



BISHOP SCOTT BOYS' SCHOOL
STUDENT CURRICULUM MANUAL

Subject : ENGLISH

Class : 1

Academic Plan : 2025 -26

Month	Course Description	Learning Outcome	Activity	No. of Periods	Portion for PT & TERM Assessment
April	GULMOHAR				PT (1) Gulmohar: <u>Chapter 1:</u> Our Favourite Place <u>Poem:</u> A Kite New Grammar with a Smile: <u>Grammar:</u> 1) Naming Words 2) One and Many <u>Vocabulary:</u> 1) This is / That is <u>Comprehension:</u> 1) <u>Yoga Day</u>
	<u>Chapter 1:</u> Our Favourite Place	<ul style="list-style-type: none"> Name some of their favourite things they like to do on the terrace. What they can do on the terrace. Describe their own favourite place. 	Ask students to share their favourite place and explain why they like it.	5	
	<u>Chapter 2:</u> Grandma's Vegetable Garden	<ul style="list-style-type: none"> Name some vegetables. Name the vegetables that can be grown at home. Match the colours with the respective vegetables. Identify some vegetables that grow above the ground while some grow under the ground. 	Ask students to name their favourite vegetable. Encourage them to describe it.	5	
	<u>Chapter 3:</u> Daisy, the Cow	<ul style="list-style-type: none"> Infer that some animals look intimidating though they are gentle. Name some farm animals. Differentiate between Daisy and the other animals on the farm. Discuss about the life on farm. 	Ask them to describe other farm animals (e.g., sheep, horse) and what they give us.	5	AOL (1) Gulmohar: <u>Chapter 2:</u> Grandma's Vegetable Garden <u>Chapter 3:</u> Daisy, the Cow <u>Chapter 4:</u> The Naughty Kite <u>Chapter 5:</u> Going to the Pond
	NEW GRAMMAR WITH A SMILE				

	<u>Grammar:</u> 1) Naming Words	<ul style="list-style-type: none"> Identify Naming Words. Categorize Naming Words. Demonstrate vocabulary expansion. Apply Naming Words in speaking and writing. 	Provide a list of words and ask students to sort the words into the correct category.	2	Chapter 6: The King's Drum <u>Poem:</u> I Ride My Bicycle New Grammar with a Smile: <u>Grammar:</u> 3) A and Am 4) Pronouns 5) More Pronouns 6) Doing Words 7) Am, Is and Are 8) Has and Have <u>Vocabulary:</u> 2) These are / Those are 3) Opposites <u>Comprehension:</u> 2) Yogi Bear Goes Skating 3) Picture Comprehension <u>Composition:</u> 1) Writing about Yourself 2) Invitation
	2) One and Many	<ul style="list-style-type: none"> Identify singular and plural nouns. Add -s or -es to form plurals. Use singular and plural nouns in sentences. 	Provide students with flashcards or pictures of objects in singular and plural forms. Ask students to say whether the image shows one or many.	2	
	<u>Vocabulary:</u> 1) This is / That is	<ul style="list-style-type: none"> Understand the difference between 'this' and 'that' Use 'this is' and 'that is' correctly in sentences. 	Hand out a worksheet with images of near and far objects. Ask students to complete sentences with 'this is' or 'that is'.	2	
	<u>Comprehension:</u> 1) Yoga Day	<ul style="list-style-type: none"> Identify details from the picture and text. Answer comprehension questions accurately. Improve vocabulary and sentence construction skills. 		1	
	GULMOHAR LANGUAGE PRACTICE				
	Worksheet 1			1	
	Worksheet 2			1	

May	GULMOHAR <u>Poem:</u> A Kite	<ul style="list-style-type: none"> • Understand the main ideas of the poem 'A Kite'. • Students will learn new vocabulary related to kites. • Infer that each object has its own place. • Identify the rhyming words. 	Give students chart paper and crayons. Ask them to draw their own kite and colour it.	3	
	NEW GRAMMAR WITH A SMILE				
	<u>Grammar:</u> 3)A and An	<ul style="list-style-type: none"> • Identify and differentiate between the articles 'a' and 'an'. • Use 'a' and 'an' correctly in sentences. 	Students can draw objects starting with vowels and consonants and label them with 'a' or 'an'.	1	
	4) Pronouns	<ul style="list-style-type: none"> • Define pronouns. • Identify common pronouns (he, she, it, they, we, you, and I). • Use pronouns correctly in sentences. 		2	
	<u>Composition:</u> 1) Writing about Yourself	<ul style="list-style-type: none"> • Introduce themselves using simple sentences. • Write basic information about themselves (name, age, likes, and family). • Use correct sentence structure with appropriate pronouns. 		1	
	GULMOHAR LANGUAGE PRACTICE				
	Worksheet 3			1	

June					
	GULMOHAR <u>Chapter 4:</u> The Naughty Kite	<ul style="list-style-type: none"> Express how descriptive and action word is used to make a kite come alive. Describe the sequence of the events. Identify the wind as an active participant in the story. 	Encourage them to write or dictate a sentence about their kite (e.g., "My kite is blue and flies high.").	5	
	NEW GRAMMAR WITH A SMILE				
	<u>Grammar:</u> 5)More Pronouns	<ul style="list-style-type: none"> Identify and use additional pronouns (me, him, her, us, them). Differentiate between subject and object pronouns. Use pronouns correctly in sentences. 	Use flashcards or pictures and ask students to choose the correct pronoun. Example: Show a picture of a boy → Ask: "What pronoun do we use?" → (he)	2	
	GULMOHAR LANGUAGE PRACTICE				
	Worksheet 4			1	
July	GULMOHAR				
	<u>Poem:</u> I Ride My Bicycle	<ul style="list-style-type: none"> Identify the traffic signal colours. Explain the need to follow traffic rules. List the rhyming words. 		6	
	<u>Chapter 5:</u> Going to the Pond	<ul style="list-style-type: none"> Develop an interest in reading visual pictures and dialogs used in a graphic story. Connect with the real world and understand the need to be careful while crossing the road. 	Give students paper and crayons. Ask them to draw a pond scene (including fish, frogs, ducks, etc.).	6	

	NEW GRAMMAR WITH A SMILE				
	<u>Grammar:</u> 6) Doing Words	<ul style="list-style-type: none"> • Define doing words as action words. • Identify and use common doing words in sentences. • Demonstrate understanding through activities and writing. 	<p>Play an action game: Say a doing word (e.g., jump, clap, spin), and have students perform the action. Then, ask: 'What are you doing?' Students respond: 'I am jumping.'</p>	2	
	<u>Vocabulary:</u> 2) These are / Those are	<ul style="list-style-type: none"> • Identify when to use these are and those are. • Differentiate between near and far objects. • Use 'these are' and 'those are' correctly in sentences. 	<p>Divide students into small groups. Give each group a set of flashcards or objects. Ask them to identify whether they would use these are or those are.</p>	2	
	<u>Comprehension:</u> 2) Yogi Bear Goes Skating	<ul style="list-style-type: none"> • Identify and describe the action in the picture. • Use colour vocabulary to describe different parts of Yogi Bear's outfit. • Develop creative and fine motor skills through colouring. • Improve comprehension by answering simple questions. 		2	

	<u>Composition:</u> 2) Invitation	<ul style="list-style-type: none"> Identify the key parts of an invitation. Write a simple invitation for an event. 	Distribute blank sheets or invitation templates. Ask students to create their own invitations using the key parts: Who: (Their name) What: (Event) When: (Day and time) Where: (Place)	2	
	GULMOHAR LANGUAGE PRACTICE				
	Worksheet 5			1	
August	GULMOHAR				
	<u>Chapter 6:</u> The King's Drum	<ul style="list-style-type: none"> Describe Mouse Deer's calmness in danger. Relate Mouse Deer's cleverness in tricking Tiger. Explain the reason behind their actions. Sketch Mouse Deer and Tiger as contrasting characters. 	Make a model of drum using thermocol and sticks.	6	
	NEW GRAMMAR WITH A SMILE				

<p><u>Grammar:</u> 7) Am, Is and Are</p>	<ul style="list-style-type: none"> • Identify and correctly, use am, is, and are in sentences. • Apply these verbs when talking about themselves and others. 	<p>Verb Game: Say a subject (e.g., I, she, they). Ask students to respond with the correct verb. Example: You say: "He" → Students say: "is"</p>	4	
<p>8) Has and Have</p>	<ul style="list-style-type: none"> • Identify and correctly, use has and have in sentences. • Apply these verbs to describe possession. 		2	
<p><u>Vocabulary:</u> 3) Opposites</p>	<ul style="list-style-type: none"> • Identify common opposite pairs. • Use opposites in sentences. • Recognize opposites in daily conversations. 	<p>Play a guessing game: Describe one word and ask students to guess the opposite. Example: You say: "I am feeling sad. What is the opposite?" Students say: 'Happy!'</p>	2	
<p><u>Comprehension:</u> 3) Picture Comprehension</p>	<ul style="list-style-type: none"> • Observe and interpret details in a picture. • Answer simple questions based on the picture. • Use basic vocabulary to describe what they see. • Improve their speaking and writing skills. 		2	

	GULMOHAR LANGUAGE PRACTICE				
	Worksheet 6			1	
September	REVISION FOR AOL 1				
October	GULMOHAR				PT (2)
	<u>Poem:</u> Tulips	<ul style="list-style-type: none"> Note the similarity between the tulip and the golden sunshine. List the two sets of rhyming words. Compare the tulip to a cup. Differentiate between flowering plants and flowering trees. 	Ask students to draw a picture of their favourite flower (it can be a tulip or any other) and write one sentence about it.	4	Gulmohar <u>Chapter 7:</u> The Little Sofa <u>Poem:</u> Tulips New Grammar with a Smile: <u>Grammar:</u> 9) What is Happening Now? 10) What Happened Before? <u>Comprehension:</u> The Gingerbread Boy
	<u>Chapter 7:</u> The Little Sofa	<ul style="list-style-type: none"> Identify some describing words. Infer that the children and creatures in nature love the sofa in the garden. Relates the text to happiness the children derive from the sofa. Note the human qualities given to the sofa. 		6	AOL (2) Gulmohar: <u>Chapter 8:</u> Sam and Mama Heron <u>Chapter 9:</u> Cleaning the Playground <u>Chapter 10:</u> Jijo and Elly <u>Chapter 11:</u> Sera Learns to Fly
NEW GRAMMAR WITH A SMILE					

<p><u>Grammar:</u> 9) What is Happening Now</p>	<ul style="list-style-type: none"> Identify and describe actions happening now. Use present continuous tense correctly, (e.g., "She is running"). Form simple sentences using action verbs. 	<p>"What am I doing?" game: Act out different actions (e.g., jumping, clapping, sleeping). Ask students to guess what you are doing by forming sentences: "You are jumping!"</p>	<p>3</p>	<p><u>Poem:</u> If You Catch a Firefly Sea Song New Grammar with a Smile: <u>Grammar:</u> 11) Describing Words 12) To Whom Does It Belong? 13) Position Words 14) Joining Words 15) The Sentence <u>Vocabulary:</u> 4) Male and Female 5) Homes of Animals 6) Sounds of Animals <u>Comprehension:</u> 5) The Thirsty Crow 6) Poem Comprehension <u>Composition:</u> 3) Writing a Letter 4) Writing a Paragraph</p>
<p>10) What Happened Before</p>	<ul style="list-style-type: none"> Identify and describe actions that happened in the past. Use simple past tense verbs correctly (e.g., played, walked, ate). Form simple sentences about past events. 		<p>3</p>	
<p><u>Comprehension:</u> 7) The Gingerbread Boy</p>	<ul style="list-style-type: none"> Retell the story in simple sentences. Answer comprehension questions accurately. 		<p>2</p>	
<p>GULMOHAR LANGUAGE PRACTICE</p>				
<p>Worksheet 7</p>			<p>1</p>	

November	GULMOHAR				
	<u>Chapter 8:</u> Sam and Mama Heron	<ul style="list-style-type: none"> • Recognise that good deeds returned with good actions. • Describe the relationship that develops from timely help. • Express that one good turn deserves another. • Compare the characters. • Identify a graphic story. 		6	
	<u>Poem:</u> If You Catch a Firefly	<ul style="list-style-type: none"> • Compare the firefly to a star. • Discuss the plight of trapped animals. • Recite the poem with actions. • Identify the rhyming words. 		4	
	<u>Chapter 9:</u> Cleaning the Playground	<ul style="list-style-type: none"> • Discuss the problem-solution pattern in the story. • Express the importance of keeping our surrounding clean. • Importance of signboards to create awareness. • Explain the need to be proactive. 	Ask students to make a sign boards to keeps their classroom clean.	7	
	NEW GRAMMAR WITH A SMILE				
<u>Grammar:</u> 11) Describing Words	<ul style="list-style-type: none"> • Identify describing words (adjectives) in sentences. • Use adjectives to describe objects, animals, and people. • Form simple sentences with adjectives. 	Play a describing game: Show an object or picture. Ask students to take turns describing it. Example: Show a picture of an apple → Students say: "The apple is red and round."	2		

	12) To Whom Does It Belong?	<ul style="list-style-type: none"> Identify and use possessive pronouns (e.g., his, her, my, your). Understand the concept of ownership or belonging. Form simple sentences using possessive pronouns. 		2	
	13) Position Words	<ul style="list-style-type: none"> Identify common position words (e.g., on, in, under, next to, behind, in front of). Use position words accurately in sentences. Demonstrate understanding through interactive activities. 	Play a position game: Place a toy in different positions around a chair or box. Ask students to describe the position using position words.	2	
	<u>Vocabulary:</u> 4) Male and Female	<ul style="list-style-type: none"> Identify male and female people. Recognize male and female animals. Use appropriate vocabulary to describe gender differences. 		1	
	<u>Composition:</u> 3) Writing a Letter	<ul style="list-style-type: none"> Understand the format of a letter. Write a simple letter with guidance. 		2	
	GULMOHAR LANGUAGE PRACTICE				
	Worksheet 8			1	
	Worksheet 9			1	
December	GULMOHAR				
	<u>Chapter 10:</u> Jijo and Elly	<ul style="list-style-type: none"> Relates a story about an elephant and a keeper. Infer that animals have feelings too. Express what animal campuses are. 		6	

<p><u>Chapter 11:</u> Sera Learns to Fly</p>	<ul style="list-style-type: none"> • Recognise the message in the story. • Learn that it is not wrong to dream. • Identify with Sera’s adventurous nature. 		6	
NEW GRAMMAR WITH A SMILE				
<p><u>Grammar:</u> 14) Joining Words</p>	<ul style="list-style-type: none"> • Identify and use basic joining words (and, but, or) in sentences. • Practice combining simple sentences using joining words. 	Hand out worksheets with simple sentences where students need to fill in the blanks with the correct joining word. Example: I have a pen ___ a pencil. (and) She is small ___ strong. (but)	4	
15) The Sentence	<ul style="list-style-type: none"> • Students will understand what a sentence is. • Students will be able to identify and form simple sentences with correct punctuation. 		4	
<p><u>Vocabulary:</u> 8) Homes of Animals</p>	<ul style="list-style-type: none"> • Students will learn about different animals and their homes. • Students will be able to match animals with their respective homes. 	<p>Display animal and home flashcards on the board.</p> <p>Ask students to come up and match the animal with its home.</p>	1	
<p><u>Comprehension:</u> 5) The Thirsty Crow</p>	<ul style="list-style-type: none"> • Understand and recall details of the story. • Identify the problem and solution. • Answer comprehension questions accurately. 	Act out the story.	1	

	GULMOHAR LANGUAGE PRACTICE				
	Worksheet 10			1	
January	GULMOHAR				
	<u>Poem:</u> Sea Song	<ul style="list-style-type: none"> Describe the shell as being curly and cold. Relates to the experience. Recite the poem with expressions. 	Ask students to draw a seashell and write one sentence about it. Example: "The shell sings a sea song."	6	
	NEW GRAMMAR WITH A SMILE				
	<u>Vocabulary:</u> 6) Sounds of Animals	<ul style="list-style-type: none"> Identify common animals and the sounds they make. Match animals with their respective sounds. Use simple sentences to describe animal sounds (e.g., "A dog barks."). 	Play a simple game: Hold up a picture of an animal and have students make the sound.	2	
	<u>Comprehension:</u> 6) Poem Comprehension	<ul style="list-style-type: none"> Understand and recall details of the story. Identify the problem and solution. Answer comprehension questions accurately. 		1	

	<u>Composition:</u> 4) Writing a Paragraph	<ul style="list-style-type: none"> • Identify and write simple sentences. • Organize their sentences into a short paragraph. • Use basic vocabulary to describe familiar topics (e.g., family, animals, and daily activities). • Practice sentence structure and punctuation. 		1	
	GULMOHAR LANGUAGE PRACTICE				
	Worksheet 11			1	
February	REVISION FOR AOL 2				