

Lesson Plan Class- V
Subject – English

APRIL

Topics:

Textbook

L-1 Why Do We Need Land ?

From a Railway Carriage (Poem)

Grammar

Comprehension

Kinds of sentences

No. of days required to complete the topic

Learning Outcomes:

Students will be able to read the lesson independently with a deliberate focus on pronunciation.

Understanding objectives.

Students will also learn the about different landforms that our earth is made up of.

Application objectives-

Students will be able to answer the text based questions independently.

Skills objectives –

Students will also learn about the beauty and significance of various landforms.

Previous Knowledge Testing-

Name a landform that has a foot ?

Name a landform that has a mouth ?

Do you like mountains or plains ?

Teaching Aids-

Textbook, blackboard, chalk, pictures of mountains, rivers and deserts.

Pedagogical strategies:

The teacher will read the lesson and the students will repeat after her. The students will be asked to mark new words in the book. The teacher will explain the lesson. Through this start, the students will learn about travelling through the different kinds of landforms. Word meanings, make sentences, question answer and value based questions will be discussed. and students will note them down in their notebooks Back exercises and activities will be done in the textbook.

Hands on Activity (Experiential learning):

Students will be asked if they face different climatic conditions, how will they adapt and survive there ? They will share their ideas in a group.

Art Integration:

Students will draw or paste pictures of various landforms like mountains, deserts, rivers etc.

Interdisciplinary linkages and infusion learning:

Through this story, students will be able to adapt and survive in different extreme climatic conditions.

Recapitulation:

Oral revision will be done. A few questions will be asked from the lesson to check the students' understanding.

Resources including ICT - <https://youtu.be/PKdLYzqqw>

Assessment Items :

To check the conceptual clarity, various types of assessments will be done. Exercises in the notebook will be done. Practice worksheets will be given. Dictation will be given from the story, word meanings and question answers, practice will be done.

Feedback and Remedial Teaching:

Slow learners will be given more practice in reading. They will be encouraged to improve their skills and abilities with more practice.

Inclusive Practices and full participation without discrimination:

Group discussion

Hands on learning

Reading books

Collaboration

From a Railway Carriage (Poem)

Learning Outcomes :

Knowledge objectives:

The students will learn about rhyming words and they will get knowledge about intonation and voice modulation.

Understanding objectives -

Students will be able to identify places where they go and follow rules.

Application objectives:

Students will learn about a fun journey by train.

Skill objectives:

The students will be able to work in collaborative activities with peers while following the rules.

P.K. Testing: The students will be asked

1. Have you ever travelled by train ?
2. Name any five things that you see on the sides while travelling.

Teaching Aids -

Textbook, blackboard, chalk, videos related to the topic

Pedagogical strategies-

The teacher will recite the poem and the students will repeat after her. The teacher will tell the students how to recite the poem with proper intonation and voice modulation.

The teacher will explain difficult terms in the poem. Word meanings, question answers and reference to context will be done through discussion method and the students will note them down in their notebooks. Back exercises will be done in the textbook.

Hands on Activity:

Students will be asked about the things they witness while travelling.

Art Integration:

The students will be asked to make a picture using their own imagination.

Interdisciplinary linkages and infusion of Life Skills:

The students will be able to understand that beauty of natural elements in our life.

Recapitulation:

Revision of word meanings and question answers will be done. Students will be asked to recite the poem in a group.

Resources including ICT:

Assessment Items - Practice of question answer and reference to context will be done. A few questions will be asked to check the students' understanding.

Feedback and Remedial Teaching:

To improve the reading skills of slow learn more reading practice will be given. They be encouraged to read different forms by different poets.

Inclusive Practices and full participation without discrimination:

Different poems watching videos.

Read aloud composing short poems
collaboration.

Topic – Kinds of sentences

No. of days required to complete the topic.

Learning Outcomes:

Students will learn about different kinds of sentences that is imperative, assertive, interrogative and exclamatory

Expected learning outcomes The students will be able to identify different kinds of sentences. They will be able to differentiate between the different kinds of sentences.

Previous Knowledge Testing: Students will be asked

1. How many types of sentences are there?
2. What is the difference between imperative and interrogative sentence?
3. Which punctuation sign we use with different kinds of sentences?

Teaching Aids- chalk, blackboard, workbook, chart, flash cards, real models.

Pedagogical strategies-

The teacher will explain the topic by writing various examples on the board. Various exercises will be done in the grammar book and the notebook. The students will be asked to frame two sentences for each kind of sentence in their notebooks.

Hands on Activity (Experiential learning)

* Use of Hash Cards - students will be shown flash cards and will be asked about different kinds of Sentences

Art Integration - The students will be asked to write each kind of sentence in the notebooks.

Interdisciplinary linkages and infusion of Life Skills

* By doing various exercises like word grid. and puzzles, the students will be able to draw a table chart

Recapitulation - Oral revision will be done for better understanding

Resources including ICT - e books, workbook, Internet
<https://youtube/hA8SM3mWg> - Y

Assessment Items - To check the conceptual clarity various types of assessments will be done.

Exercises in the workbook and notebook will be done. Revision assignments will be given Practice sheets will also be given.

Feedback and Remedial Teaching - Slow learners will be asked to watch more videos related to the topic. They will be encouraged to do extra practice of the grammar topics covered.

Inclusive Practices and full participation without discrimination

Group Activity Watching videos

Flash cards

Real models

Live examples from classroom

Charts

MAY

No. of Teaching days-16

Topics

Coursebook:

L.2 The Cyclone

Grammar :

Nouns

No of days required to complete the topic –

Learning Outcomes –

knowledge objectives - The students will learn about cyclones.

Understanding objectives -

Students will understand that natural disasters can happen any time and anywhere.

Application objectives- students will learn that we should be ready to face any kind of situation calmly and responsibly.

Skill objectives The students' moral skills will improve. They will learn that how we can handle the situation when we are in some trouble.

P.K. Testing - The students will be asked

1. What are natural disasters?

2. Have you ever seen a cyclone?

Teaching Aids -

Textbook, blackboard, chalk, videos showing natural disasters.

Pedagogical strategies- The teacher will read the lesson and the students will repeat after her. The teacher will be asked to mark new words in the book. The teacher will explain the lesson. Word meanings, question answers will be done through discussion method and the students will note them down in their notebooks. Back exercises will be done in the textbook.

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Hands on Activity Students will be asked about the things in nature and how they are destroyed during floods, droughts, cyclones etc.

Art Integration The students will be asked to make a picture of cyclone in their notebooks and will also be asked to write few lines what they think about it.

Interdisciplinary linkages and infusion of Life Skills

The students will be able to understand that nature can become pleasant or unpleasant any time. We should be prepared to handle the situation.

Recapitulation - Revision of word meanings and question answers will be done.

Resources including ICT - Assessment Items - Practice of question answer and reference to context will be done. A few questions will be asked to check the "students' understanding

Feedback and Remedial Teaching- To improve the reading skills of slow learn more reading practice will be given.

Inclusive Practices and full participation without discrimination

Watching videos Read aloud
composing short paragraphs
collaboration

Topic :

Nouns

Learning Outcomes-Students will be able to identify the various kinds of nouns.

Knowledge objectives – Students will be able to differentiate between the kinds of nouns.

- understanding objectives: Students will understand the role of nouns in the sentence structure.
- application, objectives,: Students will create their own sentences using different nouns.

Materials required:

- Whiteboard and markers
- Chart paper and markers
- Handouts with sentences
- Index cards
- Notebooks and pencils

Pedagogical strategies:

The teacher will briefly explain that noun is a very important part of a sentence. The teacher will give live examples to explain the difference between common noun and proper noun. Collective nouns will be explained

by giving examples.

The teacher will write a few sentences on the board to explain abstract nouns also. The concept of singular/plural and genders will also be explained. For example:

- One child - Many children

Hands on activity,

: Divide students into small groups and give each group a handout with several sentences. Have them identify the various kinds of nouns.

Experiential learning:

: Have groups share their answers and explain their reasoning. Provide students with a worksheet where they need to identify kinds of nouns in various sentences.

Hands on learning:

- Informal assessment through group activity and class participation.
- Worksheet completion for identifying nouns.

- Exit ticket sentence with correct noun identification.

Feedback and remedial learning: For struggling learners: Provide additional examples and one-on-one support. Use simpler words for practice.

Recapitulation:

Write five sentences using different kinds of nouns and bring them to class for review.

Art integration:

Integrate a creative writing activity where students write a short story and then identify nouns in their own writing.

Interdisciplinary linkages and infusion of the skills:

- After the lesson, reflect on student engagement and understanding. Adjust future lessons based on observed needs and successes.

This lesson plan aims to make learning about kinds of nouns engaging and interactive, ensuring that

students grasp the fundamental rules of singular/plural and genders.

July

Topics

Coursebook

L-3 The Loyal Brother
and Sister

L-4 Buck's Wonderful
Life

Grammar

Verbs - Tenses

Composition (writing section)

No of days required to complete the topic

The Loyal Brother and Sister:

Learning outcomes:

The students will learn about the
seasons.

Application objectives. students will get the
knowledge that how different people like different

seasons.

skills objectives - The students' vocabulary and reading skill will improve

P. K. Testing - The students will be asked

1. What is the importance of seasons in our life?
2. How we should take care and protect ourselves in different seasons?
3. how we should take care of siblings?

Teaching aids –

Textbook, blackboard, chalk

Pedagogical Strategies:

The teacher will read the lesson and the students will repeat after her.

They asked to mark new words in the book. The teacher will explain the lesson. Word meanings, make sentences, question answers and value based question will be done through discussion method. Back exercises and activities will be done in the textbook.

Hands on Activity (Experiential Learning) The class will be divided into groups. Each group prepares an activity and represent their views regarding the topic individually.

Art Integration-

The children will be asked to prepare a small project showing the different seasons and how the rotation and revolution of the Earth affects the change in seasons.

Interdisciplinary linkages and infusion of life skills:
Through this story, students will learn the value. of self confidence, consideration for others and admiring other people's good qualities. These values will teach them how to be good and responsible citizens.

Recapitulation- Revision of word meanings, question answers and value based questions will be done. Also oral revision the lesson will be done.

Resources including ICT- <https://youtu.be/tx3xKPGYf>

Assessment Items - To check the students' understanding, various types of assessment will be done. Assessments will be given from the lesson. Written test of word meanings, question answers and fill ups will be done.

Feedback and Remedial Teaching- Slow learners will be given more practice in reading and spellings. They will be encouraged to improve their skills and abilities with more practice.

Inclusive Practices and full participation without discrimination - Reading different stories Hands on learning Group discussion collaboration Read aloud

Topic - Writing Section

Learning Outcomes

Knowledge objectives:

The students will be able to describe given picture

Understanding objectives-

It will reinforce vocabulary and reading comprehension and enable

them to express their ideas clearly

Application objectives

Students will be able to understand and decode stories. They will also enhance their ability to analyse a given future and writing about it.

Skill objectives :

It will build language skills. The students will be able to learn how to speak and build sentences. It will also develop the skill of observation in students.

Previous knowledge Jesting,

Have you ever visited a zoo?

Name any zoo.

3 Do you think animals should be locked in

4. Does your grandfather read newspaper everyday?

Do you have a pet dog a pet cat?

Teaching Aids- chalk, blackboard, book, chart, pictures

Pedagogical strategies- The teacher will show a picture to the students. They will be asked to observe the picture carefully. Then they will be asked to write a few points about it. Using these points, they'll be asked to frame sentences. They will be asked to use the correct verb, tense and articles.

The students. will be asked to check the following points - subject verb agreement use of correct article spellings capital letters and full stop formation of sentence

Hands on Activity - Pictures can be a for helping students acquire vocabulary. practice pronunciation and work on and language skills. great to writing The class can be divided into four groups. Each group can be a picture or a flash card. The will be asked to write a few lines on the given picture. The students will be asked to observe the picture carefully and frame the sentences. The group finishing the activity first will be the winner.

Art Integration - The students will be asked to draw any picture in their notebook and write a paragraph on the gives picture in will be asked to make the activity colourful

Interdisciplinary Linkages and infusion of life Skills:

students will be able to learn how to access, understand, employ and expertise from various disciplines. They will be synthesise given pictures related to plants animals, family, space, sports etc

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Recapitulation - Oral revisions will be gives time to time

Resources including ICT - e books, workbook,

[https://youtu.be/ Oh 6 b](https://youtu.be/Oh6bFKQqyDU)

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Assessment Items –

To check the conceptual clarity various types of assessments will be done.

Pictures from the textbook and
workbook Revision assignments

Feedback and Remedial Teaching- slow learners will be asked to practice more picture Composition. They will be encouraged to observe the pictures carefully and express their ideas with correct formation of sentences.

Inclusive practices and full

participation Group activity

Watching videos Flash cards.

Charts

Hands on learning

Collaboration

Books Different pictures

- Topic – Buck's Wonderful Life

No. of days required to complete the topic.

Learning Outcomes-

Knowledge objectives – The students will get knowledge about the hardships in a pet's life.

Understanding objectives.

The students will learn about the life of a pet.

Application objectives -

The students will learn to use this knowledge in their day to day lives.

skill objectives

"The students' reading and listening skills will improve.

P.X. Testing

The students will be asked

1. Do you believe in routine work?

2. Why is the importance of having a routine?
3. Do you like it if there is a change in your routine?

Teaching aids:

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Textbook, blackboard, pictures related to gymnastics

Pedagogical strategies :

The teacher will read the lesson and the students will repeat after her. They will be asked to mark new words in the book. The teacher will then explain story. Word meanings, make sentences, question answers will be done through discussion method. Back exercises and activities will be done in the textbook.

Hands on Activity-

The class will be divided into groups. The students will be asked to change the story into a drama and write down the dialogues. Then each group will enact the story.

Art Integration

Choose any one pet and Write 6-8 lines about it. Also draw or paste a picture of the chosen character.

Interdisciplinary linkages and infusion of life skills:

Through this story, the students will learn the importance of having a routine and how this routine helps the students to achieve what they want.

Recapitulation

Revision of new words, word meanings, question answers and value based questions will be done to check the students' understanding.

Resources including ICT – video related to the story of

sportsperson <https://youtu.be/SjQ>

Gm & DEG

Assessment Items -

To check the students understanding, various types of assessment will be done Dictation will be given from the lesson. Written revision of word meanings and question answers will be done.

Feedback and Remedial Teaching: - slow learners will be given more practice in reading and spellings - They will be asked to watch videos related to the story for better understanding.

Inclusive Practices and full participation without discrimination videos related to the story

Hands on learning

Group discussion

Collaboration

Read aloud

.Grammar

Topic – Verbs- Tenses

Learning Objectives:

Knowledge objectives students will be able to define a verb. They will also learn the kinds of tenses.

Understanding objectives- The students will be able to categorise present/past/future words.

Application objectives- Students will be able to find verbs in a sentence. They will be able to find the tense of the verb used .

Skill objectives -

The students will be able to use the present, past and future tense of the verbs in sentences.

P.X. Testing –

Students will be asked

1What are verbs?

2 Give some examples of verbs?

3.What are you doing now?

4. What is the difference between present, past and future?

Teaching Aids:

Workbook, blackboard, chalk, real objects, videos.

Chart

Pedagogical strategies –

The teacher will explain verbs and the kinds of tenses.

Eg. present - eat, go, play etc

past - ate, went, played etc.

future- will eat, shall go, will play etc

The teacher will also explain with real examples.

Hands on Activity-

Introduce yourself - The students will be asked to speak a sentence using a verb and also explain the tense used in it.

Art Integration: pictures showing various verbs and tenses will be drawn and pasted in the notebooks.

Interdisciplinary linkages and infusion of life skills

Use of the verbs and tenses help students learn different life skills like helping, saving etc.

Recapitulation:

Oral revision will be done time to time

Resources including ICT: - e books, workbook internet, <https://youtu.be/v2m3> and <https://youtu.be/OmQ>

Assessment Items:

- To check the conceptual various types of assessments will be done. clarity Exercises in the textbook,

workbook will be done. Practice worksheets will be given revision assignments will be done.

Feedback and Remedial Teaching- How learners will be asked to go through the topics again and watch more videos related to the topic.

Inclusive practices and full participation without discrimination. watching videos
flash cards ,real models. hands on
activity, collaboration

MONTH- AUGUST

**Topics- My World is Turning
Downside-up (poem)
L-5 The Talking Tree**

Grammar

L-4 Adjectives

No. of Teaching days -

Topic – The World is Turning Downside-up(Poem)

No. of days required to complete the topic

Learning Outcomes- knowledge objectives- The students will learn about rhyming words they will get knowledge about intonation and voice modulation.

Understanding objectives – The students will learn about childrens' life and their habits

Application objectives - students will learn about different forms of poetry like free verse, limerick, rhymed poetry and they will be encouraged to Apply this knowledge compose short poems.

Skill objectives :

The students' reading and listening skits will improve

P.K. Testing - The students will be asked –

Have you ever sat on tree?

Have you ever seen the things around you turning downside-up?

Teaching Aids

Textbook, blackboard, chalk, pictures

Pedagogical Strategies

The teacher will recite the poem and the students will recite after her. The teacher will tell the student, to recite the poem with proper intonation. The teacher will explain the difficult terms in the poem. Word meanings question answers and reference to context will be done, and the students will note them down in their notebooks.. Back exercises and activities will be done through- discussion method.

Hands on Activity

The class will be divided into groups. They will be asked to write a short form about their life. They will be encouraged to recite their poem with appropriate expressions and actions.

Art Integration-

The students will be encouraged to use creative rhyming words to write poetry. They will be asked to write on different ways few lines in which they can be creative.

Interdisciplinary linkages and infusion of life skills

Through this form, the students will learn. many positive things like wonder, curiosity, enthusiasm.

Recapitulation oral revision will be done for the poem.

Resources including ICT textbook, videos, internet

Assessment Items –

Practice of question answers. and reference to context will be done to check the students understanding.

Feedback and Remedial Teaching 1. To improve the students' (slow learners) reading skills, more reading skills practice will be given. They encouraged will be er to read different poems by different poets.

Inclusive Practices and full participation with out discrimination watching videos reading different poems read aloud collaboration

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L-7 The Talking Tree

No. of days required to complete the topics

Learning Outcomes-

* Knowledge objectives – The students will learn about new words like upside down, Baobab tree.

Understanding objectives-

The students will learn that our speech is very powerful. It can take us into other worlds and make the possible impossible.

Application objectives

The students will learn to use this knowledge to write short fantasy stories.

Skill objectives students' reading and listening and writing skills will improve.

P.K. Jestig-

Do you believe in God?

Have you ever seen a talking tree?

How will you feel if a tree talks?

Teaching Aids-

Textbook, blackboard, chalk, pictures and videos

Pedagogical strategies –

The teacher will read the lesson and the students will repeat after her. They will be asked to mark new words in the book. The teacher will then explain the story. Then, word meanings, make sentences, question answers and value based question will be done. Back exercises and activities will be done in the textbook through discussion method.

Hands on Activity: Write your thoughts about the talking tree in 8-10 lines.

students will be asked to do the given activity in their notebooks and speak turn wise in the class.

Art Integration:

The students will be asked to draw or paste the picture of any tree they would like to make in their notebooks.

Interdisciplinary linkages and infusion of life skills

Through story, this the students will learn about the world of fantasy and imagination. It will improve then

creativity and boost their vocabulary which in turn will help them understand the other subjects in a better way.

Recapitulation

Oral revision of the lesson will be done.

Resources including ICT – textbook, videos, internet

Assessment Items-

Dictation from the lesson will be given. Practice of word meanings, question answers and make sentences will be done for better understanding of the lesson.

Feedback and Remedial Teachings Slow learners will be given more practice in reading and spellings. They will be asked to read more mystery and fantasy stories to improve their vocabulary.

Inclusive practices and full participation without discrimination

Hands on Learning

Group discussion Read aloud
collaboration Reading stories

Topic -Adjectives

Learning objectives:

Knowledge objectives-

- Students will be able to define an adjective and learn about kinds of adjectives.

Application objectives:

- Students will be able to find adjectives in sentences.

Understanding objectives:

Students will be able to categorise adjectives and their kinds .

Skill objectives:

- Students will be able to use the positive, comparative and superlative degrees of adjectives in sentences.

Teaching aids:

- Whiteboard and markers
- Handouts with practice sentences

- Interactive quiz
- Examples from literature or their textbooks
- Worksheet for independent practice
- Projector and screen for visual aids

Pedagogical strategies:

The teacher will explain adjectives and its kinds with examples.

- Adjective of quality- new, curly, funny etc
- Adjective of quantity- some, much enough. etc

Hands on Activity:

- Distribute handouts with sentences where students have to choose the correct adjective form.
Through the first few examples , discussing why the chosen adjective is correct.

Art integration:

- Provide a worksheet with sentences for students to complete individually. The sentences should vary in difficulty to challenge different levels of learners.

Assessment and inclusive learning: - Assign a short passage from their reading materials where students identify and correct any subject-verb agreement errors.

Feedback and Remedial learning: After the lesson, note which areas students struggled with and plan a follow-up activity or review session if needed.

Month – September
Revision