

## **Lesson Plan – 5<sup>th</sup> English**

**1. Name of the Teacher:**

**2. Name of the Unit: The Necklace.**

**3. No. of Periods: 18 + 18 = 36.**

**4. Period Allotment**

<b>S.No.</b>	<b>Name of the Topic</b>	<b>T.L.P.</b>	<b>Workbook</b>	<b>e-content</b>	<b>Specifications</b>
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	1	1		
7.	Grammar	2	2		
8.	Creative Writing	2	2		
9.	Listening &responding	1	1		
10.	Language Game.	1	1	1	
11.	Assessment & Revision	1	1		

**5. Prior concept / skills:**

1. Should have the knowledge of attending the party and the good manners at the party.
2. Should have the knowledge of different ornaments we usually wear when we go to the party.
3. Able to listen, read and comprehend simple texts and the poem.
4. Writes at least 3 to 4 sentences about the story/picture etc.
5. Uses glossary / dictionary and find the meaning of the word.
6. 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 order of adjectives in their day-to-day situations.
  4. Differentiate among gerunds, participles, and adjectives which are in the form of verb with 'ing'.
  5. Write 5-6 sentences in English on events using the visual clues.
  6. Understand and use the 'wh' question in their daily conversations.
  7. Dramatize the story.
  8. Express agreement and disagreement with the opinions using some phrases in their daily life.
- 7. TLM:**
1. Class 5 textbook and workbook of English.
  2. Flash cards of words like delicacy, occasion, discover, anxiously etc. with their meanings.
  3. [https://www.youtube.com/watch?v=E9Bmp\\_Ce8zI](https://www.youtube.com/watch?v=E9Bmp_Ce8zI) The Necklace an animated story in English.
  4. [https://diksha.gov.in/play/collection/do\\_3130979011056271361397?contentType=TextBookUnit](https://diksha.gov.in/play/collection/do_3130979011056271361397?contentType=TextBookUnit)  
[https://diksha.gov.in/play/collection/do\\_3130980258624634881499?contentType=TextBookUnit](https://diksha.gov.in/play/collection/do_3130980258624634881499?contentType=TextBookUnit)
  5. <https://topphonetics.com/> ( for British accent)

**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 Necklace' [https://www.youtube.com/watch?v=E9Bmp\\_Ce8zI](https://www.youtube.com/watch?v=E9Bmp_Ce8zI) and asks some questions for comprehension.

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

1. How do you dress up to go to a party?

2. What are the major occasions where you go dressing up?
3. How do you feel if you have no suitable dress or jewellery for the occasion?

<i>Explicit teaching / teacher modelling (I do)</i>	<i>Group work (we do)</i>	<i>Individual work (you do)</i>
<p><u>Pre reading:</u> Teacher asks the children to open their English textbooks at page no 36 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. Teacher shows the video ‘The Necklace’.</p> <p><u>Reading</u> Teacher asks the students to observe the picture given in the lesson ‘The Necklace’ and interacts with the students and writes the key words on the black board. Segment 1. (Matilda.....rich friend Jane)</p> <p><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.</p> <p><u>Echo reading</u> Teacher reads the text again and let the students repeat.</p> <p><u>Individual Reading by the students:</u> Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary.</p> <p><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.</p>	<p>Students follow the teacher.</p> <p>Students observe the videos and pose any questions regarding the video.</p> <p>.</p> <p>Students follow the teacher.</p> <p>Students repeat after the teacher.</p> <p>Discuss in groups and answer the following questions.</p>	<p>Students note down them in their notebooks.</p> <p>Students read individually.</p> <p>Answer the questions individually.</p>

<p>Eg : artisans = a person who does skilled work with hands.  Delicacy = something good to eat.  Invitation = a written or verbal request inviting someone to go somewhere or to do something.  Franks = French currency.  Occasion =</p> <p>Segment 2. (The next day..... round her neck)  <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.  Discover = find  Anxiously = in a nervous way  Uttered = out and out</p> <p>Segment 3. (They searched..... evening long ago.)  <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></p>	<ol style="list-style-type: none"> <li>1. What kind of a girl was Matilda?</li> <li>2. Where was she born and to whom?</li> <li>3. Why did her husband come home happily?</li> <li>4. Why is Matilda sadder when the day of the party drew near?</li> </ol> <p>Follow the teacher.</p> <p>Students repeat after the teacher.</p> <p>Discuss in groups and answer the following questions.</p> <ol style="list-style-type: none"> <li>1. Who helped Matilda to go to the party? How?</li> <li>2. Who was the prettiest girl in the party?</li> <li>3. Why did she utter a cry?</li> <li>4. Do you think the necklace enhanced her beauty?</li> </ol> <p>Students listen to the teacher.</p>	<p>Do the worksheets no 3.1 in page no.41 English workbook.</p> <p>Students repeat after the teacher.  Reads the text individually and comprehend it.</p> <p>Do the worksheets no 3.2 in page no.42 English workbook.</p> <p>Students repeat after the teacher.</p>
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<p>Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary.</p> <p><u>Supportive reading by the teacher</u></p> <p>Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it.</p> <p>Teacher gives the meanings to the key words like</p> <p>Furiously = in an extremely angry way.</p> <p>Clasp = a link or hook.</p> <p>Reward = a thing given in recognition of service</p> <p>Worth = value</p> <p>Segment 4. (One Sunday..... hundred francs.)</p> <p><u>Model reading by the teacher:</u></p> <p>Teacher reads the text aloud in British accent twice at the normal story telling speed with the proper stress and intonation.</p> <p><u>Echo reading</u></p> <p>Teacher reads the text again and let the students repeat.</p> <p><u>Individual Reading by the students:</u></p> <p>Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary.</p> <p><u>Supportive reading by the teacher</u></p> <p>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</p> <p>Familiarly = in friendly and informal way.</p> <p>Replace = take the place of</p> <p>Imitation = a copy /not real.</p> <p><u>Vocabulary</u></p> <p>Teacher gives the examples of adjectives with the help of the sentences given in the textbook. Teacher explains how the adjectives are formed from the verbs and nouns with help of the table given in the textbook. Teacher gives some more</p>	<p>Students repeat after the teacher.</p> <p>Discuss in groups and answer the following questions in groups.</p> <p>1. What did they do after they lose the necklace?</p> <p>Students follow the teacher.</p> <p>Students repeat after the teacher.</p> <p>Discuss in groups and answer the following questions.</p> <p>1. Was the lost necklace a real one?</p> <p>2. What was the cost of the necklace given by Jane?</p> <p>Students follow the teacher.</p>	<p>Students read individually with help of the teacher.</p> <p>Do the worksheet 3.3 in the page number 43.</p> <p>Listen to the teacher.</p> <p>Repeat after the teacher.</p> <p>Students read the passage individually.</p> <p>Answer the questions.</p> <p>Do the worksheet 3.4 and 3.5 in the page numbers 44 and 45.</p> <p>Do the activity 3 and 4 in the textbook.</p>
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<p>examples and asks the students to get the adjectives from the dictionary. Later teacher helps the students to do the activity 3 and 4 of the textbook.</p> <p>.</p> <p><u>Grammar</u></p> <p>Teacher interacts with the children in order to recall what an adjective is. Later, he makes the children to observe the order of the adjectives. Teacher asks the students to read the order of the adjectives. Asks them to read the sentences given in the page number 43 and asks the students to do the activity 4. He helps them in doing so. Later teacher asks the students to read the ‘wh’ words in the given sentences and explains how they are used.</p> <p><u>Writing</u></p> <p>Teacher asks the students to read the given passage and helps the children to do the activity 7. Teacher helps the children whenever they need.</p> <p>Teacher asks the students to observe the pictures and asks them to guess the story and the sequence. And makes them to read the clues given in the book. Asks them to write the sentences with the help of the teacher. In the same way teacher asks the students to read the story ‘The Clever Boy’. Teacher asks the students to read the pictures and clues to write the story. Teacher helps them in doing so. Teacher asks them to do the activity 8.</p> <p><u>Listening and Responding:</u></p> <p>Teacher makes the children to read the given conversation between Matilda and Jane. And explains how to express the agreement to the polite request. Teacher gives some examples for this. Teacher asks the students to do the activity 9.</p>	<p>Students participate in the activity.</p> <p>Do the activity 5 and 6 in the textbook.</p> <p>Do the activity 7 (I) in the textbook.</p> <p>Do the activity 7 (II) in the textbook.</p> <p>Do the activity 8 in the textbook.</p> <p>Students read the conversation.</p>	<p>Do the worksheet 3.6 in the page numbers 44 and 46.</p> <p>Do the activity 5 and 6 in the textbook.</p> <p>Do the worksheet 3.7 and 3.8 in the page numbers 47 and 48</p> <p>Do the activity 7(I) in the textbook.</p> <p>Do the activity 7 (II) in the textbook.</p> <p>Do the worksheet 3.9 in the page number 49.</p>
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<u>Language game:</u> Teacher presents the materials required for the language game. Teacher demonstrates the game. Encourages the children to play ‘Fishing for Adjectives’	Students play the game in groups and frame the sentence or phrase with the adjective they have taken.	
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### **11. Check for Understanding - Questions:**

#### **✓ Factual:**

1. What kind of a girl was Matilda?
2. Who helped Matilda to go to the party?
3. What was the price of the replaced necklace?
4. Was the lost necklace a real one?

#### **✓ Open ended/critical thinking:**

1. If you were Matilda, what would you have done?
2. What is the moral of the story?
3. Do you agree with the idiom ‘Cut your coat according to your cloth’?

### **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. Describe any object by supplying at least 4 adjectives.
2. Tell the story of The Necklace in your own words.

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

*Activity 1:* Identify the given words from the Dictionary and put them in alphabetical order. (Focus on critical thinking, collaboration)

*Activity 4:* Prepares Question Puppets in individually about his Watch/Frock (Critical thinking collaboration and creativity.)

SIGN OF THE TEACHER

SIGN OF THE HEADMASTER

SIGN OF THE VISITING OFFICER WITH REMARKS