

Term – wise Syllabus (2019-2020)

CLASS IV

SUBJECT-ENGLISH

Term - I (Upto September 2019)

UNIT	TITLE	LEARNING OUTCOMES Learner;	CONTENT	SUGGESTIVE ACTIVITIES
1	WAKE UP (POEM)	<ul style="list-style-type: none"> recites poems with appropriate expressions and intonation 	<ul style="list-style-type: none"> Degrees of Adjectives Jumbled letters e.g. misel=smile Connectors (and, or, but) Phonic sound 'b' Unseen passage/stanza 	<ul style="list-style-type: none"> The students may tell the class about themselves e.g. What is their name?, What do you like doing?, What do you dislike doing?, etc. Write a paragraph on Myself (As a follow up of the speaking activity) Class discussion- Why do you think it is important to wake up early in the morning?
	NEHA'S ALARM CLOCK (STORY)	<ul style="list-style-type: none"> responds to simple instructions, announcements in English made in class/school 	<ul style="list-style-type: none"> Usage of Was, Were Articles- a, an, the Informal letter to your friend inviting for your birthday party Multiple Choice Questions Position words- Prepositions Possessive Nouns 	<ul style="list-style-type: none"> Listening to the activity described in the textbook and writing the time of the day according to it. Time table writing for personal activities. Paragraph on Benefits of rising early.
2	NOSES (POEM)	<ul style="list-style-type: none"> responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read 	<ul style="list-style-type: none"> Formal letter writing - letter to the Principal for Sick leave Punctuation, Rhyming words 	<ul style="list-style-type: none"> Show and tell 5 lines about their favourite fruit.
	THE LITTLE FIR TREE (STORY)	<ul style="list-style-type: none"> enacts different roles in short skits 	<ul style="list-style-type: none"> Opposite words adding Un- or In- and irregular opposite words. Picture description Naming words - 	<ul style="list-style-type: none"> Listen to the dialogue and name the character Dictation of words from the lesson Tell two qualities of your best friend.

			Arranging the words in alphabetical order	
3	RUN (POEM)	<ul style="list-style-type: none"> describes briefly, orally/in writing about events, places and/or personal experiences in English 	<ul style="list-style-type: none"> Five lines on your favourite game Sounds- ee and ea Use of questioning words like how many, what are, where is/are, etc. 	<ul style="list-style-type: none"> The students may go for a run around the school playground and speak about how they felt (breathless, tired, energized, etc.)
	NASRUD DIN 'S AIM (STORY)	<ul style="list-style-type: none"> solves simple crossword puzzles, builds word chains, etc. 	<ul style="list-style-type: none"> Use of is, am, are Connectors and, or, but Verbal description of 'A Village scene' 	<ul style="list-style-type: none"> The student may speak about their aim (what they want to be) with the help of clues given by the teacher.
4	WHY? (POEM)	<ul style="list-style-type: none"> shares riddles and tongue-twisters in English 	<ul style="list-style-type: none"> Rhyming words Jumbled letters Pronouns Homophones Question framing with where and what 	<ul style="list-style-type: none"> Frame questions using why and who Listen to the word given by your partner and pass it on to the next child (Whispering ears)
	ALICE IN WONDER LAND (STORY)	<ul style="list-style-type: none"> infers the meaning of unfamiliar words by reading them in context uses dictionary to find out spelling and meaning 	<ul style="list-style-type: none"> Jumbled words/sentences Learn to use dictionary (Words in alphabetical order) Word Meanings Opposite words Multiple choice questions Synonyms and Antonyms One word substitution for a sentence/phrase Tense: Simple past, present and future Letter to the Principal seeking leave to go to the village 	<ul style="list-style-type: none"> Role play of Alice in Wonderland Motivate the children to use the dictionary
Revision and Mid Term Examination				

TERM-II (October 2019 to March 2020)

5	DON'T BE AFRAID OF THE DARK (POEM)	<ul style="list-style-type: none"> writes/types dictation of short paragraphs (7-8 sentences) reads printed script on the classroom walls, notice board, in posters and in advertisements. 	<ul style="list-style-type: none"> Homophones and Homonyms Compound words (words formed by joining two words) Sounds- 't', 'k', 'c', 'ck' Contractions- don't, won't, shouldn't etc. Simple present tense (action words) 	<ul style="list-style-type: none"> Sensitise the students about the difficulties and needs of special children and how they can help them
	HELEN KELLER	<ul style="list-style-type: none"> uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop 	<ul style="list-style-type: none"> Tenses- Present continuous and past continuous Use of often, sometimes, always, never Singular- Plural 	<ul style="list-style-type: none"> The student try and walk blindfolded around the class by listening to verbal directions <p><i>NOTE: The story "Hellen Keller" is for reading purpose only, not for Assessment.</i></p>
6	THE DONKEY I HAD A LITTLE PONY (RECITATION)	<ul style="list-style-type: none"> recites poems with appropriate expressions and intonation 	<ul style="list-style-type: none"> Rhyming words Comprehension- Read the poem and answer. Seen passage 	<ul style="list-style-type: none"> The student may recite a poem about any animal/bird/fish/insect that they know.
	THE MILKMAN'S COW	<ul style="list-style-type: none"> uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters 	<ul style="list-style-type: none"> Action words Ten lines on 'My Pet' or 'An Animal you like' Rearrange the sentences and complete the story Tenses- Simple past and past continuous 	<ul style="list-style-type: none"> Listen to the names of animals and classify them as pet or wild animals

7	HIAWAT HA (RECITATION)	<ul style="list-style-type: none"> recites poems with appropriate expressions and intonation. enacts different roles in short skits responds to simple instructions, announcements in English made in class/school 	<ul style="list-style-type: none"> Describing words Sounds- 'h' Pronouns (my, his, he, your) Unseen passage Picture reading 'A trip to the zoo' 	<ul style="list-style-type: none"> Teacher may give a few words(action and describing words) to the students and ask them to categorize them as describing words or action words <p>NOTE: The poem “Hiawatha” is for reading pleasure only, not for Assessment.</p>
	THE SCHOLAR'S MOTHER TONGUE (STORY)	<ul style="list-style-type: none"> shares riddles and tongue-twisters in English solves simple crossword puzzles, builds word chains, etc 	<ul style="list-style-type: none"> Articles (a, an, the) Words ending with – ‘id’ sound Suffix- 'ly' Exclamation Naming words 	<ul style="list-style-type: none"> Read aloud a story on Tenali Raman from the class library.
8	A WATERING RHYME (POEM)	<ul style="list-style-type: none"> infers the meaning of unfamiliar words by reading them in context uses dictionary to find out spelling and meaning 	<ul style="list-style-type: none"> Paragraph on Diwali Uses of water Jumbled letters- Names of flowers Word Grid- Parts of a plant Silent letters in a word e.g. 'k' in know Words ending with –ing Unseen Passage Homophones 	<ul style="list-style-type: none"> The student may go for a walk around the school garden and note down names of few trees/plants.
	THE GIVING TREE (STORY)	<ul style="list-style-type: none"> uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc. speaks briefly on a familiar issue like 	<ul style="list-style-type: none"> Informal letter- Letter to the grandmother telling her about your best friend Adverbs- Exercise in the form of gap filling Singular- Plural Comprehension passage 	<ul style="list-style-type: none"> Role play and dramatization on “Save Trees”

		<ul style="list-style-type: none"> conservation of water; and experiences of day to day life like visit to a zoo; going to a mela 	<ul style="list-style-type: none"> Informal letter- Letter to the grandmother telling her about the special assembly held in school 	
9	BOOKS (POEM)	<ul style="list-style-type: none"> responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. 	<ul style="list-style-type: none"> Word formation- 'ell', 'ail', 'ee', 'ook' Paragraph writing- 'Importance of Books' Rhyming words One word substitution for a sentence/phrase 	<ul style="list-style-type: none"> Listen to the instructions and make a bookmark
	GOING TO BUY A BOOK (STORY)	<ul style="list-style-type: none"> uses dictionary to find out spelling and meaning uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters 	<ul style="list-style-type: none"> Use of will and shall Describing words Connectors- and/or Difference between naming and describing words Paragraph on 'A Library' Opposite words Seen passage- Importance of Books 	<ul style="list-style-type: none"> Draw the cover page of your favourite book from class library and give it a title other than the original title <p>NOTE: This unit (including "Books" & "Going to buy a book") is for reading purpose only, not for Assessment.</p>
10	THE NAUGHTY BOY (POEM)	<ul style="list-style-type: none"> uses nouns, verbs, adjectives, and prepositions in speech and writing 	<ul style="list-style-type: none"> Word Grid for Describing words Expressive writing- Write 5 lines about the naughtiest child in your class 	<ul style="list-style-type: none"> Role play of a clown
	PINOCCHIO	<ul style="list-style-type: none"> presents orally and in writing the highlights 	<ul style="list-style-type: none"> Use of Prefix (dis/in/un) Use of Suffix (ness/ ity/ 	<ul style="list-style-type: none"> Divide the class into groups, each group to make their own hand puppet and enact

	(STORY)	of a given written text / a short speech / narration / video, film, pictures, photograph etc	ty/ ly/ est/ er/ r) <ul style="list-style-type: none"> • Paragraph- 'My Hobby' • Make new words from a given word- PINOCCHIO • Prepositions (In, Into and at) • Seen passage 	the story of Pinocchio
<p><i>*Reading: Practice of Seen and Unseen Passages for comprehension followed by short answer questions</i> <i>* The teacher may give keywords to the students when and where required for the activities.</i></p>				
<p>Revision and Annual Examination</p>				