

Lesson Plan – 5th English

1. Name of the Teacher:

2. Name of the Unit: My Sweet Memories.

3. No. of Periods: 20+ 20 = 40.

4. Period Allotment

S.No .	Name of the Topic	T.L.P.	Workbook	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.	1	1		
7.	Grammar.	2	2		
8.	Creative Writing.	2	2		
9.	Listening &responding.	1	1		
11.	Poem (Written in March).	2	2	1	
12.	Project work.	1	1		
13.	Assessment & Revision	1	1		

5.Prior concept / skills: They should

1. Have the knowledge of writing diary?
2. Have the knowledge village and the lifestyle of village people.
3. Able to listen, read and comprehend simple texts and the poem.
4. Write at least 3 to 4 sentences about the story/picture etc.
5. Use 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 the concept of simple present and past simple and express in written and spoken English.
4. Understand the concept of simple past and its negative sentences.
5. Write 5-6 sentences in English on events using the visual clues.

<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 19 and asks the children to observe the picture given under activity 1 (a). Later teacher asks about the picture. Teacher poses some questions about the holidays they usually spend. Teacher helps the students to do activity (b) . Teacher shows the videos about India and the visiting places. <u>Reading</u> Teacher asks the students to observe the picture given in the lesson ‘My Sweet Memories’ and interacts with the students and writes the key words on the black board. Segment 1. (It is summer.....I am so excited) <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.	Students follow the teacher. Students observe the videos and pose any questions regarding the video. Students note down them. Students follow the teacher.	Students note down them.

<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. Eg. Vacation= Experience = Habit = Diary = Excited= Segment 2. (Our journey..... tasty and juicy) <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	Discuss in groups and answer the following questions. 1. What is the name of the boy? 2. Where is the boy's family going to? 3. Is the boy happy to visit his grandparents'? 4. Do you love to visit your grandparents'? Follow the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions. 1. Where did the boy sit in the bus?	Students repeat after the teacher. Reads the text individually and comprehend it. Do the worksheets no 2.1 in page no.23 English workbook. Students repeat after the teacher. Students read individually with help of the teacher.
---	---	---

explaining the text to understand it. Teacher gives the meanings for the key words. Numerous = Scarecrows = Laden = Delight = Surround = Segment 3. (I woke up early..... for some time.) <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 Breeze = Pleasant = Swaying = Threshing = Segment 4. (Today my..... my next visit.) <u>Model reading by the teacher:</u>	2.What did he see on the either side of the road? 3. Name the trees which are around the house. 4. What did he taste there? . Listen to the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions in groups. 1. What is Santhosh's grandfather is doing? 2. How is the breeze? Do you like to get up early and go for a walk? 3. What did Pallavi teach Santhosh?	Do the worksheet 2.2 in the page number 24. Listen to the teacher. Repeat after the teacher. Students read the passage individually. Answer the questions. Do the worksheet 2.3 in the page number 25.
---	--	--

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 of some key words like Splashing = Banyan tree = Pebbles = <u>Vocabulary</u> Teacher takes up an activity to recall the singulars and plurals. <u>Singular and plural:</u> Teacher makes them to recall the concept of ‘opposites’ by giving examples and a language game. Teacher makes the children read the given words and opposites. And helps the students to do the activity 3. Teacher interacts with the students and helps them to do the word web related to village. <u>Grammar</u>	Students follow the teacher. Students repeat after the teacher. .Discuss in groups and answer the following questions. 1. where did he go for a bath? 2. What are the children doing? 3. How is the canal? Students participate in the activity. Do the activity 3 in the textbook. Do the activity 4 in the textbook.	Students repeat after the teacher. Students read individually with the help of the teacher. Answer the questions. Do the Worksheets 2.4 and 2.5 in the workbook in page no. 26 and 27. Do the activities 3 and 4 in the textbook in page number 25 and 26. Do the worksheet 2.6 in the workbook page number 28 and 29.
--	--	--

Teacher interacts with the children in order to make the children get the meaning of a 'pronouns' Later, he makes the children to observe the situation in the class where 'personal pronouns' are used. Later teacher asks the children to read the given sentences and identify the underlined words in the sentences. (Page 26). Teacher writes the two sentences given in the textbook on the blackboard and underlines the verbs which are in 'past simple'. Thus, he explains the verb denoting the past action. Later teachers ask the students what they do yesterday and writes the actions in simple past and explains the structure and the use of 'simple past' and its negative statements. <u>Writing</u> Teacher asks the students to read the diary entry in activity 7 while helping them. Teacher reads again and explains the diary entry. Teacher helps the students to write the Annual Sports Day by using the hints given. Teacher makes the students to read the clues to write the diary entry in this activity. In the same way teacher makes the students to do the activity 8. <u>Listening and Responding:</u>	Do the activity 5 in the textbook. Do the activity 6 in the textbook. Students read text. Students listen to the teacher. Do the activity 7 and 8. Listen in groups.	Do the activity 5 in the textbook. Do the worksheet 2.7 in the workbook page number 30. Do the activity 6 in the textbook. Do the worksheets 2.8 in the workbook page numbers 31. Do the activity 7 and 8. Do the worksheet 2.9 in the workbook page number 32.
---	--	---

Teacher asks the students to observe the picture in listening and responding. And introduces the 'may' to say something is possible. Teacher makes the students to do the activity 9. He makes the students to role play it. He prompts whenever needed. <u>Poem (Written in March).</u> Teacher interacts with the picture with students. Students tell the actions taking place in the picture. Teacher writes the sentences on the black board. Teacher shows the video Written in March. https://youtu.be/VNCfHUNy8p4 <u>Model reading by the teacher:</u> Teacher reads the poem twice slowly in a normal story telling speed and asks the students to look into their books. <u>Echo reading:</u> Teacher reads the poem again and asks the students to repeat after the teacher. <u>Individual reading:</u> Teacher asks the students to read the poem individually. <u>Supportive reading:</u> Teacher introduces the author of the poem. 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.	Role play in groups. Students participate. Students follow the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions. 1. What are the cattle doing? 2. What glitters in the poem? 3. Who work along with the stranger? 4. How does the poet describe the nature in the poem?	Do the worksheet 2.10 in the workbook in page no. 33. Students read the poem individually. Answer the following questions. Discuss in groups and answer the following questions. 1. What are the cattle doing? 2. What glitters in the poem? 3. Who work along with the stranger? 4. How does the poet describe The nature in the poem?
--	---	--

Crowing = Stream = Twitter = Cattle = Prevailing =		
--	--	--

6. Sing and feel the mood of the poem.

7. Present the given project work.

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

2. Flash cards of words like vacation, lush etc. with their meanings.

3. <https://youtu.be/b9STkhzN9qM> - Top Historical monuments of India.

4. https://youtu.be/7bv_eqtkKqQ about India.

5. <https://youtu.be/VNCfHUNy8p4> Written in March poem.

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 these two videos and explains the importance of those places.
https://youtu.be/7bv_eqtkKqQ about India.

<https://youtu.be/b9STkhzN9qM> 15 Top Historical monuments of India.

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

1. Have you visited your grandparents' village?
2. Where do you usually go to spend your summer holidays?
3. Have you visited any of the sights you have seen in the videos?
4. How do you feel if you visit any new place?
5. Where do you seat if you board in a bus or a train? (Near the window seat/aisle seat)

11. Check for Understanding - Questions:

✓ Factual:

1. What is the name of the boy mentioned in the lesson?
2. Did Santhosh enjoy the morning walk? How do you know?
How did Santhosh spend his time when he went to the canal?

✓ Open ended/critical thinking:

1. Is T.V or video/mobile game the only way to pass time? Can we do something else?

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. How do you spend your holiday/vacation/ leisure time?
2. Suggest a few ways to pass you time meaningfully.

SIGN OF THE TEACHER:

SIGN OF THE HEADMASTER

SIGN OF THE VISITING OFFICER WITH REMARKS