

CLASS V - ENGLISH LESSON PLAN

Class/ Section :V
No. of Periods : 12

Subject : English
Date of Commencement : _____

Chapter : Ice-Cream Man(Poem 1)
Actual Date of Completion : _____

GIST OF LESSON	Targeted Learning Outcomes (TLO)	Teaching Learning Activities Planned	Questions on TLOs, HOTS & Correlation with other Subjects	Life Skills to be developed	Suggested Activities to inculcate Life Skills	Strategies to evaluate Life Skills
<p>ICE CREAM MAN :-</p> <p>*Scene of the summer season</p> <p>*Things liked in summer season to eat , to play etc.</p>	<p>1)Reading and enjoying the poem.</p> <p>2)Recitation of the poem with proper pronunciation, pause and modulation.</p> <p>3)Knowledge of rhyming words.</p> <p>4)Knowledge of activities during different seasons.</p> <p>5)Meaning of new words.</p>	<p>1)Teacher will recite the poem first and then the children will imitate.</p> <p>2)Flash cards of rhyming words will be made for the students.</p> <p>3)Collection of ice cream sticks and to prepare different items.</p> <p>4)Make a list of describing words used in poem.</p> <p>5)Draw, colour and describe your dream ice – cream.</p>	<p>TLO</p> <p>1)In which season do you eat Ice cream ?</p> <p>2)Write the names of differentflavours of Ice cream ?</p> <p>3)List any two indoor activities you like to do in summer season ?</p> <p>4)Draw and colour your dream Ice – cream and write two sentences about it.</p> <p>HOTS:</p> <p>1)Name the ingredients used in making icecream.</p> <p>2)Which brand of icecream is popular?</p>	<p>1)Knowledge about the process of making of Ice cream.</p> <p>2)How did he make Ice cream ? Knowledge of different professions.</p> <p>3)What are the different flavours of Ice cream ?</p> <p>4)What sound Ice cream man makes when he sells his Ice cream ?</p> <p>5)What are the two things that the Ice cream man make to sell ?(Knowledge about different activities in different seasons</p>	<p>1)Students can go to the Ice cream man’s shop[to know about how he prepare Ice cream of different flavours?</p> <p>2)They will ask him about different brands of Ice cream.</p> <p>3)How he makes Ice cream of different colours ?</p> <p>4)They will learn Ice cream man that how they can make Ice cream at home.</p> <p>5)They should realize the importance of all the profession and respect each other’s profession .</p>	<p>1)Students will be asked to write a report on different brands of Ice cream, on food, toyshop etc available in your area.</p> <p>2)Students will be asked to write steps how kulfi is served in the plate .</p> <p>3)Make a list of ten professions of people doing in their neighbourhood.</p>

				of which you like to do.	6)Can they make Ice cream at home ?	
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Class/Section...V..... Subject... ENGLISH..... Chapter... Wonderful Waste (Lesson 1) No. of periods.....

Date of Commencement.....

Expected date of completion.....

Actual date of Completion.....

Gist of the lesson	Targeted learning outcomes (TLO)	Teaching learning activity planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
This story is about a dish which is made by using waste of peels of vegetables.	1)Learners will be able to narrate the story. 2)Learners will be able to familiarize to different festivals. 3)Use of waste peels in different ways. 4)Students will be able to learn how they use waste in a useful manner. 4)Able to find out words ending with ed,&ing .	1) Children to read aloud the story with correct pronunciation, expression & pause 2)Word puzzle 3)Word building game. 4) Dramatization of the story. 5)Reading cards. 6)Drilling of the use of simple past tense from the story.	TLO 1) Every student should get equal chance to answer the questions. 2)Narrate the story in your own words HOTS: 1)Importance of trees and plants in our life. 2)Co relation – with EVS- Make a scrap book of different dishes of Indian states 3)Prepare your own dish and write its recipe	*Best use out of waste material. *ecofriendly environment *reuse of different things *helping each other *awareness *sincerity *knowledge about health and hygiene.	*Read out the sequence of your recipe in group *Dramatization of the story *Creative writing-make a your choice dish of from five common ingredient *To visit to school canteen and see how dishes are prepared there.	* Able to exchange ideas with peers. * Able to write short description. * Group activities will be organized in the class room. * Evaluation of students will be done on the basis of their pronunciation, writing and their participation in the class room * Individual task- make scrap book of different dishes.

Class/Section: V

Subject:English

Unit:2(Teamwork)(Poem 2)

No. of period 10Date of Commencement.....

Expected date of completion.....

Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Teamwork (Talent wins games, but teamwork and intelligence wins championships)	Listening:- a) Able to recite and enjoy the poem with proper rhythm.	*Teaching learning material----- *The child will make a list of activities he/she likes to do alone and in a group. *Let them express how they feel about music.	TLO 1)Can we play the cricket game single or in a group? 2) If in a relay race, if no one passes the baton, then what will happen? 3) How do you feel about working in a team? How you solved a problem as a team?	*Unity is Strength. *To develop team spirit among the students. *To develop language skills working in team.	*Videos ,PPTs will be shown to the students. *Teacher will arrange team games like KhoKho, Kabbaddi, football etc... *Project activity(collect the pictures of sports and games and make a album)	*Assesment materials—worksheet, activity sheet, games. *Children will be given projects on cleanliness. Paste cutout the pictures of games played in groups.
(The strength of the team is each individual member)	Speaking:- Able to develop the language and thinking skills of the child.	To listen and enjoy the rhythm. To recite the poem with actions and enjoy the melody of the words.	HOTS: 1)What are the benefits doing work in a group? 2) How would you motivate team members if you were working on a project together? This poem is generally related with every field of life, Maths, E.V.S, etc...	*To develop the leadership qualities	*Motivated the students to speak about how do they feel working in a team. Ask question related to the topic. Q) Why cleanliness IS necessary for us? Q) Slogan writing on cleanliness.	*Fluency and pronunciation will be check by the teacher.
	Reading a) Able to pronounce the new words with correct sounds. b) Let the class express how they feel about music.	To enjoy the company of their peers and to understand the concept of 'TEAMWORK'	Q) Write new words, rhyming words of the poem (TEAMWORK) .	To develop the reading habits in a group like peer reading.	Poem Reading of poem with correct pronunciation. Reading of difficult and new words.	

	Writing:-a) Able to write small sentences about the concepts.		Q)How will you work in groups,and what role you tend to take on a team project? Q)What do you enjoy doing alone and in group	Enhance knowledge of grammar in systematic way. Able to improve vocabulary.	Writing of answers to question related to the topic. Framing question and to look for the answers. PICTURE COMPOSITION:	
	Grammar:- a) Able to use grammar in a very systematic way. Able to write full forms of the words.	2 To enrich vocabulary through word games,face reading game,opposite words and by new words of the poem,To motivate the children. Videos and ppts will be shown on nouns,rhyming words etc.	Write the contractions and given words.	To solve a word more with describing word.	With the help of picture of answer the questions in one sentence,using the word clues:(mason, carpenter, painter) Q1) Who is laying the bricks? Q2) Who is painting the wall? Q3) Who is making the door?	
	Spelling	5 Able to write small sentences about their family members.	By dictating words in the class.		Dictation words:- Teamwork, passes, hoop,nail etc...	

Class/Section...V..... Subject:ENGLISH

.....Chapter 2 FLYING TOGETHER

No. of periods... Date of Commencement..... Expected date of completion.....Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
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1.Collaboration	*When working as a team, it should be made sure that they work as a unit-in collaboration.	*1)The class will be divided into group and asked to make a chart on different topics like-“unity is strength” “where there is unity, there is always victory” “united we stand ,divided we fall” in a specific given period of time.	TLO 1)Consequences of getting up late in the morning. 2)what did your parents suggest and their reaction when you are late 3)Will you be a defaulter in school	*Speaking skill *Nip the evil in the bud.—Before a bad action becomes a habit it should be nipped in the beginning state. *Encourage team work.	*Sticks in a bundle cannot be broken—single sticks can be broken easily, where as a bundle will not break easily. *Make a family tree.	*Given task in class should be completed in the given time *Observe the students while activity is being performed as a team.
2.Teamwork						
3.Doing work on time.	*Inculcate team sprit among students. *Students should learn to do their work on time/	2)Story telling by teacher with the help of video clip. 4)Children to do loud reading with proper pronunciation. 5)Children to do silent reading followed by question answer activity to test their comprehension.	HOTS *Where did the geese live? Why did the geese cry, Help?	*Sensitization towards being punctual		
4.Importance of family and friends.	*Reading skill will be developed. *pronunciation.					
5.Story of “Flying together”	*enhance the vocabulary.					

Class/Section...V..... Subject.....ENGLISH..... Chapter...Poem – My Shadow(Poem 3) . No. of periods.....

Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills

Student will come to know “How is a shadow formed? & What are its characteristics?”	1. To read poem with correct pronunciation & intonation .	1. Visit to school garden to observe shadow of trees, swings etc.	TLO 1. What are shadows? how are they formed?	1. Estimation of time according to the shadow formed	1. Observe moon for a week (draw its shape)	*Group project on shadow puppets
Shadow is reflection of our body/oneself it forms only in the presence of source of light.	2 To be able to identify similar sound & rhyming word	2. Shine a torch behind your hand and see its shadow on the wall .	2. At which time of day is your shadow longest and shortest ?	2. Suspense & sense of curiosity	2. To identify the things by seeing its shadows.	*Written assignment on change in size of moon
	3 To be able to learn new words	3. Group discussion on absence of shadow on a cloudy day.	3. Can you touch your shadow?	3. Investigating the unknown by critical thinking	3. try to estimate the time by seeing size of shadow	*Puzzles to match a picture with its shadow
	4 To be able to know about how a shadow is formed.	4. An activity which help students to mark name of fingers.	HOTS 1. What happened to the shadow on rainy days ?	4. Effective communication	4. Use shadow to form shadow puppetry	* Short Speech on “ my shadow “
	5. to be able to use dictionary properly		2. What would you do if you are alone in a room and lights go out Co-relation with EVS	5. We should not be afraid when we are alone as our shadow always accompany us.		*Riddles on shadows

Class/Section- V Subject- English Chapter 3- Robinson Crusoe discovers a footprint. No. of periods-12

Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Robinson Crusoe’s ship had been destroyed by the sea .He had been living	1 To listen with understanding. To develop reading skill. Can spell words correctly.	1. Reading of the lesson. 2. Oral drill of new words . 3. Use joining words to join sentences.	TLOs 1. What did Robinson Crusoe see on the island? 2. Why was Robinson Crusoe sure that it was not his footprint.	1. To overcome fears by scientific analysis	1 Read adventure stories and share with others.	*Observing the students in their day to day life.

<p>alone in a cave on a lonely island for many years .One day he saw a man’s footprint on the sand. He was frightened and ran back to his cave. He later became sure that someone lived on the island .</p>	<p>Use of phonetic skills to pronounce new words .</p> <p>To enrich vocabulary Be able to join sentences using joining words .</p> <p>Can write answers /articles correctly</p> <p>Can understand& enable to comprehend stories .</p> <p>Can participate in discussion with ease.</p> <p>Can express their feelings through speech. Be able to write synonyms for words .</p> <p>Use of small/big letters .</p>	<p>4.Paragraph on any incident related to life.</p> <p>5.Reading of the original story of Robinson Crusoe by Daniel.</p> <p>6.Pickout words having the same meaning. Ex : beach , coast ,sands. Write antonyms for words .Ex : afraid, frightened,scared, panic. Feared. Use of small / big letters . Draw your footprint on a paper.</p>	<p>3. Where was Robinson Crusoe? Fill in the blanks with so, but, and because.</p> <p>1. I ran as fast as I could _____ I was frightened_____ curious.</p> <p>2.I decided to go to the beach_____ I went along the water’s edge.</p> <p>HOTS</p> <p>I.The words in the sentence are jumbled. Write them in order.</p> <p>a.Was island the inhabited.</p> <p>b. Was afraid the inhabited.</p> <p>c. I went the towards footprint large.</p> <p>d. I around me looked.</p> <p>II. a.How would you feel if you saw unknown footprints outside your front door? b If you were alone at home and suddenly someone knocked at your door, what would you do?</p> <p>III Tell the difference between island and mainland.</p> <p>Co- related with EVS& Art</p>	<p>2.Curiosity leads to knowledge.</p> <p>3. Investigating the unknown land.</p>	<p>2.Discuss how to face problems boldly in life.</p> <p>3.Participating in adventure activity. Excursion, trekking, making pyramids by climbing on one another etc.</p>	<p>*Oral and written test.</p> <p>*Work Sheets .</p> <p>*Activity Sheets.</p>
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Class/Section...V..... Subject.....English..... Chapter...Crying (Poem 4)..... No. of periods.....08.....

Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Crying : Looking at the lighter side of life.	1) Able to recite the poem with proper rhyme and rhythm.	1) Children to recite the poem with proper into nation.	<u>TLOs:</u> According to the poet, should you cry	1)How to cope with different moods of people?	1)Managing feelings /emotions.	*Verbal rehearsal

		7)Word building -Drilling of new words ending with - ness	4) Which are the things that make you happy? Co-relation with EVS		Debate Use of Flash cards	*Matching the rhyming words *Fill Ups
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Class/Section: V

Subject: ENGLISH

Chapter 4: MY ELDER BROTHER

No. of periods: 09

Date of Commencement.....

Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills

<p>The story shows that experience is as important as hard work. Respecting ,obeying elders and their experience looking at the lighter side of life.</p>	<p>1) Able to express or improving speaking skills .</p> <p>2) To develop creativity and Innovation ability.</p> <p>3) To improve vocabulary and grammar.</p> <p>4) Listen with attention .</p> <p>5) To improve reading skills.</p> <p>6) To develop acting skills and confidence in spoken English.</p> <p>7) To improve creative writing skills.</p>	<p>1) Speech on some topics for ex-MY FAMILY, MY ELDER BROTHER, SUMMARY OF THE STORY etc...</p> <p>2) Make poems on MY BROTHER ,MY SISTER .</p> <p>3) Word game ,Memory retention game, Dictation ,To identify homophones in right order for ex- TWO OF US LIKE TO HAVE TOO MUCH OF MILK .</p> <p>4) Summary of the lesson by teacher.</p> <p>5) Connect words with other forms of art ,short movies or imaginary movies during reading.</p> <p>6) Dramatization of the story or short plays.</p> <p>7) Letter writing, making of timetable for self and paragraph writing on some topics.</p>	<p><u>TLO Questions:</u></p> <p>1) What is the importance of time table in our life ?</p> <p>2) What is the importance of discipline in our life ?</p> <p>3) What is the role of elders in our life ?</p> <p><u>HOTS Questions:</u></p> <p>1) What is time management ?</p> <p>2)Which character is more stronger ? Justify.</p> <p>CORRELATION WITH OTHER SUBJECTS.</p> <p>1) Mathematics.</p> <p>2) Social science.</p> <p>3.Psychology.</p>	<p>1) Family Bonding</p> <p>2) Leadership.</p> <p>3) Value of time and discipline.</p> <p>4) Regards for elders .</p>	<p>1) By moral talks and moral stories.</p> <p>2) To Assign different tasks according to their level</p> <p>3) By story telling method and by showing animated videos.</p> <p>4) Time games by making groups.</p>	<p>*MCQ on hostel life.</p> <p>*Fillups :-regarding the timetable made by both the brothers .</p> <p>*Discussion on importance of experience to work hard</p>
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Class/Section- 5 Subject English

Chapter-The Lazy frog (Poem 5)

No. of periods..... Date of Commencement.....

Expected date of completion.....

Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills

<p>To be active always and appreciate the value of time.</p> <p>Appreciate the love of mother</p>	<p>LISTENING 1. Recite the poem with proper intonation.</p> <p>Speaking To be able to speak few lines about different animals.</p> <p>Reading To be able to answer the questions based on the poem.</p> <p>Writing and Handwriting To be able to write few lines about themselves.</p> <p>Spelling To be able to write rhyming words.</p>	<p>*To show the cards of water animals. Youngones and adults</p> <p>*Role play(Jumping ,hopping) Tell the students about different movements of the different creatures.</p> <p>*Phrases and idioms related to value of time.</p> <p>Worksheet</p> <p>Assignment</p> <p>Fill in the blanks.</p>	<p>TLO 1.List some animals that you see in rainy season. 2.List some animals you see around you. 3.Tell us something about these animals in your own words. 4.Answer the following questions. i. What did the frog do all the day? ii. List three adjectives to describe the frog. 5.Write the rhyming words for the given words. i. log- ii. heaps</p> <p>HOTS: 1.Write at least ten sentences about yourself. 2.Name the place where we should always be on time.</p> <p>Co-relation with EVS</p>	<p>*Importance of being on time</p> <p>*Love for animals</p> <p>*Dedication towards work. assignments</p> <p>*Discouraging laziness encouraging hard work.</p>	<p>*Games based on certain time limit. For eg. Kho-Kho and Kabaddi.</p> <p>*Visuals about role of animals in our life followed by discussion.</p> <p>*Motivational stories.</p>	<p>1.Worksheet 2.MCQ 3.Fill ups 4.Dictation</p>
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Class/Section.....V..... Subject ENGLISH Chapter 5- RIP VAN WINKLE

No. of periods 06

Date of Commencement

Expected date of completion

Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills

The story is of a good man, who is friendly and helpful to all his neighbours.	1 Can read short stories	Reading of the chapter with correct pronunciation and expression	TLO 1. Unscramble the words GEIVIIA _____ DEOECH _____	*Individual reading Spelling and pronunciation	*Comprehension passage from the lesson	*Enhanced individual reading
He is flocked by children. The only problem with Rip was that he was lazy, incapable of doing anything.	2 Develop capacity to understand, enjoy and appreciate text.	Vocabulary and correct spellings of the new words.	2. Where was Rip's village located? 3. Pick out the games from the lesson. 4. Write the word that means: surprised, known, rub gently, with grey hair	*To develop imagination	*Speech on : Importance of games	*Peer Discussions
He slept for 20 long years in the woods of the Kaatskill mountains.	3 To develop reading skill and vocabulary.	Usage of new words in their own sentences	HOTS 1. From where has this story been adapted?	*To be good human being is more important than being a professional	*Story telling	*Oral Q/A
When he woke up he found that everything had changed in his village.	4 To know the value of time schedule	To list indoor and outdoor games	2. Describe the condition of Rip's farm?	*Comprehension	*Collection of articles on famous sports persons from newspapers	*Worksheets of the concerned lesson will be taken.
	5 To develop comprehension skills.	To answer the questions of the text	Co-relation with EVS	*Writing a short poem		

Class/section - 5 Subject- English Chapter- CLASS DISCUSSION(Poem 6) No. of periods.....Date of commencement..... Expected date of completion.....Actual date of commencement.....

Gist of The Lesson	Targeted Learning Outcomes (TLO)	Teaching Learning Activity Planned	Question on TLOs,	Content life skills to be developed	Suggested activities to	Strategies to evaluate life skills.
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			HOTS & correlation with other subjects		inculcate life skills.	
Each child is special and has own way of thinking. Each child is different from each other and hence are unique in their personality. Some are quiet, other naughty. Some brave and other timid.	1. To enable them to recite the poem with proper rhythm. 2. To enable them to enjoy the poem. 3.To able to use new words in proper context. 4. Able to describe or tell about different nature of people. 5. To tell about the temperament of physically disabled persons.	1.Recitation of poem with proper intonation. 2.Discuss their traits. 3.To encourage students to share a event about their life in which some trait is depicted. 4. To describe any act of bravery or kindness. 5. To sequence a situation. 6.To write Notices for competition. 7. To narrate few sentences about their class partner.	1.Name some kinds of nature. 2.Tell about a friend . 3 Tell qualities of family member. 4. One adjective for himself. HOTS 1. Children who got Bravery awards. 2.How brave children are awarded in India? Co-related with EVS	1. Respect every individual and their nature . 2. To adjust in odd situations. 3. To become courteous. 4. To become civilized. 5 .To be a good citizen.	1.To show flash cards on golden words like Sorry, Please, Thanks. 2. Share the life story of social persons like Mother Teresa. 3. Show latest Republic Day(RD) parade. 4.Pictures of brave children receiving awards onRD. 5.Organize competition and inform in all classes.	1. MCQs, about familiarity of Prime Minister, President. 2.Worksheet on names of various bravery awards in India. 3.Making a collage of RD parade. 4. Recognize various social reformers. 5. Do's and Don'ts regarding good behavior.

Class/Section...V..... Subject..... ENGLISH Chapter 6... TALKATIVE BARBER No. of Periods.....

Date of Commencement.....

Expected date of completion.....

Actual Date ofCompletion.....

Gist of the lesson	Targeted learning outcome	Teaching learning activities	Questions on teaching learning outcome & correlation with other subjects	Life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
To know about different behaviours of people. Some talkative persons can manipulate things to get their goals achieved.	1.Enjoy reading story with understanding. 2.Learn new words and use them in everyday life. 3.Read with correct pronunciation and pause. 4.Enrich vocabulary. 5.Participate in group activities and interact with peer. 6.Able to complete incomplete story/ Dramatization	1.Teacher to read in class(model reading) 2.Reading loud by students with proper pause. 3.Silent reading followed by testing. 4.Drill of new words and their meaning. 5.Express his ideas on given picture.Encourage fluency in language. 6.Dictation of new words. 7.Jumble words 8.Practice opposites with un,in,dis&,im. 9.To complete the open ended story/Picture composition. 10.Comprehension 11.Word chain	TLO's 1.Where did the Barber live? 2.Who called him to shave his head? 3.How many brothers did the barber have? 4.Why was the Sultan in hurry? 5.Who ordered for fruits? HOTS 1.What is the meaning of a) Chatterer b)Defect 2.Difference between desert and dessert. 3.Sentence : “Generous” 4.What all things Sultan gave to barber? Correlation with other subject – 1.EVS-Location of Arab countries 2.Maths - Counting	1.To be sincere towards the job. 2.One should not flatter for getting undue benefits. 3.Sharing thoughts 4.Develop to be good coordinator 5.Develop patience 6.Avoid being talkative in class.	1.Read adventurous stories 2.Develop interest for reading 3.Encourage to use library	1.Class observation 2.Story telling competition 3.Quiz 4.Group discussion

Class/Section V Subject: English
 Date of Commencement.....

Chapter 7 TopsyTurvy(Poem 7)
 Expected date of completion.....

Land No. of periods.....
 Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Topsy-turvy Land						
The poem is about a strange land where everything is upside down and it will motivate the children to keep their belongings at their right place.	<p>Recitation of the poem with proper intonation.</p> <p>To find out rhyming words</p> <p>Talks about self and surroundings</p>	<p>Recitation of the poem</p> <p>Rhyming words</p> <p>Make comparisons(our land and Topsy-turvy land)</p> <p>Role Play (perform like socks on their hands,belts as their ties and ties as their as belts)</p> <p>Making socks puppet</p> <p>To arrange jumbled up stories</p> <p>Classroom cleanliness and rally in school</p> <p>Discussion on ZERO GARBAGE SCHEME(correlation with poem bits of paper)</p> <p>Discussion on biodegradable and non biodegradable waste</p>	<p>HOTS:</p> <p>*Identification of biodegradable,non biodegradable waste.</p> <p>*Name some of the famous Abhiyans relating to cleanliness by some VIP diagnoses</p> <p>* To discuss about project to clean river Ganga.</p> <p>TLO</p> <p>*How can you keep your surroundings clean at school.</p> <p>*How will you help your mother to keep the house clean.</p> <p>Co-relation with EVS.</p>	<p>*Development of sense of cleanliness.</p> <p>*Cleanliness of their personal hygiene</p> <p>*Homes and surroundings.</p>	<p>*To organise a Rally(in school)</p> <p>*Use of different dustbins for biodegradable and non biodegradable waste</p> <p>*To observe the advertisement of Amitabh Bachchan under Swatch Bharat Abhiyan</p> <p>*Name the personality from Punjab who received award for cleanliness.</p>	<p>*MCQ</p> <p>*True/False</p> <p>*Fill in the blanks</p> <p>*Activity Sheets</p>

Class/Section...V..... Subject...ENGLISH..... Chapter-7...GULLIVER'S TRAVEL..... No. of periods..... Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
World is full of adventure, fiction and wonderful things	1.Know about autobiography and biography	Make new words from the given compound word	TLO 1.Have you ever visited a lake or pond. 2.What type of creatures do you see there. Name any five? 3. Write a singular noun on the board and then write its plural form incorrectly .Ask students if the form is correct by showing thumbs up or down.	*To add wings of imagination in students.	*Write a paragraph on your friend using describing words	Checklist to be prepared for individual student on his/her ideas about stranger.
	2.Can evaluate character	Frame questions from answers	HOTS 1.Narrate any bad experience of your life. 2.What will you do if you caught in a situation with a stranger. Express your ideas?	*Respect for young ones and the weaker section of the society.	*Role play on their favourite cartoon character.	To complete the story in fill- ups.
	3.Exchange ideas with peers	Write comparative and superlative degree	3.Imagine you woke up one morning and found yourself in Alice in Wonderland.	*To develop feeling of love and empathy among the students.	*CD on ‘Jungle Book’ *Fictional library books on Fairy Tales.	Picture composition
	4.Develop the idea of reading for information and pleasure	Write opposite words	4.Write a paragraph describing your experiences there.			Oral questions on physical features.
	5.Add new words to vocabulary	Punctuation Sentence formation	5.Read one book of your choice and write new words with their meaning.			Model making of a hill

Class/Section...V..... Subject...ENGLISH..... Chapter.....Nobody’s friend(Poem 8)..... No. of periods...6.....

Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
The poem is about friendship, sharing And helpful to needful.	1 Reading and reciting poem for pleasure and with proper intonation.	Recitation of poem with proper rhythm and intonation.	LEVEL- IQ1 -Do you like to share your toys, favorites food with your friend? Q2-If you have a ludo, can you play alone?	1) Habit of sharing with others.	Level 1-Group project & activities help to develop habit of sharing work.	Contribution of each child will be evaluated in group activity.
A child who does not share his other things with others is nobody's friend .	2 Able to comprehend and listen with attention.	Friendship related story The lion and the mouse will be written and questions and moral of the story will be asked.	If your friend is hungry and you have only one chapatti, what will you do? LEVEL2 --Fill in the blanks— He had some toffees----- -----would not lend. 3 Underline “no” words – a) Nobody is at home. b) She is never late.	2) Care of others. 3) Helpful to others.	Level 2--During lunch they will sit in a circle and eat with all classmates. Organisation of community lunch. To make a list of things which we usually use or can share with our friends.	Bright students will co-operate the other students who need improvement.
A child having nature of sharing and caring have many friends.	3 Improvement of vocabulary and learn spelling.	They will find words ending with –less & make a list. Rhyming words will be written by them.	Make opposites of— Nobody----- Ever----- Lend----- Friend----- Half-----	3) Importance of making friends in society.	Level - 3— They will help the small children in lunch-break. They will take care of about their safety and security.	* MCQ on play games food items & story books. * Fill Ups. * Worksheets
	4 Able to speak and write small sentences.	They will tell the qualities of their best friend.	LEVEL3 -- Write a paragraph on –My Best Friend		They will write the story of elephant and the ant.	

	5 Improvement of handwriting	Stress on cursive handwriting	They will write a story –The lion and the mouse			
	6 Able to write paragraph.	Write a small paragraph in beautiful handwriting.	Relating with E.V.S They will know the importance of society.			
	7To be able to understand opposite words.	They will find opposite words from the poem.				

Date of Commencement Expected Date of Completion Actual Date of Completion

Gist of the Lesson	Targeted Learning Outcomes (TLO)	Teaching Learning Activities Planned	Questions on TLOs, HOTS & Correlation With Other Subject(s)	Content Life Skills to be Developed	Suggested Activities to inculcate Life Skills	Strategies to Evaluate Life Skills
<p>Bullying is a bad habit</p> <p>We should maintain dignity of others not to hurt or harass our classmates.</p>	<p>1) Students can understand the drawbacks of Bullying. 2) Students can learn good manners. 3) Students can modify his/her behavior if it is required. 4) Develop love, affection towards animals. 5) Show respect to others.</p>	<p>1) Children to read aloud with proper pronunciation, expression and pause. 2) Children to do silent reading followed by question-answer activity to test their understanding. 3) Drilling of new words in proper context. 4) Drilling of the use of 'won't, couldn't, shouldn't etc in proper context followed by production in meaningful paragraph. 5) Making puzzles of opposites.</p>	<p>TLO 1) Make words ending with- less and- ly. 2) Write five animals name which live in water. 3) List some of your- *Good habits *Bad habits HOTS 1) What would you do if students do bullying with each other? 2) How do you treat with that bully? *Your friends * Your classmates * Your elders</p> <p>Co-relation with EVS</p>	<p>1) Evils of bullying. 2) Friendship 3) Never tease other. 4) Do good and have good. 5) Regards for elders.</p>	<p>1) Dramatization 2) Story telling 3) Group discussion 4) Excursion to a zoo 5) Provide worksheet with different pictures of do and don't.</p>	<p>1) Provide a activity through game. 2) Provide questionnaire regarding manners. 3) To allot some duties for taking care of class. 4) Make picture of your pet animal and write few lines about 'how do you take care of it '? 5) Through observation of students in daily tasks and activities.</p>

Class/Section.....V.....

Subject:ENGLISH

Chapter - Sing A Song Of People(Poem 9)

No. of periods06

Date of Commencement Expected date of completion

Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Life is too busy in cities. Urban people are unaware of their natural surroundings. Hence they are always in a hurry to go to their destinations.	Recitation of the poem with correct pronunciation; intonation and expression	Vocabulary and correct spellings of the new words.	TLO 1) Who is being discussed in the poem?	Individual reading Spelling and pronunciation	Read the stanza and answer the questions	MCQ on city and village life.
Importance of rules in society	2 Develop capacity to understand, enjoy and appreciate poem.	Usage of new words in their own sentences	2) Write all the rhyming words from the poem.	1. To value time. 2. To know and recognize good neighbours.	Differentiate between City life and village life	Peer discussion
City life and village life	3 To develop reading skill and vocabulary.	Rhyming words Opposite words	3) Write 3 things you like about the place you live in.	To find time to talk to grand parents.	Collect information about your place and country	Speech on busy people discussed in the poem
	4 To know the importance of rules in society	To answer the questions of the text	4) Write any 3 things you miss as you live in city/village.	comprehension	Collection of articles on problems in city and villages	Worksheets
	5 To develop art of interviewing.		HOTS 1) Write the word that means: subway Elevathor Underneath 2) Tell the features of smart city.	Write a short Poem.	Story of country mouse and village mouse	

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
This story revolves around some of the friends who wanted to make a trip around the world within 80 days. They started their journey by train from San Francisco to New York.	To be able to understand the difference in spelling of words, which are very closely spelt and apply them in proper context.	Children will be encouraged to read stories like Treasure Island, Sinbad the Sailor and share interesting facts about them in class	TLO 1. Which is the highest mountain peak in India? 2. Name two biggest oceans of the world. 3. What are the important things to keep in mind while travelling, what are the risks and hazards involved.	*Able to read and comprehend the story *To adapt in all circumstances *To know the ways how to encounter odd events in life.	*Find out in detail about any one of the Seven Wonders of the World. *The picture and the related paragraph could be displayed in the class. *Showing them planetarium to get the idea of physical features of land.	* MCQ on continents and oceans of the world.
On their way they faced many obstacles. They went through high mountains, slopes and bridges.	To be able to locate words based on the clues given.	Conduct a brainstorming session of ideas. like Why do people travel — to see a new place, for business etc.	4. Find Europe in the world map.	(Reading and speaking) How to read maps, signs, landmarks etc., are some of the topics that should be discussed.	*Discuss the various means of transport, both ancient and modern, and how travel is getting more and more luxurious nowadays	*One word answer on big cities of America.
During their journey they were attacked by	To be able to become aware of	Interviewing the teacher about their	HOTS	(Speaking) To be able to engage in	Map reading.	

the tribal people and were armed with different weapons.	word similarities based on their spellings.	journey experience.	Gather information and picture of the different tribes of India.	conversation with friends on day to day activities		*Fill up physical features of California
At last by the thoughtfulness of wise conductor, they were able to get rid of the m. It shows that with the help of forethought one can overcome any difficulty.	To be able to solve puzzles based on the clues provided.	Mock drill for the first aid to be provided to the victims of accident.	Write down a paragraph on the importance of defence forces in our society.	(Writing) Writing paragraph on the children's favourite means of transport could also include their personal experience of travelling by it	Find out and write the names of all the seven wonders and the countries they are located in.	*Collage making on different types of rocks.

Class/Section.....V..... Subject...ENGLISH..... Chapter... – MaluBhalu(Poem 10)..... No. of periods.....

Date of Commencement..... Expected date of completion.....

Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
1.To make students aware about the life of animals living in polar region	1To read poem with correct pronunciation & intonation	1.Poem related to polar animals	HOTS 1. How does a polar bear survive in cold climate.	1.Development of moral values like respect for elders , helpful, faithful	1.Role play on given situation	1.Grid puzzle
2. To get knowledge about Pronounce	2To develop confidence in identifying, Speaking and writing similar sound and rhyming words.	2. Clipping of animals living in polar region .	2.What type of food do they eat .	2.Development of will power and determination	2. Personal experience of sharing and help given to needy person	2. Indirectobservation .
	3To be able to write sentences on given picture	3.Group discussion	3.How do polar bears protect themselves from hunters.	3. Leadership quality and interpersonal relationship	3. Team spirit during group projects.	3.Quiz
	4 Use of words instead of noun	4. Passage writing.	TLO 1.The words used in place of noun are called 2.Name some animals who live in polar regions.	4. Self decision making ability	4. sentence formation on character-sketch of MaluBhalu	4.Worksheets

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
<p>This story tells us about the qualities which a good ruler should have. i.e love for humanity, nature, animals and birds.</p>	<p>1 To enable the student to read fluently with correct pronunciation. 2 To enable the students to write some sentences on the given topic. 3. To give them knowledge about action words, naming words, describing words and joining words. 4 To enable the students to write correct spellings of the given words.</p>	<p>1 Dramatization of the lesson 2. Model reading of the lesson by the teacher. 3. Words search activity. 4. A quiz can be arranged in the class.</p>	<p>Level 1: 1 Name the future king from the story. 2. Write a short story on the theme love for living beings. 3. Where is Manipur located in the map of India. Level 2 1 Who was declared the future king of Kangleipak? 2 What is the moral of the story ? 3 Which are the bordering states of Manipur? 4 locate Manipur in Indians political map. Level 3: 1. Tell the language spoken by people of Manipur. 2. Name the states near the boundaries of Manipur. Co-relation With EVS.</p>	<p>1. A student will communicate for a variety of audiences and contexts. 2. Language development by learning new language Manipur and will also make students understand the same shortly. 3. Voice modulation will help them to deliver their speech properly. 4. Students will respond to auditory questions through body languages .</p>	<p>1. Reading 2. Story telling 3. Dramatization 4. Vocabulary 5. Word search activity 6. Spell Bee competition 7. Map surfing activity</p>	<p>1. Worksheets on “word search” activity 2. Quiz conduction 3. Circle the odd one out 4. Colour the words written in Manipur language.</p>