



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 4

Subject: English

Teacher Name: Mrs. Nini Josy

M	Unit/Chapter	Concepts/Sub topic	Learning Outcomes/ Skills acquired	Essential Questions
APRIL	L-1 Was it a Dream?	Punctuations Subject - Predicate	<p>Listening</p> <ul style="list-style-type: none"> To apply their phonic skills and knowledge while reading. Comprehend after listening to the audio of the lesson <p>Speaking</p> <ul style="list-style-type: none"> To pronounce the phonic and vocabulary words correctly. Consider and evaluate different viewpoints. <p>Reading</p> <ul style="list-style-type: none"> To understand and infer ideas. To develop the story through the strips/ Pictures and put the story in right sequence. <p>Writing</p> <ul style="list-style-type: none"> To identify facts and provide reasoning when drafting opinions. To use descriptions and dialogues in narrative pieces to convey real life events. 	<ul style="list-style-type: none"> If you had a fantastic dream, what would it be? How are thoughts different from dreams?
	L-2 The Silver House (poem)	Kinds of Nouns	<p>Listening</p> <ul style="list-style-type: none"> To listen to understand ideas and information, by – summarizing main ideas and supporting details. Analyze the relevant details when answering questions or contributing to a shared summary. <p>Speaking</p> <ul style="list-style-type: none"> To express and present a range of ideas, information, and feelings. To discuss in own words information that is generally accurate and relevant and includes details, examples, anecdotes, or experiences. <p>Reading</p> <ul style="list-style-type: none"> To discuss books that they have read, taking turns to share thoughts. To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Writing</p> <ul style="list-style-type: none"> To organize and write non – narrative material, using simple organizational devices. To plan their writing by discussing and recording ideas. 	<ul style="list-style-type: none"> What if the moon was to be of a different shape and colour? What shape and colour would you want it to be and why?



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 4

Subject: English

Teacher Name: Mrs. Nini Josy

MAY	L-3 The Great Traveller	Singular – Plural Gender	<p>Listening</p> <ul style="list-style-type: none">To listen to and identify how language, structure and presentation contribute to meaning.To Plan, draft, edit and write a short story using paragraphs. <p>Speaking</p> <ul style="list-style-type: none">To discuss books that they have read and listened to and share their thoughts.To discuss in own words information that is generally accurate and relevant and includes details, examples or experiences. <p>Reading</p> <ul style="list-style-type: none">To identify questions to be answered before hand and use the specific features of the nonfiction texts to answer them.Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied <p>Writing</p> <ul style="list-style-type: none">To outline their writing by discussing and recording ideas.To develop ideas by using clear, focused, useful and interesting details and explanations.	<ul style="list-style-type: none">Where would you choose to go if you win a holiday package and why?What are the things we must plan about when we go on a journey?
	L-4 Puppy and I (poem)	Homophones	<p>Listening</p> <ul style="list-style-type: none">To recognize some different forms of poetry.To identify how language, structure and presentation contribute to meaning. <p>Speaking</p> <ul style="list-style-type: none">To compose and rehearse sentences orally with a varied and rich vocabulary.To develop their vocabulary through spelling unfamiliar words by applying strategies (e.g., phonic knowledge and skills and visual memory, use of common spelling patterns, dictionaries, word walls, etc. <p>Reading</p> <ul style="list-style-type: none">To compile and read aloud their own writing, using appropriate intonation.To identify distinctive language, structural and presentational features in their independent reading of texts. <p>Writing</p> <ul style="list-style-type: none">To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.To organize paragraphs around a theme.	<ul style="list-style-type: none">A dog is man's best friend. Do you agree with this statement?Describe what you like to do alone, and what you like to do in company?



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 4

Subject: English

Teacher Name: Mrs. Nini Josy

JUNE	L-5 How the Sea Became Salty	Similes	<p>Listening</p> <ul style="list-style-type: none"> To listen to understand ideas and information by summarizing main ideas and supporting details. To connect and relate prior experiences, insights and ideas. <p>Speaking</p> <ul style="list-style-type: none"> To discuss words and phrases that capture the reader's interest and imagination. To discuss through inferring what the characters think and predicting what might happen next. <p>Reading</p> <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning. To summarize major ideas after analyzing the story. <p>Writing</p> <ul style="list-style-type: none"> To construct paragraphs around a theme. To create effective character profiles using different adjectives. 	<ul style="list-style-type: none"> If you got a magic lamp that could fulfil your wishes, what would you do with it? Have you ever felt jealous of someone? What did you do then?
SEPTEMBER	L-7 A Stranger at Benbow Inn	Prefix – Suffix	<p>Listening</p> <ul style="list-style-type: none"> Understand ideas and information by summarizing main ideas supporting details. To connect and relate prior experiences, insights and ideas. <p>Speaking</p> <ul style="list-style-type: none"> To appraise inferential and analytical skills of the learners To understand and respond to literary and creative works presented orally (e.g. recognize use of powerful or engaging language, identify characteristic language or technique) <p>Reading</p> <ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. To describe and demonstrate use of text features.(e.g.: titles, captions, text highlighting, illustrations, sidebars) to understand the text. <p>Writing</p> <ul style="list-style-type: none"> Construct a paragraph by using a variety of connecting words to combine ideas and sentences, indicate comparisons, sequence and describe the cause and effect relationships. 	<ul style="list-style-type: none"> Talk about your first meeting with someone, who later became a good friend. If you were to meet a stranger, how would you react?



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 4

Subject: English

Teacher Name: Mrs. Nini Josy

M	Unit/Chapter	Concepts/Sub topic	Learning Outcomes	Essential Questions
	L-8 The Ants (poem)	Articles	<p>Listening</p> <ul style="list-style-type: none"> To listen to understand ideas and information by summarizing main ideas and supporting details. To connect and relate prior experiences, insights and ideas. <p>Speaking</p> <ul style="list-style-type: none"> To discuss words and phrases that capture the reader's interest and imagination. To discuss through inferring what the characters think and predicting what might happen next. <p>Reading</p> <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning. To summarize major ideas after analyzing the poem. <p>Writing</p> <ul style="list-style-type: none"> To construct paragraphs around a theme. <ul style="list-style-type: none"> To create effective character profiles using different adjectives. 	<ul style="list-style-type: none"> Think of a time when you have had to work really hard. Suppose you were very busy with your work and your friend comes to you asking for help. What will you do?
OCTOBER	L-9 A Thousand Gold Coins	Adjectives Simple Tenses	<p>Listening</p> <ul style="list-style-type: none"> Understand ideas and information by summarizing main ideas supporting details. To connect and relate prior experiences, insights and ideas. <p>Speaking</p> <ul style="list-style-type: none"> To appraise inferential and analytical skills of the learners To understand and respond to literary and creative works presented orally (e.g. recognize use of powerful or engaging language, identify characteristic language or technique) <p>Reading</p> <ul style="list-style-type: none"> To identify questions to be answered before hand and use the specific features of the nonfiction texts to answer them. To describe and demonstrate use of text features.(e.g.: titles, captions, text highlighting, illustrations, sidebars) to understand the text. <p>Writing</p> <ul style="list-style-type: none"> Construct a paragraph by using a variety of connecting words to combine ideas and sentences, indicate comparisons, sequence and describe the cause and effect relationships. 	<ul style="list-style-type: none"> When you are faced with a problem, whom do you go to for advice? How does it help you? Have you ever been in a situation where you have not been able to fulfil a promise? What did you do in that situation?



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 4

Subject: English

Teacher Name: Mrs. Nini Josy

NOVEMBER	L-10 The Conceited Python	Continuous Tenses	<p>Listening</p> <ul style="list-style-type: none">To listen to and identify how language, structure and presentation contribute to meaning.To Plan, draft, edit and write a short story using paragraphs. <p>Speaking</p> <ul style="list-style-type: none">To discuss books that they have read and listened to and share their thoughts.To discuss in own words information that is generally accurate and relevant and includes details, examples or experiences. <p>Reading</p> <ul style="list-style-type: none">To identify questions to be answered before hand and use the specific features of the nonfiction texts to answer them.Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied <p>Writing</p> <ul style="list-style-type: none">To outline their writing by discussing and recording ideas.To develop ideas by using clear, focused, useful and interesting details and explanations	<ul style="list-style-type: none">Do you think it is a good idea to keep strange and unusual pets?If someone were to gift you a python, would you accept it? Why or why not?
	L-11 Sounds in the Evening(poem)	Positive – Negative Sentences Subject – Verb Agreement	<p>Listening</p> <ul style="list-style-type: none">To develop ideas by listening to relevant texts and discuss words and phrases that capture the interest and imaginationTo plan their writing by discussing and recording ideas. <p>Speaking</p> <ul style="list-style-type: none">To explain how specific words, phrases, or images help create meaning in poetryTo discuss through inferring what the characters think and predicting what might happen next. <p>Reading</p> <ul style="list-style-type: none">To recognize some different forms of poetryTo identify how rhyme schemes and rhythmic patterns contribute to effective fluency. <p>Writing</p> <ul style="list-style-type: none">To compose short poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<ul style="list-style-type: none">What are the things that you like to do in the evening?Describe a beautiful evening scene.



SPLIT UP OF SYLLABUS (2017-18)

GRADE: 4

Subject: English

Teacher Name: Mrs. Nini Josy

DECEMBER	L-13 A Voyage (poem)	Prepositions	<p>Listening</p> <ul style="list-style-type: none"> To recognize some different forms of poetry. To identify how language, structure and presentation contribute to meaning. <p>Speaking</p> <ul style="list-style-type: none"> To compose and rehearse sentences orally with a varied and rich vocabulary. To develop their vocabulary through spelling unfamiliar words by applying strategies (e.g., phonic knowledge and skills and visual memory, use of common spelling patterns, dictionaries, word walls, etc. <p>Reading</p> <ul style="list-style-type: none"> To identify distinctive language, structural and presentational features in their independent reading of texts. To develop initial ideas and make a note while reading. <p>Writing</p> <ul style="list-style-type: none"> To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To organize paragraphs around a theme 	<ul style="list-style-type: none"> What are the things one should carry in case of an emergency? How do travelling opens one's mind?
JANUARY	L-16 Mowgli joins the wolf pack	Conjunctions Interjections	<p>Listening</p> <ul style="list-style-type: none"> To summarize the main ideas, identifying key details. To identify themes and conventions in a wide range of books. <p>Speaking</p> <ul style="list-style-type: none"> To express a personal viewpoint with supporting details and recognize that it may differ from the other. To explain how new information or ideas have changed their thinking <p>Reading</p> <ul style="list-style-type: none"> To understand and infer ideas To develop the story through the strips/ Pictures and put the story in right sequence. Develop positive attitudes to reading and understanding of what they read by. <p>Writing</p> <ul style="list-style-type: none"> Develops a complete plot with characters, setting, problems, events and solutions. Generate and develop ideas through brainstorming, sharing conversations, by using graphic organizers etc. 	<ul style="list-style-type: none"> If you had to live completely by yourself, what would you find most difficult? Why do we need family and friends? Why can't we live alone, all by ourselves?



AL AIN JUNIORS SCHOOL
INDIAN SYSTEM

SPLIT UP OF SYLLABUS (2017-18)

GRADE: 4

Subject: English

Teacher Name: Mrs. Nini Josy

FEBRUARY				
MARCH				