

# GOOD WORD PUBLIC SCHOOL

REDHILLS, CHENNAI

## ANNUAL CURRICULUM

**SUBJECT: ENGLISH**

**GRADE:IV**

MONTH	BLOCK NAME	LEARNING OBJECTIVES	ACTIVITY		ASSESSMENT
JUNE	The golden Goose	Students will understand the element of a story that come in the beginning ,middle and end.	Pair activity with partners retell the story.	Students will understood the element of a story that come in the beginning ,middle and end.	Project work: Create paper puppets for characters, use the story and display it in class.
JUNE	The Torch main Idea and details	Students will understand that a traditional folktale can be retold with modern elements.	Group activity: Underline and Identify the key details and main Idea of the story.	Students will understood that a traditional folktale can be retold with modern elements.	Draw the main characters and cut and paste the holes link it with main Idea.
JULY	Compare and contrast Essay	Student will understand : How to write a compare and contrast Essay.	Pair activity: Divide into pairs and discuss and write the similarities and differences between the stories	Student will understood : How to write a compare and contrast Essay.	Draw a graphic organizer to show similarities and differences.
JULY	Ghungroos ,dancing fun . (personal narrative)	Student will understand the elements of a first person narrative form of writing	Distribute the treasure hunt list to each group.	Student will understood the elements of a first person narrative form of writing	Asking question quiz and debate on hobbies.

JULY	Writing a personal narrative	Students will understand that we can write a personal narrative to tell about our hobbies.	Call the students and enact and describe with subject pronouns.	Students will understand that we can write a personal narrative to tell about our hobbies.	Make a hobby tree and stick picture of your hobbies.
AUGUST	The magic spell	Students will understand character ,feelings and motivations in the story.	Enact the story of the magic spell and record the feelings of the characters.	Students will understand character ,feelings and motivations in the story.	Make a feeling ladder to express what the characters feel
AUGUST	Writing a story	Students will understand that a story has an interesting problem and an unexpected solution.	Divide the students into pairs .write 2 problems and give the solution.	Students will understand that a story has an interesting problem and an unexpected solution.	Create your own story book ,design the cover page and giving little moral and ending to your story
SEPTEMBER	The school play(Drama)	Students will understand that plays are written in script form with elements like stage directions.	Enact the drama with students in the class.	Students will understand that plays are written in script form with elements like stage directions.	If you were krithika, the main characters .what would you do differently? Why?
SEPTEMBER	Writing a scene	Students will understand that a writer can use quotation marks or script format to write a character's exact words.	Enact a scene with a dialogue between two people.	Students will understand that a writer can use quotation marks or script format to write a character's exact words.	Imagine you are going somewhere you see a minor accident. Write a short dialogue between the two people.
SEPTEMBER	Leisure (poem)	Students will understand that the author's perspective in a text can be reflected in its theme and word choice.	Draw a national scene on the board .Take turns and improve your creativity.	Students will understand that the author's perspective in a text can be reflected in its theme and word choice.	Ask your friends and family to describe what they think about Nature .Write and compare them.

OCTOBER	The table of Peter Rabbit.	Students will understand that we can use sensory details to visualize a story.	Role play: The table of Peter Rabbit.	Students will understand that we can use sensory details to visualize a story.	Write a story with five scene and draw pictures.
OCTOBER	Writing a personal letter	Students will understand : How to write a descriptive personal letter.	Enact like two friends and share your feelings in personal letters.	Students will understand : How to write a descriptive personal letter.	Write a letter to your friend thanking him for the gift.
NOVEMBER	My first Railway journey	Students will understand that pictures can tell a story without words.	Show the pictures and ask them to narrate the story.	Students will understand that pictures can tell a story without words.	Draw pictures of your story without words.
NOVEMBER	Silver (poem)	Students will understand that personification is a type of figurative language.	Activity: Bring the entire scene of the poem.	Students will understand that personification is a type of figurative language.	Personification the wind and write a story about its adventure.
NOVEMBER	The Fly (poem)	Students will understand that a simile is used to make writing more descriptive by comparing two things.	Divide students into two pairs and act like a fly and other things and compare.	Students will understand that a simile is used to make writing more descriptive by comparing two things.	Think of 5 qualities for yourself .Write a simile for each one.
DECEMBER	Once in a village.	Students will understand that the theme of the story is the main message that the author is trying to tell us.	Enact the story of Once in a village and capture the emotions and understand the moral.	Students will understand that the theme of the story is the main message that the author is trying to tell us.	Write a folktale with imaginary details and a lesson.
DECEMBER	Formal Opinion letter.	Students will understand the purpose and parts of a formal Opinion letter.	Discuss about the purpose and parts of a letter .Take turns and share opinions.	Students will understand the purpose and parts of a formal Opinion letter.	Write a letter to your class teacher about your "wish" explaining why you think it is important.

<b>DECEMBER</b>	<b>Where have all the Tigers gone?</b>	<b>Students will understand that a persuasive text presents an argument that is supported by facts and Opinions.</b>	<b>Watch the video on Tigers and discuss about the uses of Tigers.</b>	<b>Students will understand that a persuasive text presents an argument that is supported by facts and Opinions.</b>	<b>Read some newspaper articles and colour the facts and opinion.</b>
<b>JANUARY</b>	<b>Persuasive Essay</b>	<b>Students will understand that supporting reasons with facts and opinion makes a good persuasive essay.</b>	<b>Conduct a debate and try to persuade on your topic.</b>	<b>Students will understand that supporting reasons with facts and opinion makes a good persuasive essay.</b>	<b>Draw persuasion maps on chart paper.</b>
<b>JANUARY</b>	<b>Venu's Time Machine</b>	<b>Students will understand that a science fiction text has fictional elements that could possibly happen in the future.</b>	<b>Discuss and play the role of Venu in the classroom.</b>	<b>Students will understand that a science fiction text has fictional elements that could possibly happen in the future.</b>	<b>Think about an interesting invention that could happen in future. Draw the invention.</b>
<b>FEBRUARY</b>	<b>Science fiction</b>	<b>Students will understand that we can use characters setting and problem from a possible future to write own science fiction</b>	<b>Discuss about current inventions and field.</b>	<b>Students will understand that we can use characters setting and problem from a possible future to write own science fiction</b>	<b>Imagine you have landed a spacecraft on a new planet. Describe what you can see hear, smell and taste there</b>
<b>FEBRUARY</b>	<b>The life of Helen keller</b>	<b>Students will understand that a biography text uses facts to narrate the life story of a real person.</b>	<b>Enact the life of Helen keller from childhood to adult.</b>	<b>Students will understand that a biography text uses facts to narrate the life story of a real person.</b>	<b>Interview someone and make a fact chart about them.</b>

<b>FEBRUARY</b>	<b>Writing a biography</b>	<b>Students will understand that for writing a biography they need appropriate facts and details to describe a person</b>	<b>Discuss and gather information and pictures of any known personality.</b>	<b>Students will understand that for writing a biography they need appropriate facts and details to describe a person</b>	<b>Write a biography on any famous personality. Organise all the information.</b>
<b>MARCH</b>	<b>Information Essay</b>	<b>Students will understand that informational texts are non-fiction texts that have unique purposes and features.</b>	<b>discuss in groups about the purpose and features of the information.</b>	<b>Students will understand that informational texts are non-fiction texts that have unique purposes and features.</b>	<b>Draw an invention you would like to make that is inspired by nature.</b>
<b>MARCH</b>	<b>Writing to inform</b>	<b>Students will understand that we can write to explain cause and effect relationships.</b>	<b>Gather information under one topic and discuss about problems and effects.</b>	<b>Students will understand that we can write to explain cause and effect relationships.</b>	<b>Choose any one invention to research and make an outline of the problem, causes and effects.</b>