

**SPLIT UP OF SYLLABUS 2011-12  
ENGLISH  
CLASS V**

Month	Syllabus/Theme	Lesson	Suggested Activities	Suggested Resources	Expected Learning Outcome	Values	NO. of periods
April & May	Multicultural approach to food. Recycling waste Folk Tales.	Ice-cream man (Poem)  Language items: Adjectives	*Children to recite the poem with proper intonation *Children to recite similar poems *To pick rhyming words from the poem *List the different activities we enjoy doing in different seasons  *To underline the adjectives in a given passage  *Children to list	Advertisement/Posters of different brands of ice creams available In the market  Other related poems from the net/books	Able to enjoy and appreciate the poem  Able to exchange ideas with peer  Able to narrate experiences & incidents  Able to write a short description of a hawker  Able to think and write creatively	Respecting people who help us in society	13

			<p>the things required to make Ice cream and write a step by step recipe of how they will prepare ice cream at home</p> <p>* Write an advertisement for ice –cream using ideas, words&amp; logo</p>	A Poster[TLM ]			
			<p>*Children to write a paragraph describing their favorite food/sweet dish using the forms of simple present</p> <p>* Describe your "DREAM ICECREAM".</p> <p>* Children to</p>		Able to write a short composition on the given topic		

			write about what they do after reaching home				
		<p>Wonderful waste</p> <p>Language item 1.New phrases (Given in the lesson) 2.Nouns 3.Simple PastTense</p>	<p>* Children to do loud reading with proper pronunciation, expression &amp; pause</p> <p>* Children to do silent reading followed by question answer activity to test their comprehension</p> <p>* Dramatization of the story</p> <p>* Discussion of the recipe step by step</p> <p>* Sequencing of the story</p> <p>* Language development:</p>	<p>Visuals of the story</p> <p>Reading cards - (CIEFL)cards</p> <p>Story sequencing card</p>	<p>Able to enjoy reading a story with understanding</p> <p>Able to use new words and language items in proper context and produce in a meaningful paragraph</p>	<p>Respect for the environment REDUCE RECYCLE REUSE</p>	13

			<p>Use of phrases with the help of clues Picking/identifying nouns from the given text/unseen passage</p> <p>*Drilling of the use of simple past tense in proper context followed by the production of the same in a meaningful paragraph *To underline the past tense in a given passage</p> <p>* Discuss in groups how they make utility items out of waste materials like old news paper, shoe box etc. * Talk on environment and recycling of waste</p>	<p>Environment friendly materials e.g. paper bags, bottle or plastic box may be used to recycle and create new items.</p>	<p>Able to exchange ideas with peers</p>		
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			<ul style="list-style-type: none"> <li>• Look up the words in the dictionary, know their pronunciation &amp; meanings</li> <li>• Drilling of new words in proper context</li> </ul>	Flash cards to be posted on notice board in class room			
Folk Tales	Bamboo curry Language item 1 .Tense forms	<p>*Children to do loud reading of the story with proper pronunciation, expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Drilling of new words in proper context</p> <p>*Drilling of new language items in proper context</p>	Folk Tales from the library	<p>Able to read the story with understanding</p> <p>Able to write a meaningful paragraph using the new language items discussed in the class</p>	Universal values	9	

			<p>and production of the same in a meaningful paragraph</p> <p>*To collect information on other useful grass like sugar cane, Alfafa etc and discuss in the class</p> <p>*Picture-composition with the help of question clues</p>	<p>Visual resources Children's Encyclopedia</p> <p>Picture cards</p>	<p>Able to exchange ideas with peers</p> <p>Able to write a story based on given pictures</p>		
June- July	<p>Collaboration Teamwork Doing work on time</p>	<p>Teamwork (Poem) Language items -Question Words using "How" -Use of -contractions We'll, we've, Can't... -Compound words.</p>	<p>* Children to recite the poem with proper action, &amp; intonation *Recitation of the similar poems *Talk on activities children like to do alone and things they like to do in groups * Make questions</p>		<p>Able to recite a poem with proper rhyme and rhythm</p> <p>Able to exchange his/her ideas with peers</p> <p>Able to ask questions using 'How'</p>	<p>Cooperation  (Joys of working together)</p>	8

			<p>using "How" *To find the compound words in the grid &amp; use in sentences *Drilling of the use of We'll, We've, Can't etc The poem may be correlated with EVS lesson Up you Go.</p>	Word Puzzles	Able to use We'll, We've, Can't etc. in proper context		
		<p>Flying Together Language items : Use of :verbs prepositions, to ,of, on Questions using - What, when, where, Why and How.</p>	<p>*Children to read the lesson aloud with proper pronunciation, expression &amp; pause *Children to do silent reading followed by question-answer activity to test their understanding *Children to read a story from Panchatantra and narrate it *Drilling of new language items in</p>	<p>CD on Panchatantra stories  Class library for supplementary reading</p>	<p>Able to read with understanding  Able to use language items in proper context</p>		16

			<p>proper context and production of the same in a meaningful situation in writing as well as speaking</p> <p>*Drilling of framing questions using What, When, Where, How etc</p> <p>*Children to write an incident/ event using different proverbs</p> <p>*Children to use describing words to complete a story</p> <p>*Drilling of prepositions</p> <p>*To make meaningful sentences from Jumbled sentence</p>	<p>Picture Cards</p>	<p>Able to write short composition with appropriate vocabulary</p> <p>Able to write a short story</p>		
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	<p>Investigating the unknown</p> <p>Surprise and curiosity</p> <p>Overcoming fears by scientific analysis</p>	<p>My Shadow (Poem)</p> <p>Language item :</p> <p>Questions using which, who, whose, whom</p> <p>-Compound words</p>	<p>*Children to recite the poem with proper intonation</p> <p>*Drilling of framing of questions using Which, Who, Whose, Whom</p> <p>*Children to identify compound words</p> <p>*Children to discuss various situations group wise and express them selves e.g. You missed your school bus and is late ..... A bull chases you.....</p> <p>*Discussion about shadows</p> <p>*Outdoor activity – Children to observe the shadow of different objects</p>	<p>Books on poems from class library</p>	<p>Able to recite the poem with proper rhyme and rhythm</p> <p>Able to participate in group activities and contribute</p>	<p>Logical enquiry</p>	<p>8</p>
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			<p>&amp; draw its shadow at different time of the day MORNING,NOON,EVENING</p> <p>*Children to estimate Time through shadow</p>	Out door visit to observe shadows			
August	.	<p>Robinson Crusoe</p> <p>Language items: Conjunctions</p>	<p>*Children to read the story aloud with proper pronunciation, expression &amp; pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Children to read other stories like: SINDBAD THE SAILOUR, SWISS FAMILY etc.</p> <p>*Drilling of new words &amp;</p>	Story Books. Film-Treasure Island	<p>Able to read the lesson with understanding</p> <p>Able to narrate his/her experiences about any event</p> <p>Able to take part in group activities and role play</p> <p>Able to write a short description on the given</p>	Logical enquiry	11

			<p>language items in proper context</p> <p>*To conduct an Interview with the question clues: How you felt when you got lost on an excursion trip?</p> <p>*Role Play: Speak about their unknown fear</p> <p>*Children to write a paragraph on a given topic: How ships and planes are guided towards land?</p> <p>*Real life narration by the teacher about discovery voyages taken in the past e.g.” Columbus Discover America.”</p>	<p>Karadi Tales CD by Times Music</p> <p>Children Encyclopedia Tell Me Why?</p> <p>Film/ Story Books on Adventures of Marco polo, Vasco-De-Gama etc.</p>	topic		
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			<p>*Matching Flash cards with suitable conjunctions E.g. I ran fast.- {and/but} I missed the bus.</p> <p>*To Identify the foot print of the famous person based on the clues given: 1. A historic step made by man on the Moon. 2. Who was he? 3. Which country does he belong to? 4. Name the space craft used. 5. What were his words? 6. Name the other astronauts who landed with him.</p>	<p>Visual clippings on Apollo 11</p> <p>Related articles and pictures of INDIAS MOON MISSION- CHANDRAYAN</p>	<p>Able to carry out a brief conversation involving seeking, giving information</p>		
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			<p>*To write a short paragraph with the help of the question clues about (treasure hunt) or To write on personal experience of happiness, surprise etc.</p>	Picture clues and word clues			
Looking at the lighter side of life Respecting elders and their experience	<p>Crying (Poem)</p> <p>Language item : Words ending in – ness Use of feeling words</p>	<p>*Children to recite the poem with proper intonation</p> <p>*Children to sing in chorus other songs like “When you’re Happy and you know it clap your hands”</p> <p>*Visuals showing different expression of</p>	<p>Cassettes of different songs</p> <p>Cartoons face showing different emotions like ‘Happiness, Sadness, Anger, Worry ,Stress,” etc</p> <p>Animal cries</p>	<p>Able to recite the poem with proper rhyme &amp; rhythm</p> <p>Able to participate in Role play/Dramatization</p> <p>Can talk about personal opinion and experience</p>	<p>How to cope with different moods of people.</p> <p>FOOD FOR THOUGHT : Laugh and the world laughs with you .Cry and you cry alone!</p>	5	

			<p>people-dumb charade games to be played</p> <p>*To discuss :An incident that made them cry/laugh &amp; children to be asked to enact different emotions like joy, anger, excitement, sadness etc.</p> <p>*Children to narrate an incident about the experiences of happiness, excitement, and surprise (Teachers may give some clues.</p> <p>*To use correct feeling words and fill in the blanks</p> <p>*Word Building – drilling of build</p>		<p>Able to write and express their emotions using appropriate vocabulary</p>		
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			new words ending with -ness				
		My Elder Brother(Prose)	*Children to read the story aloud with proper pronunciation, expression & pause		Able to read the lesson with understanding	Respect your elders	10
		Language item : Reading comprehension Use of correct form of the word: teach & learn.(Verb) Use of for or since	*Children to do silent reading followed with question-answer activity to test their understanding			Value of time and importance of time management	
			*Children to read other classics in English and other languages	CIEFL Reading cards Story book-Hard times by Charles Dickens	Able to comprehend and answer questions based on reading cards. Enhance their reading habit.		
			*Dramatisation of the story ( team work) *Drilling of new words in proper context * Drilling of language items- for & since followed by		Able to understand the information given in graphs or tables		

			<p>production in a meaningful paragraph</p> <p>*Drilling of framing questions based on the Class Time Table e.g. How many periods of English do you have in a week? (Framing more questions based on other subject)</p> <p>*To complete the paragraph choosing the correct form of the word "LEARN" Learn, learns, learned, has learned</p> <p>*Children to write a letter to their friend/ family member telling</p>	Post card	<p>Able to take part in group activity, role play and dramatization</p> <p>Able to write an informal letter following the correct format</p>		
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			<p>them about the activities or event in their school</p> <p>*Spelling games through flash cards, words having double letters e.g. poor, door (vowels)</p> <p>*Drilling of the words ending with ly, our, ment, tion ... (suffix) and using them in sentences</p>	Flash cards	Able to use a Dictionary and look up words		
Sept.	Social behavior Discouraging Laziness Encouraging Hard work	THE Lazy Frog (Poem)  Language item : Use of the Phrase –in vain	<p>*Children to recite the poem with proper intonation</p> <p>*Matching words through team game</p> <p>*Talking about some lazy</p>	Picture cards showing frogs  Visuals	Able to recite the poem with proper rhyme and rhythm	Good “Social behavior”  Importance of Work	7

			<p>animals and their habits</p> <p>*Reciting related poems</p> <p>*To pick out the adjectives from a given passage</p> <p>*Drilling the phrase `in vain` in proper context</p> <p>*Children to talk about people they like, the game they play</p> <p>*To write a poem about an activity they enjoy</p> <p>*To write the correct word out of jumbled words (Extended activity)</p> <p>*Quiz (vocabulary based)</p>		<p>Able to use new words and a phrase `in vain` in proper context</p>		
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		<p>Rip van Winkle Language items :</p> <p>Use of adjective</p> <p>-Use of Have, Have not</p> <p>-Adverb Phrase 'Idle away'</p>	<p>Children to read the story aloud with proper pronunciation, expression &amp; pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Drilling of the use of new words</p> <p>*Story sequencing</p> <p>*To pick out names of games mentioned in the story</p> <p>*Dramatizing scenes of the story</p> <p>*Children to describe some of the games they</p>	<p>'Story-Rip Van Winkle The Legend of Sleepy Hallow by Washington Irving</p> <p>Sleeping Beauty- CD/DVD</p>	<p>Able to read with understanding</p> <p>Able to describe report and narrate incidents and experiences in writing as well as speaking</p>		13
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			<p>play at school</p> <p>*To write a character sketch of Rip Van Winkle based on their understanding of the story</p> <p>*To look up new words in dictionary to know meaning, pronunciation and usage</p> <p>*To pick out the describing words from the story</p> <p>*To Pick the silent letters from the given words</p> <p>*Drilling of the use of "Have" and "Have not" followed by production in a meaningful paragraph</p>	Dictionary	<p>Able to comprehend and answer in simple sentences.</p> <p>Learns to write creatively short descriptive pieces- Character sketch etc</p> <p>Learns to use functional grammar in oral aural transcription</p> <p>.</p> <p>To be able to know silent letters in words</p> <p>Learns to use language items in the right context</p>		
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			<p>*Drilling of the use of `idle away`</p> <p>*Drilling of the use of always, often etc (Adverbs) in meaningful sentences</p>				
October	Humor Awareness about different types of people	Class Discussion	<p>Children to recite the poem with proper intonation</p> <p>*To discuss in the class `What kind of a person are they?</p> <p>*Narration of an incident /event describing a brave act</p> <p>*Story sequencing based on clues</p>	<p>Film or PPT on acts of bravery by young children</p> <p>Story sequencing cards</p>	<p>Able to recite the poem with rhyme and rhythm</p> <p>Able to use new words in proper context</p> <p>Able to write short notice, instructions, requests, comments etc.</p>	<p>Each child is special with a special quality.</p> <p>To be civil and courteous.</p>	5

			<p>*To let the children organize an Art competition / Exhibition in the class and write a notice informing the other classes about it</p> <p>*Each student to describe their partner in a few sentences</p> <p>*To make right words out of Jumbled words</p>	Flash cards of jumbled words	Able to describe people and situations using describing words		
		<p>The Talkative Barber</p> <p>Language item :Opposite words beginning with un-, in-, dis, -im</p> <p>-Conjunctions</p>	<p>*Children to read aloud with proper pronunciation, expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Drilling of new</p>	<p>Stories -. The Arabian Nights Series, Akbar Birbal, Tenali Ram etc.</p> <p>Library books</p>	<p>Able to read with proper understanding</p> <p>Able to read and enjoy other stories and descriptive passages appropriate to the level</p>	Learning to plan and organize events.	11

			<p>words</p> <p>*Picture talk –A Picture to be shown to children, who will observe the picture and talk about it-What is happening in the picture? What will happen next? What will happen in the future?</p> <p>*Dramatization of the story *Drilling of making opposite words using un, in, dis, im *Drilling of the use of conjunctions- if, or ,so, while, till, etc. followed by production in meaningful sentences</p>	<p>Picture scroll to conduct picture talk Panorama pictures</p> <p>Word maze</p>	<p>Able to speak and express themselves on a given topic</p> <p>Able to take part in group activity, dramatization, role play etc.</p> <p>Able to interact with the peer group</p> <p>Able to write short paragraph based on pictures</p> <p>Able to complete incomplete stories</p> <p>Able to use new words and language items in proper context</p>	<p>Importance of wit and humor in life</p>
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			<p>*To make right words out of Jumbled words</p> <p>*To complete the open ended story-Did the barber finish shaving the sultans head or did he vanish with the food or did he start shaving the Sultan's beard?</p>				
Nov	Adventure, Imagination and Fantasy	<p>Topsy –Turvy Land (Poem)</p> <p>Language item : Creative writing skills</p>	<p>*Children to recite the poem with proper modulation</p> <p>* Drilling of correct pronunciation of the words: Pleasure, measure, leisure, treasure etc.</p> <p>*Role play-</p>	FILM-CHARLEY AND THE CHOCOLATE FACTORY	<p>Able to recite the poem with proper rhyme and rhythm</p> <p>Able to speak well and deliver dialogues</p> <p>Able to take part in group activities and interact with their peer</p>	Cleanliness is next to godliness.	10



			<p>Children to act all that is depicted in Topsy turvy land e.g. Socks on their hands, belts as their ties, ties as their belts etc.</p> <p>*Finding out rhyming words, words having double letters e.g. Door, feet, planned, Words having 'ea' 'e.g.' Wear, tear, swear</p> <p>*To arrange the jumbled up stories</p> <p>*Children to write a paragraph on `How to keep ourselves neat and clean`</p> <p>*Children to Draw and write few sentences on their dreamland.eg Birthday land,</p>	<p>Role play</p> <p>Cards with jumbled sentences for story narration</p>				

		Chocolate land etc	*Children to write new words in cursive way	Sample cursive style transcription for ready reference	Development of cursive writing skills.	
Nov	Gulliver's Travels  Language item : Comparison e.g.: as sweet as..... Degrees of comparisons, -Punctuation, -Use of "when" to join sentences	*Children to read aloud with proper pronunciation, expression & pause  *Children to do silent reading followed by question-answer activity to test their understanding  *Drilling of new words in proper context  *Drilling of the use of Preset Continuous in the proper context followed by production in a	FILM-THE CRONICALS OF NARNIA. Related storie: Treasure Island. By R.L Stevenson.	Able to read with proper understanding  *Able to understand a poem, a story, a film, a TV talk show of the same difficulty level	To enjoy and read with complete understanding.	17

		<p>-Use of 'why' . -Present continuous Form</p>	<p>meaningful paragraph</p> <p>*To show a picture and ask the children to guess the action-what is happening in the picture? and what will happen in the future? *To look up the meaning, pronunciation and usage of new words in the dictionary</p> <p>*Drilling of comparing similar things using the degrees of comparison</p> <p>*Drilling of the use of the right degree of</p>	<p>Picture scroll.</p> <p>Dictionary</p> <p>Grammar activities from the text. Make your own comparisons Picture, Role play</p>	<p>Able to think logically and draw conclusion and make predictions</p> <p>Able to use simile</p> <p>Able to give reasons for a particular event</p> <p>Able to form three degrees of comparison : er, est, more, .most.[positive degree, comparative degree, superlative degree] and use</p>	<p>Importance of imagination in life</p>
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compression to compare objects/ situations

\*Language items- use of “Why” to be drilled creating situations in the class e.g. A student falls in class. Why?( His shoe lace was open.) Rahul was late to school. Why? (He got up late and missed his bus) etc.

\*Drilling of the use of `when` in proper context

\*Recapitulation of rules related to punctuations

Paragraph writing

\*To write a paragraph on: “If you find yourself

them in proper context

Able to use present continuous form in proper context

Able to build a coherent and cohesive paragraph [correctly ordered and logically sequenced] with facts, e.g. and arguments

			<p>in the land of dwarfs” ,”The country of the blind” etc          What will you do?          –Narrate your experiences.          *Children to write the new words in cursive way</p>	<p>Teacher to provide helping words as clues. To help students think in the right direction.</p>			
Dec	<p>Friendship,          Problems of growing up,          The evils of bullying,          Familiarity with animal world.</p>	<p>Nobody’s friend          Language item- Punctuation          .</p>	<p>*Children to recite the poem with proper intonation          *Drilling of new words in proper context          *Children to express views about their friend          *Picking out rhyming words and contractions from the poem          *Word building: forming words by adding suffix-less          *Word web</p>	<p>Enid Blyton series-          The secret seven,          The Famous five etc.</p>	<p>Able to recite the poem with proper gestures, rhyme and rhythm          Able to read other poems of the same difficulty level and understand          Able to describe an event, person, place etc. in writing and speaking</p>	<p>Friendship and co operation</p>	6

		<p>-words starting with 'no'.</p> <p>*First initiating group discussion` How to become a good friend` ( By sharing, lending, helping, loving etc.) and then to write a paragraph on the above topic`</p> <p>*To write a story on the topic "A friend in need is a friend in deed."</p> <p>*To punctuate the given passage (seen/unseen)</p> <p>*Children to write new words &amp; expressions in cursive way</p>	<p>Sample cursive style transcription for ready reference</p>	<p>Can write a story on their own on a given topic</p> <p>Able to write in a cursive style</p>		
<p>Problems of growing up. The evils of bullying,</p>	<p>The Little Bully (story)</p>	<p>*Children to read aloud with proper pronunciation, expression and</p>	<p>Visuals of sea life.</p>	<p>Able to read with understanding</p> <p>*Able to use new words and</p>	<p>Interpersonal value</p>	<p>5+4 to be cont. Jan</p>

Familiarity with the animal world	<p>Language item :Adverb Words ending with- 'ly' [loudly, eagerly...] -Use of articles- a, an the -Use of won't, couldn't etc</p>	<p>pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Dramatization of the story by the children *Drilling of new words in proper context *Drilling of the use of `won`t, couldn`t etc. in proper context followed by production in a meaningful paragraph</p>	<p>Story-The Naughtiest girl in school-by Enid Blyton. The Little Bully – Enid Blyton</p>	language items in proper context		
		<p>*Finding opposite of the words given from the</p>		Able to look up difficult words in the Dictionary for		

		<p>lesson</p> <p>*Word formation- drilling of making new words using suffixes `ly`</p> <p>*Drilling of the use of articles a/an/the followed by production in a meaningful paragraph</p> <p>*Drilling of the Use of “ ing forms of verb In sentences</p> <p>*To write a paragraph on “SEA WORLD”</p>	<p>Some flash cards of verbs</p> <p>Picture clues and question clues</p>	<p>meaning, pronunciation and usage</p> <p>Able to write a report with facts ,example and arguments</p>		
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Jan	Travel, Regards for others, Adventure, Imagination, Familiarity with reading maps.	Sing a song of People (Poem)  Language item : Opposite words Verbs[- 'ing' words in the poem]	*To write a report on a picnic  *Able to recite the poem with correct intonation  *Debate on city life or village life which is better and why?  *Poster making competition on population explosion with suitable captions  *Children to collect information about five families in their neighborhood and write a report about them  *Children to interview their teacher, HM and Principal and write a paragraph about them with	A poster	Able to recite the poem with proper rhyme and rhythm  Able to take part in group discussions and voice their opinion  Able to do a survey and write a report  Able to conduct an interview of friends , teacher , neighbors etc. and be able to record, edit and compile the script	Unity in diversity	9
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		the information they have gathered				
		*Drilling of the use of new words in proper context	Dictionary		Able to use the Dictionary-to look up new words and their meaning	
Travel Regard for others Adventure Imagination Familiarity with reading maps	Around the world  Language item :Adjectives -Use of verbs like- go, turn, cross. -Use of prepositions- across, between, in front of -Adverb	*Children to read aloud with proper pronunciation, expression and pause  *Children to do silent reading followed by question-answer activity to test their understanding  *Group discussion with partners *Children to describe A Journey by Train  *Drilling of the use of new words	Various means of transports used in ancient and modern time  Maps, signs and landmark	Able to read with understanding  Able to read other story of the same difficulty level and understand  Able to use new words and new language items in proper context	Respect for others	14

			<p>in proper context</p> <p>*To pick out the adjective from the passage</p> <p>*Drilling of the use of go, turn, cross in an meaningful context</p> <p>*Drilling of the use of prepositions across, between, in front of in meaningful context</p> <p>*Fill in the blanks using the right Adverb</p> <p>*Use of collective nouns- Children to study of the world and identify and discuss different countries of the world.-the people , their dress, their</p>	<p>Library books</p> <p>Flash cards</p>	<p>Able to read maps</p>		
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food habits etc.

\*Questions based on map reading  
\*Children to create a map of their school campus/ colony showing all the important land marks

This lesson may be integrated and correlated with EVS lesson” A Shelter So High”

To discuss and write a paragraph on “How Messages were sent in olden days? and how are they sent now?”

\*Children to write a paragraph on an excursion they went for

Atlas

Extra reading material:

Around the World in Eighty Days by Jules Verne

Visuals on the Seven Wonders of the world (TLM )

		<p>*Drilling of the correct usage of collective nouns</p>		
		<p>*To describe a journey by train based on question clues</p>	Word clues	<p>Able to write short note containing information, requests, instructions etc.</p>
		<p>*To read and review a story from class library</p>	Visuals on "THE SEVEN WONDERS OF THE WORLD" – Referring to the encyclopedia	<p>Able to write creatively narrating a train journey giving significant details</p>
		<p>*Project - To find information on "The Seven wonders of the world' and countries they are located in</p>		<p>Able to write a review of a story</p>

Feb	Girl child - Gender Awareness, Multi-lingualism, Leadership qualities.	Malu and Bhalu (poem) Language item : Use of pronouns	<p>* discussion on animals and birds living in the polar region *Children to recite the poem with proper intonation</p> <p>*Listening comprehension – Recite a related poem 2 -3 times and ask questions based on it.</p> <p>*Write a character sketch of Malu Bhalu after a discussion on the nature, feature of Malu Bhalu</p> <p>*Drilling of the use of pronouns in proper context</p>	Visuals and picture book of animals on polar region	<p>Able to recite the poem with proper rhyme and rhythm</p> <p>Able to read the poem of same difficulty level and understand it</p>	Equality	10
					<p>Able to know more about the birds and animals living in the polar region</p> <p>Able to take dictation of new words</p>		

			<p>To look up new words in the dictionary for meaning, pronunciation and usage</p> <p>*To practice cursive writing of new words and sentences</p>	Dictionary	Able to use a dictionary		
Feb	Multi Lingual. Leadership qualities	<p>Who will be Ningthou?</p> <p>Language item : Exclamatory words &amp; sentences. E.g. Ah! , Hurrah! , etc. -Action word ending with – ed . -Tense</p>	<p>*Children to read aloud with proper pronunciation, expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Drilling of new words in proper context</p>	<p>CIEFL READING CARDS,STORY BOOKS from class library</p> <p>Word cards</p>	<p>Able to read the lesson with understanding</p> <p>Able to read the lesson of the same difficulty level with understanding</p>	<p>Sensitivity to the environment</p> <p>Developing leadership qualities.</p>	14

			<p>*To punctuate the passage and underline exclamatory words. *Drilling of action word ending with -ed</p> <p>*To make a list of irregular action words, Identify and change the present tense in the passage to past tense</p> <p>*Children to discuss their own character and write their character sketch- showing their strength and weakness etc. *To look up the words in the</p>	Dictionary	<p>Able to use the sentences showing present time and past time in proper context</p> <p>Able to write a short narration, a paragraph etc.</p> <p>Able to use new words in proper context</p>		
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			dictionary and know their meanings and spellings  *To write new words in cursive way	Sample cursive style transcription for ready reference			
March			Revision				Remaining periods

\*At the end of each lesson, the learners understand and learn the use of suggested language items and new words in proper context.

\* Lessons may be integrated with EVS, Maths and Hindi wherever necessary.