

Lesson Plan - 5thEnglish

1. Name of the Teacher

2. Name of the Unit: The Wondrous Women.

3. No. of Periods: 23 + 23 = 46.

4. Period Allotment

S.No.	Name of the Topic	T.L.P	Work book	e-content	Specifications
1.	Pre - Reading	1	1	1	Motivation
2.	Reading Segment -1	2	2		
3.	Reading Segment -2	2	2		
4.	Reading Segment -3	2	2		
5.	Reading Segment -4	2	2		
6.	Vocabulary	2	1		
7.	Grammar	3	3		
8.	Creative Writing	3	3		
9.	Listening &responding	1	1		
10.	Listing input.	1	1		
10.	Language Game.	1	1	1	
11.	Assessment & Revision	2	2		

5. Prior concept / skills:

1. Should have the knowledge of fancy dress competitions conducted the schools.
2. Able to listen, read and comprehend simple texts and the poem.
3. Writes at least 3 to 4 sentences about the story/picture etc.
4. Uses glossary / dictionary and find the meaning of the word.
5. Take dictation of words.

6. Learning Outcomes: Child will be able to...

1. Read and comprehend the texts in English by identifying the main idea, details and sequence and draws conclusions in English.
2. Express orally her/his opinion/ understanding about the story and the characters in the story, in English / Telugu.
3. Understand and use the modal auxiliaries in different expressions.
4. Develop speech with the help of the verbal clues.
5. Write 5-6 sentences in English on events using the visual clues.
6. Express apology.
7. Listen and respond to the stated plans.

7. **TLM:** 1. Class 5 textbook and workbook of English.

2. https://diksha.gov.in/play/content/do_3131002753706229761460

3. https://diksha.gov.in/play/content/do_3129456114453872641515 (Kalpana Chawla)

4. https://diksha.gov.in/play/content/do_3130978819653713921238

8. Teaching Learning Process: (T.L.P.)

Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)

- ☐ Interaction with the help of the pre reading.
- ☐ Teacher shows the animated video 'The wondrous women' and asks some questions for comprehension.

9. Experience and reflection (Task / question that helps students explore the concept and connect with their life)

1. Have you participated in school day celebrations?
2. Have you watch Jhansi Lakshmi Bai serial on television?

<i>Explicit teaching / teacher modelling (I do)</i>	<i>Group work (we do)</i>	<i>Individual work (you do)</i>
<u>Pre reading:</u> Teacher asks the children to open their English textbooks at page no 70 and asks them to observe the picture given under pre-reading. Later teacher asks about the picture. Teacher poses some questions given under the picture in order to comprehend it.	Students follow the teacher. Students observe the videos and pose any questions	Students note down them in their notebooks.

Teacher shows the video ‘The Wondrous Women’. <u>Reading</u> Teacher asks the students to observe the picture given in the lesson ‘The Wondrous Women’ and interacts with the students and writes the key words on the black board. Segment 1 (Hi! I am Ameena with all of you.) <u>Model reading by the teacher:</u> Teacher reads the text aloud in British accent twice at the normal story telling speed with the proper stress and intonation. <u>Echo reading</u> Teacher reads the text again and let the students repeat. <u>Individual Reading by the students:</u> Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary. <u>Supportive reading by the teacher</u> Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it. Teacher gives the meanings for the key words. Jubilant =showing great happiness. Occasion = a particular time, especially when something happens or has happened. Segment 2. (Sravani as wish you good luck.) <u>Model reading by the teacher:</u> Teacher reads the text aloud in British accent twice at the normal story telling speed with the proper stress and intonation. <u>Echo reading</u> Teacher reads the text again and let the students repeat. <u>Individual Reading by the students:</u> Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary. <u>Supportive reading by the teacher</u>	regarding the video. . Students follow the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions. 1. Who is the speaker? 2. Why was she jubilant? 3. What did it touched her heart? Follow the teacher. Students repeat after the teacher.	Students read individually. Answer the questions individually. Do the worksheets no 5.1 in page no.76 English workbook. Students repeat after the teacher. Reads the text individually and comprehend it. .
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Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it. Teacher gives the meanings for the key words. Logical = following the rules or facts. Commitment = dedication to a cause. Segment 3. (Swarna as in all efforts.) <u>Model reading by the teacher:</u> Teacher reads the text aloud in British accent twice at the normal story telling speed with the proper stress and intonation. <u>Echo reading</u> Teacher reads the text again and let the students repeat. <u>Individual Reading by the students:</u> Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary. <u>Supportive reading by the teacher</u> Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it. Teacher gives the meanings to the key words like Enthrals = take complete attention. Concerts = a public musical performance. Passion= strong feeling or desire. Segment 4. (Latha as Jhansi school every day.) <u>Model reading by the teacher:</u> Teacher reads the text aloud in British accent twice at the normal story telling speed with the proper stress and intonation. <u>Echo reading</u> Teacher reads the text again and let the students repeat. <u>Individual Reading by the students:</u>	Discuss in groups and answer the following questions. 1. Who said service to human is service to god?? 2. Who is Kalpana Chawla? 3. Who is called the 'Human Computer'? Students listen to the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions in groups. 1. Who is called 'The Nightingale of India'? Students follow the teacher. Students repeat after the teacher.	Do the worksheets no 5.2 in page no.77 English workbook. Students repeat after the teacher. Students read individually with help of the teacher. Do the worksheet 5.3 in the page number 78. Listen to the teacher. Repeat after the teacher. Students read the passage individually.
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Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary. <u>Supportive reading by the teacher</u> Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it. Teacher gives the meanings of some key words like Enhance = increase. Magnificent = extremely impressive and deserving. <u>Vocabulary</u> Teacher asks the students to find the words to fill the missing letters from the lesson 'The Wondrous Women and write the words in the space provided. Teacher helps the students to use the given words in the sentences. <u>Grammar</u> Teacher asks the students to read the sentences given under 'grammar'. Teacher explains the use of 'can' and 'could' with suitable examples. Teacher helps the students to do the activity 4. <u>Writing</u> Teacher asks the students to read the given hints and helps the children to do the activity 5. Teacher helps the children whenever they need. Teacher asks the students to observe the picture and asks them to read the given speech on 'Equality'. Helps the students in writing the speech on 'Independence Day' celebrations in the activity 8. <u>Listening and Responding:</u> Teacher makes the children to read the given conversation between Ameena and her friend and explains how to state plans. Teacher gives some examples for this. Teacher asks the students to do the activity 7. <u>Listening input:</u> Teacher reads the listening input text and asks the students to listen carefully and asks the comprehension questions. <u>Language game:</u> Teacher presents the materials required for the	Discuss in groups and answer the following questions. 1. Why is Mary Kom called 'Magnificent Mary'? Students follow the teacher. Do the activity 4 in the textbook. Do the activity 5 in the textbook. Do the activity 8 in the textbook. Students read the conversation. Do the activity 7. Students follow the teacher.	Answer the questions. Do the worksheet 5.4 and 5.5 in the page numbers 79 and 80. Do the activity 3 in the textbook. Do the worksheet 5.6 in the page numbers 81 and 82. Do the activity 4 in the textbook. Do the worksheet 5.7 in the page number 83. Do the activity 5 in the textbook. Do the activity 8 in the textbook. Do the worksheet 5.8 in the page number 84 and 85. Do the worksheet 5.9 and 5.10 in the page number 86 and 87.
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language game. Teacher demonstrates the game. Encourages the children to play ‘Pick and Say’	Students play the game in groups and speak.	
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11. Check for Understanding - Questions:

✓ *Factual:*

1. Who talks about service to mankind?
2. Who was titled as the Human-Computer?
3. Which revolt is mentioned in the text?
4. Why was Mary Kom called ‘Magnificent Mary’?

✓ *Open ended/critical thinking:*

1. Have you met any women who inspired you? Who was it? How did you inspire?

12. Student Practice Questions & Activities:

1. Answer all the questions given in the textbook.
2. Do all the worksheets given in the textbook.

13. Assessment:

1. Prepare a speech on Republic Day celebrations.

14.No-Bag-Day / Assembly (Integrate 21st century skills / SEL)

Activity 1: Enact a role play and talk about Great Wondrous Women on FLIP.

(Skills: Collaboration, Creativity and Communication)

- 2: Prepare starts of Wondrous Women.

SIGN OF THE TEACHER

SIGN OF THE HEADMASTER

SIGN OF THE VISITING OFFICER WITH REMARKS