

Lesson Plan Class- V Subject – English

No. of teaching days

**APRIL 23**

Topic 2-1 David Copper field ("Textbook). Module-1, Module-2 (Workbook)

No. of days required to complete the topic

**Learning Outcomes**

Knowledge objectives. Students will be able to learn about the importance of relatives and friends in our lives.

**Understanding objectives.**

Students will be able to learn about emotions. like empathy love and care.

**Application objectives-**

Students will understand that if they have any problem, they can take help from their relatives and friends.

**Skills objectives** - Students will understand that it is important that it is important to keep ourselves and our surroundings clean.

**Previous Knowledge Testing-** How do you behave with your relatives and friends?

How would feel if are not treated you well by your relatives you

Name your most favourite relative?

**Teaching Aids-**

Textbook, blackboard, chalk, pictures of emotions like amazement, desperation, sadness

**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 the feelings and emotions of David, whose mother had died and he came to live with his aunt.

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 were in some trouble and could not reach their parents, where would they for help and why? They will share their ideas in a group

**Art Integration,-**

students will draw or paste a picture David Copper-field in their notebook and write a few lines about him

**Interdisciplinary linkages and infusion of life skills**

Through this story, students will be able to learn about different feeling, and emotions like love, care, compassion. They will learn the value and importance of relatives in our lives.

**Recapitulation**

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

**Resources including ICT 1 Animated movie - David Copper field <https://youtu.be/PKdLYzqqwWo>**

**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 gives from the story Wold 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 with out discrimination**

Group discussion

Hands on learning

Reading books

Collaboration

**Topic - Module. 1 and Module-2**

No. of days required to complete the topic.

**Learning Outcomes**

students will be able to learn about nouns and its kinds students will be able to differentiate between different kinds of nouns - Common, Proper, Collective and Abstract students will be able to apply their knowledge of nouns. They will understand how to categorise names of persons, places, animals and things."

"The students' vocabulary will be enriched. hence, writing skills will also improve.

**Previous Knowledge Testing.** Students will be asked

- 1.Name any five things you can see in the classroom
- 2 which is your favourite festival?
3. Name any two countries. .
- 4.What is happiness'?
- 5.Name some other feelings, qualities and ideas.
- 6.What is the meaning of possession of belonging?

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

**Pedagogical strategies-** The teacher will explain nouns and its kinds in detail. Definitions and examples of all kinds of nouns will be read by the students live examples. will be given for better

understanding of the topic all the related exercises will be done in an interactive way Meanings of difficult words will be explained! Practice exercises will be done to make the Concepts clear.

### **Hands on Activity (Experiential learning)**

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

\* Use of real models - Real objects like pen, book, bottle fan etc will be shown for better.

**Art Integration** - The students will be asked to draw or paste four pictures of each kind of noun in 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

\* Moral education will be given to the students by teaching various abstract nouns like honesty, truth, sincerity, kindness, wisdom, bravery etc.

**Recapitulation** - Oral revision will be done for nouns it's kinds and apostrophe for possession for better understanding

**Resources including ICT** - e books, workbook, Internet [https://youtube/hA8SM3mWg - Y](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

Hands on Learning

May 2023

No. of Teaching days-

**Topic -2-3 Community Peace (Poem)**

No of days required to complete the topic -

**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 understand the meanings of peace, harmony and conflicts in society. a

**Application objectives**- students will learn that harmony and having good feelings for one another is important to live peacefully in a society.

**Skill objectives** The students' moral skills will improve. They will learn that war, conflicts and negative" feelings for others should be avoided.

**P.X. Testing** - The students will be asked

1. When you hear the word peace, what thoughts come to your mind?
2. Why is it important to have peace and harmony around us?
3. What is the meaning of community

**Teaching Aids** -

Textbook, blackboard, chalk, videos showing unity and peace in a community

**Pedagogical strategies**- The teacher will recite the form and the students will repeat after her. The teacher will tell the students how to recite the form with proper intonation and voice modulation. The teacher will explain difficult terms in the form. 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 that can disturb peace and harmony in a Community and how to avoid them. The Students will share their ideas in a group.

**Art Integration** The students will be asked to make a mind in their notebooks with the word "peace" in the centre. They will be asked to write any six words related to the word peace that comes to their mind.

Love

Harmony

Unity

PEACE

Sharing

Friendship

Caring

**Interdisciplinary linkages and infusion of Life Skills**

The students will be able to understand that beauty of life can be enjoyed only if there is peace and harmony among people and nations. So, the values of love, compassion, respect and empathy for others will be inculcated in them.

**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 learners more reading practice will be given. They will 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 L-4 Three Questions.

**Learning Outcomes-**

**Knowledge objectives** -- The students will learn about different kinds of people like witty, clever, kind, loving etc

**Understanding objectives-**

students will learn that everyone likes and admires intelligent and witty people.

**Application objectives.**

students will get the knowledge that if they are confident, they can find a solution for any of their problems.

**skills objectives** - The students' vocabulary and reading skill

will improve

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

Do you like and admire funny people?

If you have heard a side-tickling joke recently, share it with your friend. Who was Birbal ?

**Teaching aids** - Textbook, blackboard, chalk, stories of Akbar and Birbal

**Pedagogical Strategies,** will be 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. I Through this story, the students will learn about a witty court jester, who became a chief minister by his confidence, wisdom and wit ·

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 act in which all the members of the group act like clowns and individually. present short jokes or stories individually

**Art Integration-** Try to interview a person who entertain. It could be a clown, comedian, storyteller magician with your or a dancer. Share this interview classmates!

following questions can be asked:

What got you interested in this art form

Why do you like to entertain people?

Since when have you been working in this field?

Who taught you this art?

**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. of

**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 Testing,**

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? cages 1

**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 help 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. They 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 given picture. They 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.

**Recapitulation** - Oral revisions will be given time to time

**Resources including ICT** - e books, workbook, <https://youtu.be/Oh6bFKQqyDU> ၇၈

**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

**July 2023**

No. of Teaching days-

Topic-L-7 The story of Eklavya

No. of days required to complete the topic.

**Learning Outcomes-**

**Knowledge objectives –**

The students will get knowledge about the great epic 'Mahabharata and the rich heritage and culture of ancient times.

**Understanding objectives.**

The students will learn about the qualities of a good student

**Application objectives -**

The students will learn to use this knowledge in their day to day lives. will learn They that dedication, honesty and sincerity helps the students achieve success.

**skill objectives**

"The students' reading and listening skills will improve.

**P.X. Testing**

The students will be asked

1. Have you heard about Mahabharata?

Who were Pandavas and Kauravas ?

Do you know who was Eklavya?

**Teaching Aids -**

Textbook, blackboard, pictures related to Mahabharata

**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.  
devotion

**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 character from the Mahabharata Write 6-8 lines about the character. 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 qualities of a student like devotion, punctuality, discipline, determination and how these qualities help 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 Eklavya and Dronacharya <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

Topic - Module - 3 Module-4

No. of days required to complete the topic

### **Learning Outcomes.**

#### **Knowledge objectives.**

Students will be able to identify singular nouns. and plural

#### **Understanding objectives-**

students will be able to make basic sentences using singular and plural nouns.

#### **Application objectives**

students will be able to find the singular nouns from the passage

#### **Skill objectives –**

student's will be able to change singular nouns to plural nouns. They will also be able to spell plural nouns correctly.

#### **P.K. Testing**

The students will be asked

1. What is 'one' and 'many' ?
2. What is singular and plural ?
3. What is the plural of pen?
4. What is the plural of child?

#### **Teaching aids-**

Workbook, blackboard, chalk, chart, videos, flash cards, real models.

#### **Pedagogical strategies-**

The teacher will explain singular and plural no with examples from the classroom Definition will be given and explained through out .The students will be taught how to form file nouns

i by adding by adding es

by chair chairs Eg bush bushes.

in by changing-for-fe knife knives is by changing-y to l es

Eg story stories

All the exercises will be done in an interactive

#### **Hands on Activity-**

Students will be given live examples from the classroom and will be asked whether the nouns

They will also be shown pictures / flash cards to explain the topic

I am a leaf.

We are leaves.

Child

Children

Leaf

Leaves

**Art Integration-**

Pictures of nouns will be drawn. for pasted by the students in their notebooks They will be shown a chart related to singular and book plurals

**Interdisciplinary Linkages and infusion of Life Skills –**

Students will be able to enhance their Vocabulary by using the nouns related to f animals, fruits, vegetables etc.

tree  
trees

**Recapitulation –**

Oral revision will be done time to time

**Resources including ICT**

- e books, workbook, <https://youtu.be/B11 9120>

**Assessment Items**

- To check the conceptual clarity, various types of assessments will be done. Exercises in the workbook will be done. Revision assignments will be. given. Practices worksheets will also be given.

**Feedback and Remedial Teaching-**

Students who need special attention and slow learners will be asked to watch more videos related to the topic. They will be en encouraged. to go through the topic again and will be given more practice.

**Inclusive Practices and full participation without discrimination**

Group Activity  
Live examples from classroom.  
Flash cards  
Book  
Charts  
Hands on Activity Watching videos"

August 2023

No. of Teaching days -1-6 days

**Topic** - Kiki (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 pet animals like cats and dogs 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 to The students' reading and listening skits will improve

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

Do you have a pet?

Have you ever observed dogs and cats

which of their habits do You find interesting

#### **Teaching Aids**

Textbook, blackboard, chalk, pictures of different kinds of pet animals

#### **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 an animal of their choice. It could be a pet or a wild animal.- They will be encouraged to recite their poem with appropriate expressions and actions.

#### **Art Integration**

Being friendly with animals helps children to develop compassion. The students will be encouraged to befriend and engage with animals and birds. They will be asked to write a on different ways few lines in which they can help the animals. and birds.

#### **Interdisciplinary linkages and infusion of life skills**

Through this form, the students will learn. many positive things like wonder, curiosity, enthusiasm. They will learn that pets can add a lot of value to our lives. 1. The love and attention showered on us by our pets help us feel relaxed and happy.

#### **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

### **Topic - Module-5 and Module-6**

#### **Learning Outcomes**

##### **Knowledge objectives \_**

Students will be able to identify correct and incorrect use of articles in sentences.

##### **Understanding objectives -**

They will be able to articulate when and why definite and indefinite articles should be used in a particular context.

##### **Application objectives.**

students will be able to define and identify pronouns in a text. They will be able to differentiate between subject and object pronouns

##### **Skills objectives.**

The students will be able to identify singular and plural pronouns as well as first, second and third person pronouns.

**P.K. Testing** - Students will be asked.

1. How many vowels and consonants are there in English alphabet ?
2. What is the difference between vowels and Consonant sounds?
3. Name the words used in place of nouns.
4. Name the pronouns used for males, females and non- Name living things. any two rivers and two famous buildings.

#### **Teaching Aids**

Workbook, blackboard, chalk, videos, charts, flashcards, real models.

#### **Pedagogical strategies**

The leacher will explain articles: real examples from the classroom. They will be asked , the with told about consonant and vowel sounds and how to use the articles 'a' or 'an'. Use of article 'the' will also be taught. by a utensil, a uniform a one rupee note the Ganga, the sun , The Ramayan

The teacher will explain that a pronoun is a word used in place of a noun. The students will be taught singular and plural pronouns. and the kinds of pronouns with examples.

I, me, mine -First Person  
You yours - Second Person  
He, she, it, they - Third Person

Exercises related to articles and pronouns will be done in an interactive way

Hands on Activity-

The students will be shown live examples from the classroom and will be asked to distinguish the three articles. They will be shown flash cards to explain different. pronouns

We are students.

I am going for a picnic.

Will you come with me?

Art Integration –

pictures of. nouns will be [drawn colourfully in the notebooks. The students will be asked to draw two pictures for each article (a, an, the) and write a sentence for them.

Interdisciplinary linkages and infusion of life skills –

Students' vocabulary will improve. The knowledge gained through these copies will help the students to correctly use the language and write proper sentences in other subjects like Science and s.st.

Recapitulation

Oral revision will be done time to time.

Resources including ICT- books, workbook, e Internet - <https://youtu.be/J7n RLW 2 H Ab M>

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercises will be done in the workbook, Revision given for practice. assignments will be

Feedback and Remedial Teaching –

Students who need special attention and slow. learners will be asked to watch more videos related to the topics. They will be encouraged to go through the topics again and will be gives more practice

Inclusive practices and full participation without discrimination Group activity Flash cards

Hands on Activity

Real models from classroom Watching videos Collaboration

September 2023

No. of Teaching days.

Topic - Comprehension

### **Learning outcomes**

. Knowledge objectives.

The students will be able to comprehend any given passage

Helping the students to expand their vocabulary

### **Understanding objectives**

Familiarising the students with different. writing styles and text genres.

### **application objectives**

Helping the students to expand their vocabulary

### **\* skill objectives vocabulary in context.**

cultivating the love for reading and developing their oral and silent reading skills in students. Also

training students on critical reading. and thinking. and learn new

### **P.X. Testing –**

The students will be asked

. What is comprehension or unseen passage?

what is the difference between picture composition and comprehension ?

What are the steps of doing comprehension?

How do you find answers of the questions given in the comprehension ?

### **Teaching aids**

- chalk, duster, blackboard, book, videos

### **Pedagogical strategies –**

The teacher will give a passage from the book and the students will be asked to read the

skill objectives vocabulary in context. cultivating the love for reading and developing their oral and

silent reading skills in students. Also training students on critical reading. and thinking. and learn new

passage two times. Then, they will be asked to read the questions carefully and mark the answers by

underlining the answers. Then, the students will write the answers in the book. They will be asked to

find the answers from the passage and not to add any additional information.

### **Hands on Activity**

To give a spark to comprehension reading and to break the monotony, the teacher will take a few

popsicles and write questions colourfully. These popsicles will be put in a bowl. One by one, the

students will be asked to pick up the popsicle and answer the questions.

### **Art Integration**

The students will be asked to paste / draw and colour the pictures and written material. They can.

also be asked to make colourful flash cards for the activity.

**Interdisciplinary linkages and infusion of life skills**

The students will be able to learn how to access, understand, comprehend, employ and synthesise the expertise from various disciplines. Topics related to different subjects / genres be given to comprehend. Eg Science, can -, sports, technology, stories etc.

**Recapitulation**

students will be asked questions orally from different comprehension passages,

**Resources including ICT** - ebooks, textbook, workbook, internet

**Assessment Items –**

To check the conceptual clarity various types of assessments will be done. Passages from the textbook will be done. Revision assignments and practice sheets will also be given

**Feedback and Remedial Teaching.**

To improve the reading skills for slow learner more reading skills practice will be done. They will be encouraged to read more passages and try to answer the questions given.

**Inclusive practices and full participation without discrimination.**

reading different passages.

read aloud

group discussion

newspapers

**October 2023**

No. of Teaching days-

Topic -2-10 Rip Van Winkle Textbook

Module - 7, Module 8 - Workbook

No. of days required to complete the topics

**Learning Outcomes-****\* Knowledge objectives –**

The students will learn about new words like imagination, fantasy

**Understanding objectives-**

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

**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. Jestng-** Imagine that you sleep one day and wake up 20 years.. How would you feel?  
What would the world be like?  
Do you like to read mystery stories?

**Teaching Aids-**

Textbook, blackboard, chalk, pictures and videos of ninepins games

**Pedagogical strategies –**

The teacher will read the lesson and the students will repeat after her. They will be asked 10 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 future world in 8-10 lines. Also write about any gadget that you would like to use in the future world. 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 a Dutch flag and write a few lines. About Netherlands 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 - Module 7 and Module – 8

### **Learning Objectives**

#### **Knowledge objectives**

students will be able to define an adjective. They will also learn the kinds of adjectives.

**Understanding objectives-** The students will be able to categorise adjectives. and the kinds of adjectives.

#### **Application objectives-**

Students will be able to find adjectives in a sentence. they'll be able to write sentences with their own adjectives

#### **Skill objectives -**

The students will be able to use the positive comparative and superlative degrees of the adjectives and adverbs.

**P.X. Testing** - Students will be asked

- 1 What are describing words
- 2 How many students are there in the class?
3. What is the colour of the sky grass and sun?
4. What is the difference between big, bigger and biggest?

### **Teaching Aids**

Workbook, blackboard, chalk, real objects, videos. chart

### **Pedagogical strategies –**

The teacher will explain adjectives and its kinds with examples. Eg.

Adjective of quality - new, curly funny etc

.Adjective of quantity - some much enough etc.

Adjective of number- eight many, all etc

Demonstrative adjective - this, that, these, those

Interrogative adjective - what, which, whose

Possessive adjective my, your, his etc.

The teacher will also explain with real examples from the

Positive degree. Big, tall (one)

Comparative degree. bigger, taller (for two)

Superlative degree biggest, tallest (for more than two)

### **Hands on Activity-**

Introduce yourself - The students will be asked to introduce themselves to the class by describing qualities about themselves –

Eg I am very cheerful, helpful and kind.

Show and tell activity

Describing the day I weather

Riddle game

Circling the adjectives in favourite stories.

**Art Integration.**

kinds of adjectives and degrees of comparison will be drawn and pasted in the notebooks. They'll be taken to the lake and shown charts related to adjectives and degrees of comparison.

**Interdisciplinary linkages and infusion of life skills**

Use of the adjectives and degrees of comparison help students learn different life skills like courageous, happy, brave, noble, beautiful great 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. and

**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

**November 2023**

No. of Teaching days-

Topic -2-15 The World from a Railway Carriage

Module 9 No. of days required to complete the topic.

**Learning Outcomes.****Knowledge objectives.**

The students will learn about rhyming words and they will devices. get knowledge about different poetic

**Understanding objectives.**

The students will learn about trains, train journeys. and its experiences.

**Application objectives.**

students will learn about different forms of poetry like free verse, rhymed poetry etc

Skill objectives

The students reading and listening skills will improve...

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

1. Have you ever travelled in a train ?
2. What kind of view is visible from the windows of the train ?
3. How do you feel travelling by train?

**Teaching Aids-**

Textbook, blackboard, chalk, pictures of trains

**Pedagogical strategies-**

The teacher will recite the poem and the students will repeat after her. The teacher will tell the students to recite the poem with proper intonation and pronunciation. The teacher will explain the difficult terms in the form Word meanings, question answers and reference to context will be done. Back exercises and activities given in the book will be done through discussion method.

**Hands on Activity-**

The class will be divided into groups. They will be asked to prepare a short skit of a journey by bus or train. Each member will perform different roles in the group like passenger, conductor, driver etc. and they will perform in front of the class.

**Art Integration**

. The students will be asked to write a few lines on any hill station. had visited they by train. Also draw or paste the pictures of the hill station and write about major attractions of the place any

**Interdisciplinary linkages and infusion. life skills**

Through this poem, the students will learn to appreciate the beauty of nature. will also get knowledge about terms like speed and movement and their effects. one is travelling by train. Recapitulation oral revision will be done and the students will be asked to learn the from for recitation.

**Resources including ICT** - textbook, videos, internet, <https://youtu.be/E5M Jm 9 NIE WQ>

**Assessment Items-**

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

**Feedback and Remedial Teaching**

- Slow learners will be given more practice in reading and recitation of the poem. They be encouraged to read poems by different authors and poets. will

**Inclusive practices and full participation without discrimination**

Read aloud

collaboration

Reading different forms

group activity

hands on learning

Topic

Module-9

**Learning outcomes-**

**Knowledge objectives.**

Students will be able to identify and define Adverbs and its kinds.

**Understanding objectives**

Students will be able to differentiate adverbs from other parts of speech in a sentence.

**Application objectives.**

The students will be able to use adverbs as modifiers to express time, place, manner, degree and frequency.

**Skill objective**

The students will be able to use adverbs to modify verbs, adjectives or other adverbs.

**P.K. Testing**

1. What are adverbs ?
2. Give examples which words add meanings to the verbs?
3. In the sentence - The soldiers fought bravely, which word tells how did the soldiers fight?"

**Teaching aids –**

workbook, blackboard, chalk, real models, charts, flash cards.

**Pedagogical strategies –**

The teacher will define and explain adverbs and its kinds with examples from the class room. All kinds of adverbs will be explained. They will be told that an adverb is a word that adds meaning to a verb, an adjective or another adverb. Different exercises will be done for practice.

**Hands on Activity-**

Students will be divided into a list and groups of ten adverbs. Each team will discuss and divide the list into five groups: adverb of manner, adverb of time, adverbs of place, adverb of degree and adverb of frequency. Eg- now, often, quite, almost, very, there, never, politely, cheerfully etc.

I tell you how an action is done

I tell you where an action is done.

I tell you when an action is done.

I tell you how often an action is done.

I tell you how much an action is done.

Adverb of Manner

Adverb of Place

Manner Place

Adverb of Time

Adverb of Frequency

Adverb of Degree

**Art Integration-**

Pictures related to adverbs will be drawn/pasted in the notebook

**Recapitulation** - Oral revision will be done to make them understand the topic.

Resources including ICT - ebooks, videos, internet <https://youtu.be/YnHh91DEPUM>

**Assessment Items-**

To check the conceptual clarity, various types of assessment will be done. Exercises in the notebook and workbook will be done. Revision assignment will be given. Practice worksheets will also be given.

**Feedback and Remedial Teaching-** slow learners will be given more practice. They will be asked to watch videos related to the topic

**Inclusive practices and full participation without discrimination**

Hands on. Learning

real models

flash cards

pictures related to different adverts.

watching videos

**December 2023**

No. of Teaching days.

Topic L-13 The Mountain Railways ("Textbook)

Module -10 (Workbook).

[No. of days required to complete the topics.

**Learning outcomes-****knowledge objectives.**

The students will learn about different kinds of trains and train journeys.

**Understanding objectives**

The students will learn that travelling, meeting. people and learning about different cultures is important Application objectives The will use the knowledge gained to travel to different places and to learn about. different cultures.

**skill objectives.**

"The students' reading skills and vocabulary will improve.

**P.X. Testing –**

The students will be asked. 1. Name any three trains. 2. Have you 3. what was travelled by train on hills? your experience?

**Teaching Aids-**

Textbook, blackboard, chalk, pictures of different trains.

**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 w then explain the lesson. Word meanings,? make sentences, question answers will be done Value based questions, back exercises and activities will also be done through discussion method.

**Hands on Activity-**

Public speaking - The students will be asked. to think of themselves as a train that has completed many journeys. Speak about all the adventures that they had on their journey

**Art Integration**

Paste the pictures of any two famous trains in India and write a few lines about them in the notebooks

**Interdisciplinary linkages and infusion of life skills**

- Through this story, the students will learn about pen pals and how friends help each other to learn and explore new things and places. They will learn about friendship, adventures, enthusiasm and fun..

**Recapitulation**

Oral revision of the lesson will be done. Students will be asked questions from the story to check their understanding.

**Resources including ICT** textbook, videos, internet <https://youtu.be/FjAtzA>

**Assessment Items-** Dictation from the lesson will be given. Practice of word meanings, questions answers and make sentences will be done for better understanding of the lesson.

**Feedback and Remedial Teaching.** slow learners will be given. more practice in reading and spellings. They will be asked to read more stories about trains to improve their vocabulary

**Inclusive practices and full participation without discrimination**

Public speaking

Read aloud

collaboration

Reading stories on learning

## **Topic - Module-10**

### **Learning Outcomes-**

**Knowledge objectives.** students will be able to identify and define. prepositions, prepositional phrases and object of the preposition.

**Understanding objectives.** students will be able to differentiate between the prepositions of positions and directions.

### **Application objectives**

students will learn to use different prepositions.to write correct sentences.

**Skill objectives** students will be able to use prepositions in different kinds of situations.

**P-K. Testing** - Students will be asked . What are position words?

2 Find the preposition in the sentence parked in front of the gate. The car is 3. What is the difference between over and above

.

**Teaching Aids** - workbook, black board, chalk, real models, flash cards

### **Pedagogical strategies-**

The teacher will explain and define prepositions by giving real examples from the classroom.

They will be told that a preposition is a word which shows the relation between a noun or a pronoun and some other word in a sentence. The students will be given some sentences and will be told to find prepositions.

**Hands on Activity-** The students will be divided into groups. They will be given a list of prepositions Each group will discuss. and frame sentences for each of the prepositions. Eg- in, on, under, alcove, behind, between, at, in front of, over,

They sat at the table to read

Ria is standing between her friends

The sun is behind the clouds

**Art Integration-** students will asked to draw or paste different prepositions in their notebooks.

**Interdisciplinary linkages and infusion of life skills** - Different passages from Science and S.St will be given and the students will be asked to identify prepositions from the given passages

.

**Recapitulation** - Oral revision will be done to make them understand the topic.

**Resources including ICT** ebooks, videos, internet,

**Assessment Items** - Various exercises, assignments and practice worksheets will be clone in the workbook, notebook, to check the conceptual understanding of the students. Revision assignments will also be done..

**Feedback and Remedial Teaching-** slow 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 learning  
collaboration

**January 2024**

No. of Teaching days-

Topic L-16 Scientists and Inventors who changed. the World  
, Module-11,  
Story Writing.

No. of days required to complete the topic-

**learning outcomes**

**Knowledge objectives.** students will get knowledge about famous scientists. and inventors.  
of the world

**Understanding objective.** students will understand that the discoveries of these scientists and inventors have changed our lives.

**Application objectives.** students will apply the knowledge gained in their to day day activities.

**skill objectives -**

Students Vocabulary will improve and listening skills will improve. also their reading

**P. X. Testing-**

you imagine your life without the telephone, computer, television and electricity? 2 what would our life be with out there things 3. What do you 2 think made a few people invent such wonderful things?

**Teaching Aids-**

Textbook, blackboard, chalk, pictures of different scientists and inventors

**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. Word meanings, make sentences, question answers and value based questions will be done through discussion method. Back exercises and will also be done in the textbook,

#### **Hands on Activity**

1. Public speaking, debate The class will be divided into two groups. One group will speak for the use of mobile phones and the other group will speak against the use of mobile phones. They will discuss the advantages and disadvantages of using mobile phones.
2. The students will be asked to paste or draw the picture of any four famous scientists and write a paragraph on any one of them.

**Art Integration** Draw or paste the picture of any one invention or discovery and tell about it to the students in the class.

#### **Interdisciplinary linkages and infusion of life skills**

Through this lesson, the students will learn about the wonders of Science and that and technology have changed the face of the world we live in.

#### **Recapitulation-**

Oral revision of the lesson will be done.

**Resources including ICT** - textbook, videos, internet

**Assessment Items-** Revisions 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 Teaching.** Slow learners will be reading given more practice in and spellings. They will be asked to read about different discoveries and inventions by various scientists

#### **Inclusive practices and full participation without discrimination**

Pictures of various scientists

Group discussion

Debate

Hands on learning

Read aloud

#### **Topic - Module-11**

##### **Learning Outcomes-**

**Knowledge objectives.** Students will be able to define and identify conjunctions.

**Understanding objectives.** students will be able to differentiate between different kinds of conjunctions like co-relative or co-ordinating

**Application objectives-** students will be able to use conjunctions in sentence

**skill objectives.** Students will be able to use different conjunctions to convey different ideas.

**P.X. Testing** - Students will be asked. 1. What are joining words?

2 Join the sentences. I love chocolates. I love ice-cream.

3.Join the sentences- Mary is tall. John is short.

**Teaching Aids**- workbook, chalk, blackboard chart, flash cards

**Pedagogical Strategies.** The teacher will explain and define conjunctions by giving real examples from the classroom. They will be told that conjunctions are joining words. They are used to two or sentences. students will be join given some sentences and they will be asked to find conjunctions. Exercises related to conjunctions will be done in the workbook and notebook.

**Hands on activity** students will be divided into groups. They will be a list of five conjunctions Each team will be asked to I make sentences. using the • given conjunctions. They will be asked to write the given conjunctions. flash card.

I am a conjunction, I join them.

**Art Integration**- students will be asked to draw conjunctions on flash cards and in their notebooks.

**Interdisciplinary Linkages and infusion of life skills** - Different passages from science and s.St. and stories based on moral values will be and the students will be asked to identify conjunctions from the same. given

**Recapitulation**- Oral revision will be done to revise the topic thoroughly

Resources using III - ebooks, workbook, internet <https://youtu.be/YnHh910EPUM>

**Assessment Items**- To check the conceptual clarity, various types of assessment will be done. Exercises in the notebook and workbook will be done. Revision. and practice worksheets will also be given.

**Feedback and Remedial Teaching**-

Slow learners will be asked to go through The topic again and watch more videos related to the topic.

**Inclusive practices and full participation without discrimination.**

watching videos

flash card

real models

hands on learning

## Topic -Writing Section

### Learning Outcomes-

**Knowledge Objectives.** It will reinforce vocabulary and reading comprehension. Students will be able to identify the main character, settings and events. in a story.

**Understanding objectives**-students will be able to identify the beginning, middle and end of story

**Application objectives** - Students will be able to understand and decode stories It provides children with a window to a new world,

**Skill objectives** - Students will be able to develop an understand respect and appreciation for other cultures and promote a positive attitude to people from different lands, races and religion.

### P.K. Jestng-

Do you love to read stories?

what kind of stories do

Name a few fairy tales. you like ?

What are moral stories?

**Teaching Aids**- blackboard, chalk, books, videos, charts

**Pedagogical strategies** - The teacher will explain the five elements of a story

First the teacher will explain the above elements of a story. Then few clues will be given in the form of flash cards or will be written on the board. They'll be asked to make the beginning, middle and end of a story. They'll be asked to write a story in past tense and to add a few sentences in direct speech. The students will be informed to add few sentences with adjectives and adverbs to make the story interesting. more The story will be discussed in the class in an interactive way verbally and then the students will be asked to write in the notebooks in 3-4 paragraphs.

**Hands on Activity** Story chart provided with I Max books will be used to teach story writing. Students will be Asked to use all the cards with different parts of speech to frame a story A demo will be given by the teacher before children experience on their own.

**Art Integration**- The students will be asked to paste / draw the pictures colourfully. They'll also be asked to make flash cards / charts for story telling / writing activity.

**Interdisciplinary linkages and infusion of life skills** - Stories from different cultures, religion, and lands will be taken. Moral stories will improve their life skills.

### Recapitulation

Oral revision will be given time to time

**Resources including ICT** - ebooks, workbooks, Internet <https://youtu.be/ld4331NnSpy>

**Assessment items**- To check the Conceptual clarity of the students, assessment will be done through pictures, story clues and worksheets

**Inclusive practices and full participation without discrimination-**

pictures

watching videos

Group discussion

Hands on learning

**February 2024**

No. of Teaching days.

Topic -L-18 On the Grasshopper and Cricket

Module-12

No. of days required to complete the topic

**Learning Outcomes-**

**Knowledge objectives.**

students will get knowledge about different insects and their habits

**Understanding objectives** - students will understand how change of seasons affect the habits of insects.

**Application objectives-** students will apply the knowledge gained to learn. more about insects.

**skill objectives** - students" reading and listening skills will improve.

**PX. Jestng-**

1. Have you ever gone for long walks and observed nature ?
2. What do like about the natural world ?
3. Do you you think plants and animals change along with the change of seasons?

**Teaching aids-** Textbook, blackboard, chalk, pictures of different insects and seasons.

**Pedagogical strategies** The teacher will recite a poem and the students will repeat after her. The teacher will tell the students to recite the poem with proper intonation and pronunciation. The teacher will explain the difficult terms in the poem. Word meanings, question answers and reference to context will be done. Back exercises and activities given in the book will be done through. discussion method.

**Hands on Learning** The class will be divided into groups. Each group. will be asked to make a chart and compare the different seasons of year. the Also write about clothes, food and the differences in the natural world in different seasons and the insects. found in different seasons.

**Art Integration.** Paste the pictures of a grasshopper and a cricket in notebook and write a few lines on the insects. Also write how grasshoppers and crickets are different from each other.

**Interdisciplinary linkages and infusion of life skills-** Through this form, the students will learn about the everlasting beauty of nature and seasons. They will also learn that poetry of the harts never stops because there is Earth life on the

**Recapitulation.** Oral revision will be done and the students will be asked to learn the poem for recitation.

Resources including ILT. textbook, videos, Internet <https://youtu.be/ofW4cAg>

**Assessment Items -**

Practice of question answers and reference to context will be done. Poem recitation test will also be given.

**Inclusive practices and full participation without discrimination-**

watching videos  
real models  
collaboration  
hands on learning

**Topic Module-12**

**Learning outcomes.**

**Knowledge objectives** Students will be able to identify the verb and the tense in a sentence

**Understanding objectives** Students will be able to differentiate between different kinds of tenses - Present, Past and Future Tense.

**Application objectives** students will be able to write a sentences. the past, present or future tenses

**skill objectives -**

To enable the students to read properly with correct expression and voice modulation and to enable them to express their ideas clearly and confidently

**P.K. Jesting**

1. Make a sentence with 'today' (Present Tense)
2. Make a sentence with 'yesterday' (Past Tense)
3. Make a sentence with tomorrow (Future Tense).
4. Give a suitable verbs for the timeline mentioned

**Teaching aids -** workbook, blackboard, chalk, flash cards, charts

**Pedagogical strategies-**

The teacher will explain tenses with the help of time line as mentioned before. They will be explained that the tense is determined by when an action is happening & If an action has already happened, it is past tense

If it is happening now, it is present tense

If it is about to happen, or will happen later it is future time or tense

They will also be taught the forms of 'be' and have with examples.

A variety of exercises in the workbook and notebook will be done to make the concept clear to the students

**Hands of learning-**

To throw the boredom out of the students' learning time, following activities will be introduced to make the lesson interesting.

Making questions.

Quiz

Sing it out loud

Name the tenses

Tell a story from a picture

Listen and say

**Art Integration-** The students will be asked to draw / paste picture showing different tenses. They will draw colourfully a time line and a chart showing all tenses- simple, continuous and perfect.

**Interdisciplinary linkages and infusion of life skill.** By doing various exercises like word grid, time line, chart, table students will be able to enhance their other skills.

Pictures and stories (moral, adventure, biographies) will be given to identify tenses.

**Recapitulation-** Oral revision will be done time to time Regular oral drill of tenses will be done for better understanding of the topic.

**Resources including ICT-** workbook, videos internet [https://youtu.be/ G](https://youtu.be/G).

**Inclusive practices and full participation without discrimination**

Hands on learning

oral drill

real models.

watching flash cards

videos

chart

Group activity