

## Class 4

Section I
<b>Pedagogical processes suggested by NCERT</b>
<b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to-</b>
Participate in role play, enactment, dialogue and dramatization of stories read and heard
Listen to simple instructions, announcements in English made in class/school and act accordingly
Participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard
Learn English through posters, charts, etc., in addition to books and children's literature
Read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc.
Understand different forms of writing (informal letters, lists, stories, diary entry etc.)
Learn grammar in a contextual and integrated manner and frame grammatically correct sentences
Notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities.
Notice categories and word clines
Enrich vocabulary in English mainly through telling and re-telling stories/folk tales
Start using dictionary to find out spelling
And meaning
Practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing
Infer the meaning of unfamiliar words from the context
Take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts
Be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc.
Look at cartoons/pictures/comic strips with or without words and interpret them
Enrich vocabulary through crossword puzzles, word chain, etc.
Appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc.

Section II	
Learning Outcomes of NCERT	Measuring the LOs
Recites poems with appropriate expressions and intonation.	Recites poems with appropriate expressions and intonation in order to demonstrate an understanding of poem/sentences/words.
Enacts different roles in short skits	Enacts different roles in role plays/short skits/dramatization of stories with dialogue and dramatic delivery
Responds to simple instructions, announcements in English made in class/ school	Responds to simple instructions, announcements in English made in class/ school
Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read	Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read
Describes briefly, orally/in writing about events, places and/or personal experiences in English	Describes briefly, orally/in writing about events, places and/or personal experiences in English in order to demonstrate communication skills

Reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements	Reads subtitles on TV, titles of books, news headlines, posters, charts, pamphlets and advertisements, printed script on the classroom walls, notice board, etc.
Shares riddles and tongue-twisters in English	Shares riddles and tongue-twisters in English
Solves simple crossword puzzles, builds word chains, etc.	Solves simple crossword puzzles, builds word chains, etc.
Infers the meaning of unfamiliar words by reading them in context	Infers the meaning of unfamiliar words from known and unknown texts by reading them in context
Uses dictionary to find out spelling and meaning	Uses dictionary to find out spelling and meaning, in order to demonstrate research skills
Writes/types dictation of short paragraphs (7-8 sentences)	Writes/types dictation of short paragraphs (7-8 sentences)
Uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop	Uses punctuation marks in reading aloud with intonations and pauses such as question mark, comma, and full stop in order to demonstrate understanding of their appropriate usage
Uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters	Uses punctuation marks in writing such as question mark, comma, full stop and capital letters in order to demonstrate understanding of their appropriate usage
Writes informal letters or messages with a sense of audience	Writes informal letters, messages, entries, lists, etc. with a sense of audience in order to differentiate between different forms of writing (informal letters, lists, stories, diary entry etc.)
Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.	Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. in order to demonstrate understanding of logical relationships between words/sentences/ideas.
Uses nouns, verbs, adjectives, and prepositions in speech and writing	Uses noun, pronouns, adjectives, prepositions, etc. in contextual and integrated manner in order to frame grammatically correct sentences, both in speech and in writing
Reads printed script on the classroom walls, notice board, in posters and in advertisements Reads printed script on the classroom walls, notice board, in posters and in advertisements	
Speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a <i>mela</i>	Speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a <i>mela</i>
Presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.	Presents orally and in writing the highlights of a given written text/ short speech/ narration/ video/ film/ picture/ photograph etc. in order to demonstrate communication, presentation and critical thinking skills.

**Section III****MAPPING OF GRADE 4 ENGLISH TOPICS WITH ADAPTED LEARNING OUTCOMES ADAPTED BY CBSE**

**Note: Overall Learning Outcome for the course: Able to comprehend; Listen with attention ; Improve vocabulary; Learn spelling ; Able to speak short sentences; Improve handwriting**

<b>Unit</b>	<b>Topic</b>	<b>Learning Objectives:</b>	<b>Learning Outcome</b>
<b>1</b>	<b>Wake Up</b>	read and re-read the poem aloud laying stress on certain words and phrases	Recites poems with appropriate expressions and intonation in order to demonstrate an understanding of poem/sentences/words
		recognise and produce rhyming words used in the poem.	
		enhance the vocabulary by picking out antonyms and synonyms in the poem.	
	<b>Neha's Alarm Clock</b>	describe natural scenery using nouns, pronouns and adjectives.	Uses noun, pronouns, adjectives, prepositions, etc. in contextual and integrated manner in order to frame grammatically correct sentences, both in speech and in writing
		read the text aloud with correct pronunciation, intonation, pause and articulation of voice.	
		relate to the theme of the lesson i.e. importance of time	
		recognise the proper use of parts of speech and apply it to the given exercises.	

<b>Unit</b>	<b>Topic</b>	<b>Learning Objectives:</b>	<b>Learning Outcome</b>
<b>2</b>	<b>Noses</b>	read and re-read the poem aloud laying stress on certain words and phrases	Uses dictionary to find out spelling and meaning, in order to demonstrate research skills
		recognise that all the body parts are very important.	
		enhance the vocabulary by picking out antonyms and synonyms in the poem.	Speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a <i>mela</i>
		speak about his/her friends features and physical appearance.	
		compose a short poem using rhyming words.	

	<b>The Little Fir Tree</b>	read the text aloud with correct pronunciation, intonation, pause and articulation of voice.	
		discuss feeling happy with what she/he is or has.	
		recognise the proper use of parts of speech and apply it to the given exercises.	

Unit	Topic	Learning Objectives:	Learning Outcome
3	Run	recite the poem with proper, gesture and pronunciation	Uses punctuation marks in reading aloud with intonations and pauses such as question mark, comma, and full stop in order to demonstrate understanding of their appropriate usage  Speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a <i>mela</i>
		locate and write rhyming words from the poem	
		realize the importance of games and sports.	
	Nasruddin's Aim	read the text with voice modulation ,use of phonetics while speaking.	
		speak about any of their favourite events e.g. cricket.	
		use verb and adverb	
		use new words and language items in proper context.	
write paragraph on a given topic			
pick antonyms and synonyms of the words given in text.			

Unit-4	Topic	Learning Objectives:	Learning Outcome
	Why?	recite the poem with proper intonation and gestures.	Uses punctuation marks in writing such as question mark, comma, full stop and capital letters in order to demonstrate understanding of their appropriate usage
		frame questions beginning with "why".	
		write a short composition based on a picture	
		read/enact 'Alice in Wonderland' and other fairy tales.	

4	Alice In Wonderland	read the story with correct pronunciation and rise and fall of the voice.	Enacts different roles in role plays/short skits/dramatization of stories with dialogue and dramatic delivery
		present short sentences on 'fish'.	
		strengthen word building with the help of word patterns. and introducing simple group names	

Unit	Topic	Learning Objectives:	Learning Outcome
5	Don't be Afraid of the Dark	recite the poem with proper intonation and gestures	Uses noun, pronouns, adjectives, prepositions, etc. in contextual and integrated manner in order to frame grammatically correct sentences, both in speech and in writing
		locate the opposite of the given words from the poem.	
		relate to the theme of the poem i.e. always be hopeful. keep patience as happy days always come after bad situation.	
		depict the compound words with the help of illustration.	
	Hellen Keller	read the story aloud with correct pronunciation , pause	Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. in order to demonstrate understanding of logical relationships between words/sentences/ideas
		contrast their feelings when they see someone who needs help .	
		value their own belongings without envying others.	
		underline the describing words (adjectives)and prepositions.	
		frame simple sentences using joining words and doing words.	

Unit-6	Topic	Learning Objectives:	Learning Outcome
1	The Donkey	recite the poem with proper intonation and gestures .	Uses punctuation marks in reading aloud with intonations and pauses such as question mark, comma, and full stop in order to demonstrate understanding of their appropriate usage
		express/demonstrate love for animals, especially whom they keep for their domestic use.	
		recognise rhyming words used in the poem.	
		enhance the vocabulary by picking out antonyms and synonyms in the poem.	Write/type dictation of short paragraph.(7-8 sentences)
		read the text aloud with correct pronunciation, intonation, pause and articulation of voice.	

	<b>I had a Little Pony</b>	write about wild life sanctuaries with the help of teacher	
		use new words in proper context	
		write and speak sentences using 'can' and 'cannot'	

Unit-7	Topic	Learning Objectives:	Learning Outcome
7	<b>Hiawatha</b>	recite the poem with proper intonation and gestures .	Uses dictionary to find out spelling and meaning, in order to demonstrate research skills
		relate to the idea in the poem that animals are our best friends	
		enhance the vocabulary by picking out antonyms and synonyms in the poem	
		identify the features of wild animals, their behaviour and habitats	
	<b>The Scholar's Mother Tongue</b>	read the text aloud with correct pronunciation, intonation, pause and articulation of voice.	Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read
		relate to the theme of the chapter that we should love and save the animals.	
		pronounce correctly the words in the lesson.	
		speak 5-10 lines or short speech on animal which are endangered these days	

Unit-8	Topic	Learning Objectives:	Learning Outcome
8	A Watering Rhyme	recite the poem with rhyme and rhythm.	Shares riddles and tongue-twisters in English
		to spell the new words correctly and find their meaning to enhance their vocabulary	
		develop love and care for nature especially for trees and plants and speak on it.	Solves simple crossword puzzles, builds word chains, etc/
		recognise that plants and trees are important for existence of life.	
	The Giving Tree	read the chapter aloud with proper pronunciation and pause.	Presents orally and in writing the highlights of a given written text/ short speech/ narration/
		create new words using suffix 'full' 'ly' & 'ish'.	
		develop sensitivity towards environment and the journey of life.	

		create a family tree with the help of photographs of your family members	video/ film/ picture/ photograph etc. in order to demonstrate communication, presentation and critical thinking skills.
--	--	--	---

Unit-9	Topic	Learning Objectives:	Learning Outcome
9	Books	build their vocabulary by finding out antonyms and synonyms.	Uses dictionary to find out spelling and meaning, in order to demonstrate research skills
		recite the poem with proper intonation.	
		relate to the emotions of the speaker	
		develop the habit of reading different kinds of books.	
		relate to the theme of the poem that books are their best friends.	Presents orally and in writing the highlights of a given written text/short speech/narration/video/film/picture/photograph etc. in order to demonstrate communication, presentation and critical thinking skills.
	Going to buy a Book	read the story aloud with proper pronunciation and pause	
		discuss the books they have read and narrate a story which they like the most.	
participate in drill of the Language items in proper context – i) Noun (opposites) verbs (action words) Find the opposite words from the story			

Unit	Topic	Learning Objectives:	Learning Outcome
10	The Naughty Boy	recite the poem with proper intonation, pronunciation and stress on action words.	Presents orally and in writing the highlights of a given written text/short speech/narration/video/film/picture/photograph etc. in order to demonstrate communication, presentation and critical thinking skills.
		identify rhyming words.	
		acquire knowledge about other countries, their culture, customs buildings etc and speak on it.	
	Pinocchio	read the story aloud with correct pronunciation, expression & pause.	

		relate to the theme of the story that art and craft is very important	
		identify and describe things of Scotland	