficult words. Step 4: Teacher discusses the textbook exercises with the students and solves them in the class.	1. Students will be able to • comprehend the story. 2. analyze the plot and characters of the story by answering textual questions 3. apply theme and morals to their own writing · to differentiate between fiction and nonfiction 4. · to explore the characteristics of a good friend	1. Interactivity 2. Slideshow 3. Worksheet 4. Prose Audio 5. Animation Video	Virtual Classroom	Book: Oxford New Pathways by Mala Palani Page 11- 21	3	Textual Question/ Workbook Exercises	1. *. Provide additional information about how Warli art originated in Maharashtra. *Ask each child to make the figures of a human being, an animal and one musical instrument 2. Make a small beautiful gift item from waste material and gift to your friends when school reopens, write a message ‘Stay Safe’
(June) UNIT 2	The Story of Rudolph	1. Students will be introduced to reindeer, Christmas and Toyland which make up the setting of the story. 2. Students will be able to • read the story with correct pronunciation and intonation. • understand the themes	Reading, Explanation, discussion, Questioning, Listening and writing	1. Let the students take turns to read a portion of the text aloud, while the rest of the class follows the reading in their books 2. When the students are reading, their pronunciation, intonation and stress of the words should be checked. 3. The meanings of difficult words have been given in the glossary boxes on the page corresponding	Students will be guided to analyze the story, its plot and characters through appropriate factual and inferential questions.	1. Interactivity 2. Slideshow 3. Worksheet 4. Prose Audio 5. Animation Video	Virtual Classroom	Book: Oxford New Pathways by Mala Palani Page 23-33	3	A) Speaking Activity: Pair work 1. Divide the class into pairs. One person becomes A, the other B. 2. A reads the situation under column A, given in the exercise on page 32. 3. B matches the wish	Thinking Skill: Self-awareness Make an adjective collage about yourself. About the points you like about yourself. With the help of old books, magazines, and newspapers.

		<p>of the story: the importance of self-confidence, not being bothered by bullies, being different from others and using it to your advantage. • answer factual and inferential questions.</p> <p>3. Students will be able to develop aural and attention skills by listening carefully and extracting details.</p> <p>4. Students will learn to become self-aware.</p>		<p>to the said word. Students should, however, be encouraged to discover the meanings themselves by referring to the context in the story.</p> <p>4. While reading, the students may be asked simple fact-based questions such as those given in Reading 1.</p> <p>5. These questions will bring the students' attention to the details in the story and help them remember it.</p> <p>6. Once the reading is finished, let the students write down the answers in their notebooks.</p>						<p>corresponding to the situation in column B. 4. The pairs then exchange roles. 5. Listen to them and correct them wherever necessary</p> <p>B.)Dictionary Work :</p> <p>1. Give a list of words.</p> <p>2. As an introduction to teach students how to find words in a dictionary, ask the students to pay special attention to the first letter of the word. 3. Write the letters a to z on the board and explain the alphabetical order. Ask each pair to write the words they have been given in alphabetical order and discuss it with their respective partners. 4. Ask the students to complete the activity on page 31.</p>	
(June) UNIT 2	The Letter A (Poem)	<p>1. Students will be introduced to the theme of the poem—the importance of the letter A</p> <p>2. Students will be able to - enjoy the rhyme scheme of the poem. • understand how important vowels are for word formation with special emphasis on the letter 'A'.</p>	<p>Warm – up Activity General Discussion – 1. About the Letter A. 2. Who is the poet of the poem? What is the theme of the poem? 3. Recite the poem</p> <p>Animated video of the poem will be shown followed by loud recitation, explanation and discussion.</p>	<p>1. Explain to the students what it means to take things for granted and how often we do it. 2. Ask them if they have shown gratitude for all the little blessings in their lives that they have grown accustomed to. 3. Explain to the students that the first part of the activity on page 35 requires introspection and independent thinking. Dissuade them from taking any kind of help from their classmates. Instead offer to guide them should they need help. 4. Give them sufficient time to complete the first part of the activity. 5. After the students have completed the first part of the activity, ask them to go on to the second part and tell them that when they finish making the thank you notes they must give it to the respective people they are meant for.</p>	<p>1. To students will be able to • analyze elements of the poem. • think critically and increase their vocabulary.</p> <p>2. Students will be able to • think independently. • learn to value the simple things in life that are taken for granted.</p>	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani	3	<p>1. Sing the following poem with appropriate actions along with the students. Ants on a picnic are not so great. Five little ants are on my plate! 2. Ask the students to write the poem in their notebooks and read it once again to themselves. 3. After they have read it thoroughly, ask them to remove the letter 'A' from all the words in the poem. 4. Ask them to recite the poem once again, incorporating the changes they have made. 5. Make a note of their reaction and ask them if they feel the letter 'A' is important.</p>	<p>1. Explain to the students what it means to take things for granted and how often we do it. 2. Ask them if they have shown gratitude for all the little blessings in their lives that they have grown accustomed to.</p> <p>2. Make a greeting card and write a thank you note for two people who make your life easier.</p>

(July) Unit 3	Williwu Learns to Make Friends	<p>1. Students will be introduced to the theme of the story, which is about a little witch.</p> <p>2 .Students will be able to • read the story with correct pronunciation and intonation. • understand the theme of the story, that it is easy to make friends and that friends always help. • answer factual and inferential questions.</p>	<p>Activity (To introduce the lesson): · Discussion on the topic ‘</p> <p>Digital content to be used: · Video based on short story related to the chapter</p> <p>Reading Skills: · Reading followed by explanation and discussion of the lesson</p>		<p>1. Students will be guided to analyze the story, its plot and characters through appropriate factual and inferential questions.</p> <p>2.. Students will be able to understand how puppets have been made and used in puppet theatres</p>	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani	3	Write an acrostic on “HAPPY”	<p>1. In addition to the exercise that has been provided, provide stories (fables and folklore) to children and ask them to write small scripts on them.</p> <p>2. These scripts may then be enacted through sock puppets.</p>
(July) UNIT 4	Hachiko	<p>1. Students will learn to identify and describe different kinds of dogs</p> <p>2. to understand the theme of the story, that is, a dog is a loyal animal and man’s best friend.</p>	Reading, Explanation, discussion, Questioning, Listening and writing	<p>Ask the students if they have pets at home. 2. Explain the meaning of the word empathy. By citing relevant examples tell them why it is important to show empathy not only to fellow human beings but also to animals. 3. Encourage the students who have pets at home to come forward and share one or two incidents involving their pets. 4. Discuss the questions in the quiz given on page 58 and ask the students to complete it. When all the students have completed the quiz ask them to discuss the answers with their partners.</p>	<p>1. Students will be able to • write a script or work together to put on a play. • read and comprehend the theme of the story. • analyze the text and think creatively</p> <p>2. Students will be able to develop their cognitive skills and learn the importance of empathy.</p>	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani	3	<p>Pair work 1. Divide the class into pairs. Ask the students to read the numbers provided on page 56 aloud to each other. 2. Go on to the next exercise. Tell the students that one of them will be the Customer while their partner will be the Salesperson. 3. Ask the students to read the dialogues assigned to each character on page 56. 4. The pairs will then exchange the roles and repeat the same exercise. 5. Make them perform the next exercise on pages 56–57. 6. Give them additional dialogues like the ones given below</p>	Make a dog using clay/paper whatever things are available.
(August) UNIT 4	Colin	<p>1.Students will be able to describe a centipede, appreciate poetic thinking and recite the poem</p> <p>2. enjoy the rhyming scheme of the poem. • understand the comic description of a creature in the poem.</p> <p>3. To enable students to • analyze elements</p>	Animated video of the poem will be shown followed by loud recitation, explanation and discussion.	<p>Rhyming Walk: Take a walk with students in the school park. Take turns making up rhyming words about the things you see. For example, you might see a ‘flower’ and come up with the word ‘tower’. Encourage students to use their creativity to the fullest extent. Discuss how rhyming words and the use of repetition can add to the poetic quality of a poem.</p>	<p>1. To students will be able to • analyze elements of the poem. • think critically and increase their vocabulary.</p> <p>2. Students will be able to • think independently. • learn to value the simple things in life that are taken for granted.</p>	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	<p>Book: Oxford New Pathways by Mala Palani</p> <p>Page 59,60</p>	3	Find out information on centipedes	<p>Write an autobiography</p> <p>Imagine yourself as a centipede and write</p>

		of the poem. • think creatively and use their own set of rhyming words. • recognize the use of repetition for poetic effect.									
(Aug.) Unit 5	Annalisa and the Giant	<p>1.Students will be able to identify and list fairy tale characters</p> <p>2. Students will be able to-</p> <ul style="list-style-type: none">• predict content using picture cues.• understand the theme of the story, that is, we must not judge people based on their appearance or what others say about them.• answer factual and inferential questions. <p>Students will be able to follow the text and draw the missing things in the picture</p>	<p>Activity (To introduce the lesson): · Discussion on the topic ‘</p> <p>Digital content to be used: · Video based on short story related to the chapter</p> <p>Reading Skills: · Reading followed by explanation and discussion of the lesson</p>	<p>1. Before reading the comic strip, draw the students’ attention to the pictures that make up the story. Unit 5 Annalisa and the Giant © Oxford University Press. All rights reserved. 2. Ask the students to look at the picture cues to create meaning. The students will describe what they see. Write down the words suggested by the students on the board. 3. Divide the class into groups. The groups will read the story together. Each member will read one dialogue bubble in turn until the story is complete. 4. The groups will then find out how many words (that they had come up with earlier) match with words from the story.</p> <p>Play the audio for the entire class. 3. As they listen, students complete the task on page 73.</p>	Students will be able to • comprehend the story and summarize it. • analyze the story, its plot and characters through appropriate factual and inferential questions.	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani Page 61-67	3	<p>Introduction Activity:</p> <p>1. Ask the students to look at the examples of introducing oneself given on page 73. 2. Then ask them to take turns to role-play and read out the dialogues given on page 73. 3. Ask each student to get a blank A4 size sheet of paper. 4. Ask them to draw their favourite object or picture for five minutes. 5. Once they have drawn the picture, ask students to introduce themselves with their picture. 6. Give the following guidelines for what they are to say: a. their name (and nickname, if any) b. their favourite food and colour c. What did they draw and why is that their favourite? 7.</p>	<p>Vegetable Printing: Use different vegetables available in the kitchen to make an art work for Hugo.</p> <p>Students will be able to understand the technique of woodblock printing.</p>
(Sep.) Unit 6	Juan Bobo’s Pot	<p>1.Students will learn to appreciate humour in a story</p> <p>2. Students will be able to - read the story with correct pronunciation and intonation. • understand the theme of the story which involves a funny incident about a boy who was sometimes quite silly. • answer factual and inferential questions</p> <p>3. Students will be able to increase their vocabulary by learning about homophones</p>	Animated video of the poem will be shown followed by loud recitation, explanation and discussion.	<p>1. Students will be able to develop aural and attention skills by listening carefully and extracting details. 2. Guide the children through the two given pictures.</p> <p>2. Ask the students to list situations where they must say sorry</p>	Students will be guided to analyze the story, its plot and characters through appropriate factual and inferential questions.	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani	3	<p>1. First, ask the students to keep their books shut. 2. Then play the audio of the descriptions. 3. Instruct the students to be attentive and listen carefully to the details. 4. Let the students open their books and write down the answers. 5. Discuss the correct answers with the class</p>	<p>Draw a picture with 5 things that you find silly –</p> <p>(As on page 75 of your book)</p>

		4. Students will be able to improve speaking skills by learning how to say sorry..									
(Sep) Unit 6	The Young Dandelion	<p>1.Students will learn about perseverance and determination through the example of a dandelion</p> <p>2. Students will be able to • enjoy the rhyming scheme of the poem. • understand the description and beauty of a dandelion that grows uninhibited by the wayside.</p>	<p>Warm – up Activity General Discussion – 1. About the dandelion. 2. Who is the poet of the poem? What is the theme of the poem? 3. Recite the poem</p> <p>Animated video of the poem will be shown followed by loud recitation, explanation and discussion.</p>	<p>1. Read the poem aloud to the students with relevant actions and ask the students to repeat after you. 2. Direct the attention of the students to the image of the dandelion in the book and ask them if they have ever seen a dandelion. 3. Tell the students where dandelions usually grow and give some more details about the flower. 4. Ask the students to make a note of the description in their notebooks.</p>	<p>To enable students to • analyze elements of the poem. • answer factual and inferential questions</p> <p>Students will be able to identify different kinds of weeds and name them appropriately.</p>	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani	3	<p>1. Let the students take turns to read a portion of the poem aloud, while the rest of the class follows the reading in their books. 2. When the students are reading, their pronunciation, intonation and stress of the words should be checked. 3. The meanings of difficult words have been given in the glossary boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meanings themselves by referring to the context in the poem. 4. Once the reading is finished, let the students read the poem to themselves</p>	Look out for weeds around your house and click picture and try to find out their names for reference use page 87 of your book.
(Oct.) Unit 7	Tooth Troubles	<p>1.Students will be introduced to themes of the story—growing up, bonding with peers at school and dental hygiene.</p> <p>2. Students will be able to • read the story with correct pronunciation and intonation. • understand the theme of the story which involves a funny incident about a boy who wants to lose his tooth. • answer factual and inferential questions.</p>	<p>Activity (To introduce the lesson): · Discussion on the topic ‘</p> <p>Digital content to be used: · Video based on short story related to the chapter</p> <p>Reading Skills: · Reading followed by explanation and discussion of the lesson</p>	<p>Pair work 1. Explain to the students the myth behind the Tooth Fairy and how she operates. Tell them that like Santa Claus, the Tooth Fairy’s existence is much debatable. 2. Ask the students if they have ever lost a tooth and then asked the Tooth Fairy for something in return of it. 3. Divide the class into pairs and ask them to attempt the Starter exercise on page 88. Guide them through the exercise and tell them what to do. 4. After the Starter exercise is over, discuss the answers the students come up with and ask them to write the answers in their notebooks. 5. Encourage the students to use their imagination and draw the picture of the Tooth Fairy and colour it.</p>	<p>1.Students will be guided to analyze the story, its plot and characters through appropriate factual and inferential questions</p> <p>2. Students will be able to increase their vocabulary by learning about homographs.</p> <p>3. Students will be introduced to themes of the story—growing up, bonding with peers at school and dental hygiene.</p>	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani	3	<p>r work 1. Divide the class into pairs. 2. Explain to the class the meaning of agreeing or disagreeing with a statement. Read the examples provided on page 95 to support your explanation. 3. Tell the students that they have to do the activity on page 96. To avoid confusion demonstrate to the class what they have to do. 4. While the students perform the activity in pairs listen to their statements and the reasons they give. Make sure that their statements are grammatically correct and the reasons are plausible. 5. Discuss the answers and correct them.</p>	Make a poster of all the healthy habits to keep the teeth white and clean

(Nov.) Unit 8	We Saved a Whale	<p>1.Students will be able to appreciate animals and their relationship with people</p> <p>2. Students will be able to • read the story with correct pronunciation and intonation. • understand the theme of the story, which is about rescuing a beached whale. • answer factual and inferential questions.</p>	Animated video of the poem will be shown followed by loud recitation, explanation and discussion.	. Direct students’ attention to the picture of the whale on page 103. 2. Ask the students to label the parts of the body. Help them only if they are unable to do so. 3. Discuss the correct answers.	<p>1. Students will be able to • comprehend the story. • analyze the story, its plot and characters through appropriate factual and inferential questions</p> <p>2. Students will learn the names of the parts of a whale’s body..</p>	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani	3	<p>1. Ask the students the following questions: a. Can you name the biggest animal that has ever lived on our planet? It is one of the fastest animals in the sea. b. Have you ever seen a whale? How many types of whales are there? How big are they? 2. Share some interesting fun facts about blue whales: a. Blue whales can grow up to 100 feet. Lengthwise, that's equivalent to two city buses. b. They can weigh up to 200 tonnes. That’s about 15 school buses. c. Their tongue alone weighs as much as an elephant. d. Blue whales can produce sound louder than a jet engine. e. The spray from a blue whale’s blowhole is almost as tall as a three-storey building. 3. Students attempt Starter passage on page 99 of the book.</p>	<p>Offering Help: Help your mother in any 5 things. Click the picture and narrate it in the class.</p>
(Dec.) Unit 8	The Rainbow Fairies	<p>1.Students will be able to understand poetic imagery and the role of imagination in writing poetry</p> <p>2. Students will be able to • decipher the rhyming scheme of the poem. • understand and use personification. • interpret poetic lines.</p>	Animated video of the poem will be shown followed by loud recitation, explanation and discussion.	<p>1. Ask students to close their eyes and narrate the following imagery (guided visualization) with appropriate intonation and pause: a. Imagine you are all little fairies. b. You have beautiful delicate wings. c. You can fly around everywhere. d. You laugh and roam around the clouds and the rain and the rainbow. e. You play with the sun and the moon and the stars—they are your friends. f. And you can see everything on the earth. g. You love being a fairy! 2. Ask students to open</p>	Students will learn the colours of the rainbow in the correct sequence	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani	3	<p>Task 1 Ask students to: a. read the poem. b. write down the rhyming words of the poem. Task 2 Say: a. There are things in the poem that behave like human beings, such as clouds which cry. b. Find all such things and list how they act like people.</p>	<p>. a. Create a tune to sing the poem. b. Some of you can make music for the songs using a pencil box or a whistle or humming sounds. c. Sing the poem for the class.</p>

				<p>their eyes and talk about what they felt and what pictures they saw in their mind's eye. 3. Acknowledge all responses and appreciate their efforts to express their thoughts.</p>						<p>c. Try to pick at least five things in class and give them a human quality. For example: The blackboard smiled at the class. d. Share what you gathered with the whole class.</p>	
<p>(Jan.) Unit 9</p>	<p>A Day at the Swamp</p>	<p>Students will learn about the different kinds of dinosaurs</p>	<p>Animated video of the poem will be shown followed by loud recitation, explanation and discussion.</p> <p>1. Bring pictures of different kinds of dinosaurs to class. Show the pictures to the students and ask them to identify the creature. 2. Ask the students if they have seen any movies or cartoons that have dinosaurs. Let them talk about this in class for a few minutes. 3. Do the Starter exercise on page 111 with the students</p> <p>Students will be able to • comprehend the story and read it aloud with correct pronunciation and intonation. • answer factual and inferential questions. • write a different ending for the story</p>	<p>1. Let the students take turns to read a portion of the text aloud, while the rest of the class follows the reading in their books. 2. When the students are reading, their pronunciation, intonation and stress on the words should be checked. 3. The meanings of difficult words have been given in the glossary boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meanings themselves by referring to the context in the story. 4. Let the students read till “‘So do I,’ moaned Brenda. My legs are hurting and I am hungry and frightened”. Ask the students to work in pairs or groups to write the end of the story from this point onwards. Discuss the various endings that the students have come up with. 6. Proceed with reading the story till the end. 7. Ask students if they like the ending of the story given in the book or if they prefer an alternate ending given in the group discussions. 8. While reading, simple fact based questions such as those given in Reading 1 may be asked. 9. These questions will bring the students’ attention to the details in the story and help them remember it. 10. Once the reading is finished, let the students write down the answers in their notebooks.</p>	<p>Students will be able to • comprehend the story. • analyze the story, its plot and characters through appropriate factual and inferential questions. • discuss and critically think about the message in the story</p>	<p>1. Interactivity 2. Slideshow 3. Worksheet 4. Prose Audio 5. Animation Video</p>	<p>Virtual Classroom</p>	<p>Book: Oxford New Pathways by Mala Palani</p>	<p>3</p>	<p>Task 1 On special occasions such as her birthday, she stepped on to land and stretched out her strong neck. a. Do you think animals celebrate special days like birthdays? If yes, how? b. Do animals play games like hide and seek? c. Do animals ever get bored of anything? How can you tell? Task 2 Discuss the following: a. Do you think Danny, Belinda and Ben were very young dinosaurs? b. Where do you think their parents were at the time they were playing?. c. When the three dinosaurs strayed into the forest late into the evening, what do you think their parents would have thought or felt? Do you think they would go in search of them?</p>	<p>Students will be able to understand the mechanism of a pan flute</p> <p>1. Tell the students how a traditional pan flute is made out of cane pipes of different lengths tied in a row or in a bundle. These pipes are held together by wax or cord. 2. Make one sample pan flute and ask the students to follow accordingly</p>

(Jan.) Unit 10	Something from Nothing	<p>1.Students will be introduced to the idea of recycling old things</p> <p>2. Students will be able to • comprehend the play and enact it with correct pronunciation and intonation. • answer factual and inferential questions..</p>	<p>Activity (To introduce the lesson): · Discussion on the topic ‘</p> <p>Digital content to be used: · Video based on short story related to the chapter</p> <p>Reading Skills: · Reading followed by explanation and discussion of the lesson</p>	<p>1. Let the students take up different characters and read the text aloud, while the rest of the class follows the reading in their books. Ensure that for every scene a new set of students get a chance to read. 2. When the students are reading, their pronunciation, intonation and stress of the words should be checked. Give them tips to make the acting more entertaining and humorous. 3. The meanings of difficult words have been given in the glossary boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meanings themselves by referring to the context in the story. 4. While reading, after each scene, simple fact-based questions such as those given in Reading 1 may be asked5. These questions will bring the students’ attention to the details in the story and help them remember it. 6. Once the reading is finished, let the students write down the answers in their notebooks..</p>	<p>Students will be able to • comprehend the play. • analyze the story, its plot and characters through appropriate factual and inferential questions. • discuss and critically think about the message in the play</p>	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani	3	<p>Explain about different occupations through examples. 2. Divide the class into five groups. 3. Tell the students how they have to complete the exercise on page 127. Let each group share the answer to one question with the class. 4. The groups can also send one student to enact the occupation they are representing in front of the class. 5. Discuss the correct answers</p>	<p>Role Play :</p> <p>Dress up like a different helper of the society.</p>
(Feb.) Unit 10	The Tree	<p>Students will be introduced to the theme of the poem—planting a tree and caring for it</p> <p>Students will be able to • enjoy the rhyme scheme of the poem. • understand how a tree gives back for all the care it is given when it is young.</p>	<p>Activity (To introduce the lesson): · Discussion on the topic ‘</p> <p>Digital content to be used: · Video based on short story related to the chapter</p> <p>Reading Skills: · Reading followed by explanation and discussion of the lesson</p>	<p>1. Let the students take turns to read a portion of the poem aloud, while the rest of the class follows the reading in their books. 2. When the students are reading, their pronunciation, intonation and stress of the words should be checked. The Tree © Oxford University Press. All rights reserved. 3. The meanings of difficult words have been given in the glossary boxes on the page corresponding to the said word. Students should, however, be encouraged to discover the meanings themselves by referring to the context in the poem. 4. Simple fact-based questions such as 1 and 2 from Poem appreciation may be asked while reading the</p>	<p>To enable students to • analyze the elements of the poem • answer factual and inferential questions</p> <p>Students will be able to understand the benefits of a tree.</p>	<p>1. Interactivity</p> <p>2. Slideshow</p> <p>3. Worksheet</p> <p>4. Prose Audio</p> <p>5. Animation Video</p>	Virtual Classroom	Book: Oxford New Pathways by Mala Palani	3	<p>1. Ask the students the following questions: a. Are there any trees around your house? b. Why are trees important? c. Have you ever planted a tree/observed a tree grow? d. What are the things that trees need to grow? e. If you ever plant a tree how would you take care of it? f. What are the things that trees give us? 2. You could also bring some gulmohar flowers and leaves to the class and show them to the</p>	<p>1.. Each student must choose a tree and find out more information about it. 3. Tell them to put their answers together in a scrapbook and share it with the class and discuss. 4. Encourage the students to draw the tree and put up the drawings around the class/house</p>

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