

ENGLISH LESSON PLAN MADE EASY



5 E MODEL LESSON PLANS



CLASS: 5th
SUBJECT: ENGLISH



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Happy teaching...

5E Model of Instruction

1 Engage Student interest is piqued. Students make connections with prior experience and understanding is connected.

Students explore the concept through hands-on activities, identify real questions, develop a hypotheses and test variables. **2 Explore**

The direct instruction in this phase is presented in a collaborative fashion. Vocabulary is defined, concepts are explained. **3 Explain**

Generalizations about the new learning is applied to previous investigations and new hypotheses are tested to draw conclusions. **4 Extend**

Students evaluate their own learning and prove what they know in writing, conversation and demonstration. **5 Evaluate**

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Name of the School: _____ Name of the teacher: _____

CLASS-5TH UNIT-1 [PROSE] LOVE FOR ANIMALS

Over All Objects: - 1) To enable learners to read and comprehend the text. 2) To help them to write a paragraph drafting and editing and frame questions.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to speak (answer) in English.	ENGAGE	Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book. Task A: Teacher shows the pictures of animals and suggests them to identify the names of animals and asks them to fill in the boxes with letters so that you get the names of animals.	Text Book / rhymes Flash cards	Observation Observation schedule Oral work	Were all the students actively involved in my class?	
	EXPLORE	Teacher asks a few questions to get answer from the students. Task B: Discuss in groups how animals are helpful to us. After you discuss write down in the space provided the names of the animals and how they are useful to us. Today let's study the study about the lesson "LOVE FOR ANIMALS"	Question Bank	Oral Questions	Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation. The school bell rings. It is 4-15 in the..... Tell me more tomorrow. See you bye.	Text Book	To assess reading comprehension skill.	Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- attracted : a feeling of liking somebody ashram : a place where hermits live, cries : (Here) sounds made by birds and animals , interesting : a feeling to know more about something , crawl : move	Dictionary / pictures		How many students were able to comprehend the meanings of new words?	

		slowly on the belly trouble : a problem or difficulty, wonderful : great , etc.			
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Why were the animals attracted towards Maharshi? 2) How did he feed the peacocks?	Text Book	To assess reading comprehension skill.	How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.	EXPLAIN	Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book	Observation Schedule	What went well and what did not go so well in my class?
*Students will acquire the ability to fill 'ing' form of given words.		Language Exercises <i>Teacher divides the class into two groups and asks them to fill in the blanks with the 'ing' form of the verbs given in the box. Check the spelling of the new words.</i> (play, swim, read, dance, run) 1. The boys are _____ 2. I like _____ cricket. 3. The fish is _____ in the water. 4. Nalini is _____ the newspaper. 5. The girls are _____ .	Text Book Note Book	Writing the Past tense forms.	-What went well and what did not go so well in my class?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?

		the paragraphs aloud to the whole class.				
*Students will acquire the ability to re arrange the given words into meaningful sentences.		Activity : Rearrange the words to frame meaningful <i>sentences</i> . <i>All the sentences begin with 'Ramana Maharshi'.</i> 1. sage / a / Ramana Maharshi / was 2. animals and birds/ Ramana Maharshi / loved 3. people / to kill / never allowed / snakes / Ramana Maharshi 4. first / animals/ fed / the / Ramana Maharshi	Text Book	Observation Observation schedule	How do I feel about the just concluded class? Am I happy / satisfied / disappointed? Why do I feel so?	
Students will construct meaningful phrase and sentences.	EVALUATION	1. Why were the animals attracted towards Maharshi? 2. Where did Ramana Maharshi keep the animals? 3. What happened one day when he was sitting by the hillside? 4. How did he feed the peacocks? 5. Why did Ramana Maharshi not allow anyone to kill snakes? Assignment: Answer the following questions 1. Describe Ramana Maharshi's love for animals. 2. Solve all questions / exercises given in the lesson and work book.	Questions Bank Note Book	Questions answers	How should I plan my next lesson?	

Signature of the Teacher

Signature of the Head Master

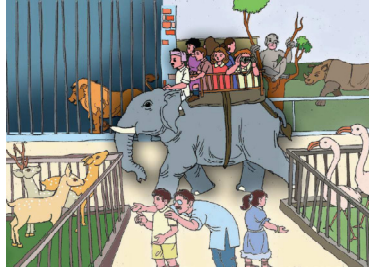
Name of the School: _____ Name of the teacher: _____

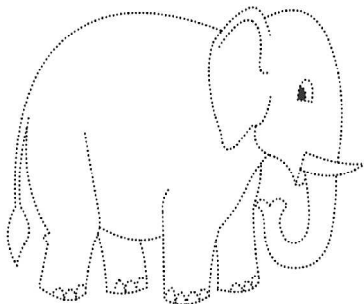
CLASS-5th

UNIT-1 [POEM]

THE ELEPHANT

Over All Objects: - 1) To enable learners to read and appreciate the poem. 2) To help them to write a simple poem/a few lines.

Learning Objectives	5Es	Classroom Process (facilitating Activities)	Materials/Resources Required (TML)	CCE Tools & Techniques	Teacher Reflection	Date
* Students will active their background knowledge about the topic. Students will be able to identify and tell the names of animals.	ENGAGE	Preparatory Activity, Teacher instructs the students to sit in a circle and shows the pictures of animals one by one. Students identify the pictures and say the names of animals.	Text Book	Observation Observation schedule.	- Were the students actively involved in my class?	
The pupil will be able to match sounds of animals with their sounds.	EXPLORE	Teacher asks a few questions. 1.Name some domestic animals? 2.Name some wild animals? 3.Which animal is big animal? 4.Who has long trunk? 5.Have you seen elephant? Where? Let us know about the poem, 'THE ELEPHANT'	Text book 	Oral Questions	What went well and what did not go so well in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher Teacher reads/recites the poem aloud with proper stress, pronunciation, pause and intonation. The elephant's big!Round the zoo.	Text Book	To assess reading comprehension skill.	Were all the students able to listen and comprehend the reading aloud?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/ kannada equivalents. New words- wide : broad, ride : to travel on, kind : helpful, caring etc.	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) Where does the elephant take the children?	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book		-What went well and what did not go so well in my class?
*Students will acquire the ability to find out and write the rhyming words in English.		Rhyming Words: 1.The teacher asks the students to find out and write or pick out the rhyming words from the poem, etc Grey-day, fund-bun, Wide-ride, too-zoo.	Text Book Note Book	Self - assessment	- How many students were able to find out and write the rhyming words in English?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to read with voice modulation facial expression, volume etc, and write a poem /a few lines. Students will construct meaningful sentences.		Let's Appreciate: Read the poem in groups. Think about voice modulation facial expression, volume etc. Compare reading by different groups. Activity: Complete the dotted picture of elephant given below. Write the names of different parts and asks them make sentences.	Text Book Note Book 		Questions Observation schedule.

Students will construct meaningful phrases and sentences.	EVALUATION	<ol style="list-style-type: none"> 1. How long does the elephant walk each day? 2. How is the elephant's trunk? 3. What does the trunk come out for? 4. Many people can ride on the elephant. Why? <p>Assignment:</p> <ol style="list-style-type: none"> 1. Write a poem/a few lines on any other animal. 2. Solve all questions / exercises given in the lesson and work book. 	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?	
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Signature of the Teacher

Signature of the Head master

Name of the School: _____ Name of the teacher: _____

CLASS-5th UNIT-2 [PROSE] TRUE FRIENDSHIP

Over All Objects: - 1) To enable learners to read for information. 2) To help them to write about their friends.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to speak (answer) in English and listen.	ENGAGE	<p>Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book.</p> <p>Task A : All of us have friends. 1. Who is your close friend? Why? 2. What is special about your friend? 3. What are the good qualities of a good friend?</p>	Text Book Question Bank	Listening attentively and respond to the questions	- Were all the students actively involved in my class?	
	EXPLORE	<p>Teacher asks a few questions to get answers from the students.</p> <p>Task B: The teacher will read a story and students Listens to the teacher, reading the story of Krishna and Sudhama. (Listening text on page 24)</p> <p>Task C: Remember the story of Krishna and Sudhama. Underline the words in the given box that refer to the qualities of a good friend. (<i>cunning, helpful, angry, understanding, bad, generous, kind, rude, sensitive, impatient</i>)</p> <p>Today let us know about the Lesson “TRUE FRIENDSHIP”.</p>	Question Bank	Oral Questions	What went well and what did not go so well in my class?	

* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher “TRUE FRIENDSHIP”. Once upon a time in the city of such friendship exists.I set you both free!. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Did I involve all the students in today’s class?
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Syracuse : a city in ancient Greece, evil-minded : having bad or cruel thoughts, impossible : something that cannot happen, certain : sure, fulfil : to do what is hoped for, loyalty : staying firm in friendship execution : putting to death etc.	Dictionary / pictures		How many students were able to comprehend the meanings of new words?
Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1. Why did the king want to punish Pythias?	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let’s understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book		-What went well and what did not go so well in my class?

*Students will acquire the ability to write their Bio-data.		Language work (grammar) . Write about <i>yourself in complete sentences.</i> My name : _____ My father's name : _____ My mother's name : _____ My date of birth : _____ My place of birth : _____ My school's name: _____	Text Book Note Book	writing the bio-data	-What changes would I like to make to my teaching?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will able write the other genders.		Activity: Fill in the blanks with the words given in the box. delayed, evil-minded, promises, break his word, imprisoned, delighted 1.Dionysius was an _____ ruler. 2.Damon was to be _____ until Pythias returned.. 3.Damon was sure that his friend would never _____. 4. Pythias and Damon kept their _____.	Text Book	Observation Observation schedule	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrase and sentences.	EVALUATION	1. Why did the king want to punish Pythias? 2. What did Pythias wish to fulfil before he died? 3. What was the condition laid down by the king? 4. Why was Pythias delayed while returning? 5. Why did the king set both of them free? Assignment; 1) Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Observation Observation schedule	- How should I plan my next lesson?


Signature Of the Teacher

Signature Of the Head Master

Name of the School: _____ Name of the teacher: _____

CLASS-5th UNIT-2 [POEM] FRIENDS

Over All Objects: - 1) To enable learners to read for comprehension and appreciation.
 2) To help them to write action words, rhyming words.

Learning Objectives	5Es	Classroom Process (facilitating Activities)	Materials/Resources Required (TML)	CCE Tools & Techniques	Teacher Reflection	Date
* Students will sing the rhymes with the teacher.	ENGAGE	Preparatory Activity: Teacher makes the children to stand in a big circle and sings the rhyme ‘Many’ with actions. Students repeat after the teacher with actions	Rhyme Trees are many, the grove is one Branches are many the tree is one..... Freedom fighters are many, the goal is one.	r	- Were the students actively involved in my class?	
	EXPLORE	Teacher asks a few questions to get answers from the students. 1) Have you seen nature? 2) What do you see in the nature? 3) Do you like Nature?Why? Today let us know about the nature in the poem ‘FRIENDS’	Text book/Pictures Question Bank 	Observation Observation schedule	- Did I involve all the students in today’s class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Recitation of Poem by the Teacher Friends by Abbie Farewell Brown How good to lie a little while Wherever he may be. Teacher reads/Recites the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words: lie : to sleep on the back face upwards, flickers : shines dimly, lace : a decorative cloth which is made by weaving, steal : to take something without permission, whisper : to speak quietly, in a low voice, gentle : mild and kind, scarcely : rarely	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1. Who are some of the gentle friends of the child in the poem?	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.	EXPLAIN	Comprehension check (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book		-What went well and what did not go so well in my class?
*Students will acquire the skill to write Rhyming words.		Complete the sets of rhyming words. One has been <i>done for you</i> . <i>While-Smile, tree-me, lace-face, head-bed,</i> <i>grass-pass, things-wings, Near-fear, see-bee</i>	Text Book Note Book	Written remembering the action words and writing.	- How many students were able to write six action words?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to read the poem, mime a line from the poem and backwards.		Let's Appreciate: 1) Read the poem and write a brief summary of this poem in your words. 2) Narrate the poem this poem in your words?	Text Book Note Book	Questions Observation schedule.	- What changes would I like to make to my teaching?
Students will construct meaningful phrases and sentences.	EVALUATION	1. What does the child like to do? 2. Why does the wind come to the child? 3. Who are some of the gentle friends of the child in the poem? 4. What does the sky look like? Assignment: Answer the following questions. 1) Solve all questions / exercises given in the poem.	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

Signature Of The Teacher



Signature Of The Head Master

Name of the School: _____ Name of the teacher: _____

CLASS-5th UNIT-3 [PROSE] A CHILD WHO SAVED THE FOREST

Over All Objects: - 1) To enable learners to read and comprehend the main idea.
 2) To help them to write paragraph and re-arrange sentences.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic.	ENGAGE	Preparatory Activity Teacher begins the class with the warm up activities as suggested in the book. Task 1: Form a big circle. Start running in the circle. The teacher will say the name of an animal. If it is the name of a wild animal clap twice, if it is the name of a domestic animal clap once.	Text Book Question Bank	Observation Observation schedule Listening attentively and respond to the questions	- Were all the students actively involved in my class?	
Students will also develop the ability to speak (answer) in English.	EXPLORE	Teacher asks few questions to get answers from the students. Task 2 : Teacher Divides class into two groups and asks them to discuss in group how forests are useful to us. Later, mention at least two things that forests give us under each category. One has been done for you. a) Food items : <u>fruits</u> , _____ , _____ b) Shelter to animals: <u>den</u> , _____ , _____ c) Fuel / other things : <u>firewood</u> , _____, _____ 1. Do love the nature? Why? 2. Do you save the forest? Today let's learn about the lesson " A child who saved the Forest "	Text Book Question Bank	Observation Observation schedule	What went well and what did not go so well in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation. Prem lived with his parents in a small village near.....would happen to the forest and animals.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	

*Students will be able to listen and comprehend the meanings of new words.		<p>Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.</p> <p>New words: sprinting : running very fast, authority : people who have power, complain : express dissatisfaction about something , delighted : happy, appreciate : praise</p>	<p>Dictionary / pictures</p> 		How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		<p>Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions.</p> <ol style="list-style-type: none"> 1. Why was Prem sad? 2. What did Prem and his friend Nasrin do to solve the problem? 	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?	
Students will learn to share their ideas in groups and present them to the whole class.		<p>Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.</p>	<p>Text Book Note Book</p> 		-What changes would I like to make to my teaching?	
*Students will acquire the ability to write Plural forms.		<p>Language Work (Grammar): Give the plural forms of the following words.</p> <ol style="list-style-type: none"> 1. deer- 2. forest- 3. friend- 4. authority- 5. community- 	Text Book Note Book	Writing past tense forms.	-What went well and what did not go so well in my class?	
Students will develop the skill of reading aloud.	EXPAND	<p>Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.</p>	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?	

*Students will recognize silent letters and acquire the ability to speak .		<p>Let's practice speaking:</p> <p>Listen to your teacher not pronouncing some letters in the given words. Such letters are silent letters.</p> <p>eg. iron, should, could, would, know, knife, knee, comb.</p> <p>Which letters are not pronounced in the above list of words?</p>	Text Book Note Book	Writing Question.	- How many students were able to write paragraph?	
Students will construct meaningful phrase and sentences.	EVALUATION	<p>1. Why was Prem sad?</p> <p>2. Whom did they write the letter to?</p> <p>3. What was the complaint about?</p> <p>4. Who signed the complaint?</p> <p>5. What did the president of gramsabha write back to Prem?</p> <p>Assignment: Answer the following questions-</p> <p>1. Describe Prem's love for the forest and the animals.</p> <p>2. How did the president of gramsabha praise Prem?</p> <p>2) Solve all questions / exercises given in the lesson.</p>	Questions Bank Note Book	Writing Question.	- How should I plan my next lesson?	

Signature Of The Teacher

Signature Of The Head Master


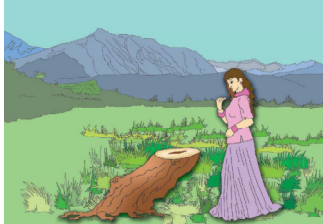
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CLASS-5th

UNIT-3 [POEM]

TAMARIND

Over All Objects: - 1) To enable learners to read and comprehend the theme. 2) To help them to talk in English and write.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to write in English. .	ENGAGE	Preparatory Activity Teacher begins the class with the warm up activities as suggested in book. Teacher makes the students to stand in a big circle and sings Poem “My tree” with actions.Students repeat after the teacher.	Text Book Question Bank	Writing answer for the given questions.	- Did I involve all the students in today’s class? - What changes would I like to make to my teaching?	
	EXPLORE	Teacher asks few questions to get answers from the students. 1.Make a list of trees which you have seen? 2.Draw a picture of any one tree? 3.Did you see Tamarind tree? 4.What does the Tamarind tree give each year? Today let us read / know a poem about the tree “TAMARIND”	Text Book, Question Bank 	Observation	Were all the students actively involved in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher Teacher reads/recites the poem aloud with proper stress, pronunciation, pause and intonation Nobody knows where my Tamarind stood..... Merely an empty hole.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Boughs: branches, drew : past tense of draw : to pull, to attract, eager : keen to do something, excited about something, hasten : to move quickly, merely : only as described and nothing more, in vain : without success, winding : going in curves or twists magnificent : great, wonderful, etc.	Dictionary / pictures 		- How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme	EX PL	Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?	

and supporting details.		1. Where does the poet love to sit?			
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book		-What went well and what did not go so well in my class?
Students will develop the skill of reading aloud and the students will be able to tell the rhyming words.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class. Rhyming words: Teacher asks the students to find the rhyming words. Lane- again, While-smile, again-vain, heart-apart, soul-hole.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
Students will construct meaningful phrases and sentences.	EVALUATION	1. What does the tree give each year? 2. Where does the poet love to sit? 3. Did the poet find the tree after coming back? Why? 4. What does the poet do seeing an empty hole? Assignment: Answer the following questions. 1. Draw a picture of a Tamarind or any tree which you like and write a few lines about that tree in English. 2) Solve all questions / exercises given in the poem.	Questions Bank Note Book	Writing Question.	- How should I plan my next lesson?


Signature Of The Teacher

Signature Of The Head Master

Name of the School: _____ Name of the teacher: _____

CLASS-5th UNIT-4 [PROSE] THE BOSS WHO CARES

Over All Objects: - 1) To enable learners to read a personal letter understand the main idea feelings expressed by the writer.
2) To develop LSRW skills among the students.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to write in English..	ENGAGE	<p>Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book.</p> <p>Task A : <i>The students With the help of the teacher try to know what work has been done in Indian Space Research Organisation (ISRO) and the Defence Research and Development Organisation (DRDO).</i></p> <p>Task B : <i>Look at this word – SATELLITE. How many smaller words can you make from this one word? sat , salt,,,,,,</i></p>	<p>Text Book / Note Book</p> 	Listen to the text being read by the teacher and fill in the blanks.	- Were all the students actively involved in my class?	
	EXPLORE	<p>Teacher asks few questions to get answers from the students.</p> <ol style="list-style-type: none"> 1.Name Some of the famous Indian scientists? 2.What are their contributions? 3.Who is known as “missile man of India? 4.Who was the Scientist and the former president of India? <p>Today let’s discuss about the great scientist Dr Abdul kalam in the lesson “ The Boss who cares”.</p>	Question Bank	Oral Questions	Did I involve all the students in today’s class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	<p>Reading aloud by teacher Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation. At Thumba Space centre there were..... He was none other than Dr.APJ.Abdul kalam.</p>	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	

*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	<p>Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.</p> <p>New words- Space Centre : a place where studies are conducted about outer space, involved : engaged, rocket : a vehicle used to put a satellite into space, adventurous : daring, quitting : to leave the job, verbally : orally, by using words etc</p>	Dictionary / pictures		How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		<p>Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions.</p> <p>1) Where did one of the scientists want to take his children? 2) When did the scientist leave the office?</p>	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?	
Students will learn to share their ideas in groups and present them to the whole class.		<p>Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.</p>	Text Book Note Book Pictures		- Did I involve all the students in today's class?	
*Students will be able to identify nouns in the given paragraph..		<p>GRAMMAR: Choose the opposites of the following words. (sad, start, forget, always, remain)</p> <p>From those given in brackets.</p> <ol style="list-style-type: none"> 1. never x 2. remember x 3. happy x 4. finish x 5. quit x 	Text Book Note Book	Observation Observation schedule	-What went well and what did not go so well in my class?	

Students will develop the skill of reading aloud.		Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?	
*Students will be able fill the blanks with correct the correct form of the words.	EXPAND	Writing Activity: Teacher suggests doing the given activities. Fill in the blanks with the correct verb forms of the words given in brackets. 1. Dr. Abdul Kalam _____ (to be) the President of India. 2. Under the leadership of Dr. Abdul Kalam, India’s missile programme _____ (develop) well. 3. Dr. Abdul Kalam _____ (say) that the youth _____ (shall) dream of a developed India. 4. Dreams must be _____ (fulfil) through hard work. 5. Dr. Abdul Kalam _____ (work) hard as a student.	Text Book Note Book	Writing Written a letter and rearranging.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?	
Students will construct meaningful phrase and sentences.	EVALUATION	1. How many scientists were there at Thumba Space Centre? 2. What made them restless? 3. Where did one of the scientists want to take his children? 4. How did his wife react when he entered the house? 5. Where were the children? 6. Who had taken them to the exhibition? Assignment: Answer the following questions- 1. When the scientist returned home, his wife was very calm. The scientist did not expect this. Why? 2. Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Writing Question.	- How should I plan my next lesson?	


Signature Of The Teacher

Signature Of The Head Master

Name of the School: _____ Name of the teacher: _____

CLASS-5th UNIT-4 [POEM] BELIEVE

Over All Objects: - 1) To enable learners to read for comprehension and appreciation.
2) To help them to write simple poems and summary of the poem.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to write in English. .	ENGAGE	Preparatory Activity, Teacher suggests the students to stand in a circle and sings the rhyme “We shall over come” with actions. The students repeat after the teacher with actions.	Text Book	Writing a few lines about their mothers using the clues.	-What went well and what did not go so well in my class?	
	EXPLORE	Teacher asks a few questions to get answers from the students. 1. Teacher gives the following words to find out the meanings from a dictionary. 1.Love 2.Truth. 3.Faith, 4.Courage, 5.Honour, 6.Culture, 7.Forever, 8.Strength, 9.Believe. 10.Dance. 2.List at least five things in which you want to believe? Today let us know about the poem ‘BELIEVE’ written by Chelsea Varvaro.	Question Bank 	Oral questions	Were all the students actively involved in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher The Teacher reads/recites the poem aloud with proper stress, pronunciation, pause and intonation. Believe in love..... anything is possible.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/ kannada equivalents. New words- prevail : achieve something , unique : only one of its kind	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?	
Students will acquire the		Silent reading by the learners,	Text Book	To assess reading	- How many students	

ability to read the text silently and understand the main theme and supporting details.		Teacher encourages the students to read the poem silently and find answer for the following questions. 1.What happens when you believe in ‘you’?		comprehension skill.	were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let’s understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book		-What went well and what did not go so well in my class?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will able to write and complete sentence with suitable words.		Let’s Appreciate: Discuss in pairs and add three more items of your <i>own</i> . 1. I believe in <u>happiness</u> . 2. I believe in _____. 3. I believe in _____. 4. I believe in _____.	Students Participation	Expression Discussion with friends.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?
Students will construct meaningful phrases and sentences.	EVALUATION	1. List at least five things in which the poet wants us to believe. 2. In what should you believe to be good at heart? 3. What makes everyone unique? 4. What happens when you believe in ‘you’? Assignment: 1. Write the summery of the poem in your own words, 2.Solve all questions / exercises given in the poem and work book.	Text Book Note Book	Writing Question.	- How should I plan my next lesson?

Signature Of The Teacher

Signature Of The Head Master

SECOND SEMESTER



Name of the School: _____ Name of the teacher: _____

CLASS-5TH UNIT-5 [PROSE] SHABALE

Over All Objects: - 1) To enable learners to read and comprehend the text. 2) To help them to write a paragraph drafting and editing and frame questions.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to speak (answer) in English.	ENGAGE	Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book. Teacher suggests the students to re-arrange the following words in the correct order to form meaningful sentences. 1.are/beings./Animals/living 2.us./Animals/feel/also/like 3.useful/us./to/are/Animals	Text Book / rhymes Flash cards	Observation Observation schedule Oral work	- Were all the students actively involved in my class?	
	EXPLORE	Teacher asks a few question to get answer from the students 1). How do you think that a cow is a useful animal? Discuss with your partner. 2.Do you know the story of Shabale? Today let's study the story of "SHABALE"	Question Bank	Oral Questions	- Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher 'SHABALE' Once there was a sage whose name _____ _____ Vishvamithra "the friend of the world." Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	

*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- Sage =hermit, Greet= welcome, entire=complete,whole drag=to pull force fully, etc.	Dictionary / pictures		How many students were able to comprehend the meanings of new words?
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) What was special about Shabale? 2) What did Koushika ask Vasista?	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.	EXPLAIN	Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book	Observation Schedule	-What went well and what did not go so well in my class?
*Students will acquire the ability to tell the past tense of given words.		Language Exercises <i>Teacher divides the class into two groups and asks them to write the past tense.</i> L1 Write the past tense forms of: 1. pray – 5. ask – 2. drag – 6. go – 3. refuse – 7. order – 4. give – 8. kill	Text Book Note Book	Writing the Past tense forms.	-What went well and what did not go so well in my class?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to speak in English.		Activity : W1. Read the lesson once more. Write the story in your own words. a) Read your paragraph aloud to the class.	Text Book	Observation Observation schedule	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed?

		b) Correct the mistakes in spelling, sentence structure, punctuation etc. if there are any. c) Make a neat copy and display it in the classroom.			- Why do I feel so?	
Students will construct meaningful phrase and sentences.	EVALUATION	1. Who was Vasishta? 2. Where did he live? 3. What was special about Shabale? 4. What did Kaushika ask Vasishta? 5. What did Kaushika realize? Assignment: Answer the following questions- 1) Solve all questions / exercises given in the lesson and work book.	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?	

Signature of the Teacher

Signature of the Head Master

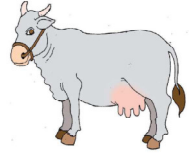
Name of the School: _____ Name of the teacher: _____

CLASS-5th

UNIT-5 [POEM]

THE COW.

Over All Objects: - 1) To enable learners to read and appreciate the poem. 2) To help them to write a simple poem/a few lines.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>												
* Students will active their background knowledge about the topic. Students will also develop the ability to match the sound makers with the sounds and try to mimic.	ENGAGE	Preparatory Activity, Teacher instructs the students to sit in a circle and shows the pictures of insects one by one. Students identify the pictures and say the names of insects.	Text Book 	Observation Observation schedule.	- Were the students actively involved in my class?													
The pupil will be able to match sounds of animals with their sounds.	EXPLORE	Teacher asks a few questions. Match the animals with their sounds: <table style="margin-left: 40px; border: none;"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> </tr> <tr> <td>1. a cow</td> <td>trumpets ()</td> </tr> <tr> <td>2. a cat</td> <td>bleats ()</td> </tr> <tr> <td>3. a dog</td> <td>moos ()</td> </tr> <tr> <td>4. a sheep</td> <td>barks ()</td> </tr> <tr> <td>5. an elephant</td> <td>mews ()</td> </tr> </table> <p>2). Try to mimic the above sounds. 3) Do you know the poem 'The Cow' written by Robert Luis Stevenson? Let us know about the poem, 'The Cow'.</p>	A	B	1. a cow	trumpets ()	2. a cat	bleats ()	3. a dog	moos ()	4. a sheep	barks ()	5. an elephant	mews ()	Text book	Oral Questions	What went well and what did not go so well in my class?	
A	B																	
1. a cow	trumpets ()																	
2. a cat	bleats ()																	
3. a dog	moos ()																	
4. a sheep	barks ()																	
5. an elephant	mews ()																	

* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher 5. The Cow. By Robert Luis Stevensen. The friendly cow all red and white _____ _____ And eats the meadow flowers. Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	Were all the students able to listen and comprehend the reading aloud?
*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/ kannada equivalents. New words- cream:ಃ. might :strength, apple tart : apple cake, wanders :goes here and there without any aim, lowing : sound made by cows, stray : deviate, pleasant : nice ,meadow : grassland etc.	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?
Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What does the cow give us?	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book		-What went well and what did not go so well in my class?
*Students will acquire the ability to find out and write the rhyming words in English.		Rhyming Words: To suggest the students to find out and write or pick out the rhyming words from the poem. White-might; heart-tart etc	Text Book Note Book	Self - assessment	- How many students were able to find out and write the rhyming words in English?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?

*Students will acquire the ability to read with voice modulation facial expression, volume etc, and write a poem /a few lines.		Let's Appreciate: Read the poem in groups. Think about voice modulation facial expression, volume etc. - Compare reading by different groups. - Write a poem/a few lines on any other animal.	Text Book Note Book	Questions Observation schedule.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?	
Students will construct meaningful phrases and sentences.	EVALUATION	1. What does the cow give us? 2. Where does she walk? 3. What does she eat? 4. 'In what kind of air' does the cow wander? 5. Who has written this poem? Assignment: Write a poem/a few lines on any other animal.	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?	

Signature of the Teacher

Signature of the Head master

Name of the School: _____ Name of the teacher: _____

CLASS-5th UNIT-6 [PROSE] DIGNITY OF LABOUR

Over All Objects: - 1) To enable learners to read for information. 2) To help them to write Adverb and bio-data and famous players

<i>Learning Objectives</i>	5 Es	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to speak (answer) in English and listen.	ENGAGE	Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book. 1) Teacher suggests the students to discuss with their partner about different kinds of professions. 2) Teacher asks the students to list out the different kinds of works of their parents do.	Text Book Question Bank	Listening attentively and respond to the questions	- Were all the students actively involved in my class?	
	EXPLORE	Teacher asks a few questions to get answers from the students. 1. Write the names of the professions. 1. A person who stitches clothes. 2. A person who makes Ornaments. 3. A person who works in the field. 4. A person sells fruits and vegetables. Do you know any other professions? Name them. Today let us know about the Lesson "DIGNITY OF LABOUR".	Question Bank	Oral Questions	What went well and what did not go so well in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher "DIGNITY OF LABOUR". Once there lived a.....handed over the keys of his shop to the son. Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Did I involve all the students in today's class?	

*Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- lazy : one who does not want to work, responsible : one who can take up work and finish it, realise : become aware or understand something, labour : hard work, scare : get frightened, melt : get softened, wisdom : knowledge, supper : meal eaten at night, accept : agree, tremble : shake due to fear or excess work, ache : pain, rashes : red marks on the skin etc.	Dictionary / pictures		How many students were able to comprehend the meanings of new words?
Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) What did the businessman tell his son? 2) Why did the son go to the market?	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book		-What went well and what did not go so well in my class?
*Students will acquire the ability to write short and full forms of the given words.		Language work (grammar) . a)Write the short forms for the following: • Has not - _____ • Are not - _____ • Have not - _____ • They are - _____ • I will - _____ b)Write the full forms for the following: • Weren't - _____ • Doesn't - _____ • I've - _____ • What's - _____ • She'll - _____	Text Book Note Book	writing words and fill in the blanks	-What changes would I like to make to my teaching?
Students will develop the skill of reading aloud.		EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.

*Students will able write the other genders.		<p>Activity; Write the other genders of the words underlined, and complete the sentences.</p> <ol style="list-style-type: none"> 1. Raju's <u>father</u> and _____ went to the market. 2. My <u>uncle</u> and _____ came to our house. 3. My <u>grandfather</u> and _____ go for a walk. 4. <u>Boys</u> and _____ play in the playground. 5. The <u>wife</u> was cool and calm but her _____ was tense. 	Text Book	Observation Observation schedule	<ul style="list-style-type: none"> - How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so? 	
Students will construct meaningful phrase and sentences.	EVALUATION	<ol style="list-style-type: none"> 1. What kind of a boy was the businessman's son? 2. Why did the mother give her son a gold coin? 3. What did the father ask the son to do with the coins? 4. Why did the son go to the market? 5. How did he earn two rupees? 6. Why was the boy not ready to throw the two-rupee coin into the well? <p>Assignment; 1) Solve all questions / exercises given in the lesson.</p>	Questions Bank Note Book	Observation Observation schedule	<ul style="list-style-type: none"> - How should I plan my next lesson? 	

Signature Of the Teacher


Signature Of the Head Master

Name of the School: _____ Name of the teacher: _____

CLASS-5th

UNIT-6 [POEM] RESULTS AND ROSES

Over All Objects: - 1) To enable learners to read for comprehension and appreciation. 2) To help them to write action words, rhyming words.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will sing the rhymes with the teacher.	ENGAGE	Preparatory Activity: Teacher makes the children to stand in a big circle and sings the rhyme 'CHILDREN' with actions.	Rhyme Children are like roses Loved by masses.....global peace.	r	- Were the students actively involved in my class?	
	EXPLORE	Teacher asks a few questions to get answers from the students. 4) Have you flowers? Name them. 5) Which flower do you like? 6) Who like roses? Why? Today let us know about the poem "RESULTS AND ROSES"	Text book Question Bank 	Observation Observation schedule	- Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Recitation of Poem by the Teacher Results and Roses by Edgerr A Guest. The man who wants a garden fair To get Results or Roses Teacher reads/Recites the poem aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words: attain : to reach or succeed in getting something; to achieve , repose : to rest or stay , seek : to try to find or get something , fair : beautiful etc.	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) What should the man (you) do to get beautiful roses? 2. Who is the poet of this poem?	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.	EXPLAIN	Comprehension check (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book		-What went well and what did not go so well in my class?
*Students will acquire the skill to write Rhyming words.		Complete the sets of rhyming words. One has been <i>done for you</i> . Fair- big – worth – reposes - attain- seek - there-	Text Book Note Book	Written remembering the action words and writing.	- How many students were able to write six action words?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to read the poem, mime a line from the poem and backwards.		Let's Appreciate: 1) Read the poem and write a brief summary of this poem in your words. 2) What does this poem mean? 3) Suggest some more titles to the poem.	Text Book Note Book	Questions Observation schedule.	- What changes would I like to make to my teaching?
Students will construct meaningful phrases and sentences.	EVALUATION	1.What do these words from the poem refer to: fair, small, big? 2. What does this poem mean? 3. What should the man (you) do to get beautiful roses? 4. Who is the poet of this poem? Assignment: Answer the following questions. 1) Solve all questions / exercises given in the poem.	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

Signature Of The Teacher

Signature Of The Head Master

Name of the School: _____ Name of the teacher: _____

CLASS-5th UNIT-7 [PROSE] A GREAT COACHMAN

Over All Objects: - 1) To enable learners to read and comprehend the main idea. 2) To help them to write paragraph and re-arrange sentences.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to speak (answer) in English.	ENGAGE	Preparatory Activity Teacher begins the class with the warm up activities as suggested in book. 1) <i>What do you want to be when you grow up? Why do you want to become thus? Discuss with your friends.</i>	Text Book Question Bank	Observation Observation schedule Listening attentively and respond to the questions	- Were all the students actively involved in my class?	
	EXPLORE	Teacher asks few questions to get answers from the students. 1. <i>Name some of your family members whom you think are great.</i> 2. <i>Name some great men of our country.</i> <i>Today let's learn about the lesson "A great Coachman"</i>	Text Book Question Bank	Observation Observation schedule	What went well and what did not go so well in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation. A little boy jumped out of the coach.....Vivekananda's words guide us even today.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
* Students will be able to listen and comprehend the meanings of new words.		Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- coach: horse-drawn carriage, desire : wish scholar : a learned person, wandering : moving from place to place , monk : a holy man, social evils : evils that affect the society,	Dictionary / pictures		How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) What did Naren tell his mother one day? 2) What is the motto of Ramakrishna Mission?	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?	

Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book		-What changes would I like to make to my teaching?
*Students will acquire the ability to write Prepositions.		Language Work (Grammar): Fill in the blanks with the correct words given in bracket. 1. I went (in / into) the park. 2.I saw a lot (of / off) children playing (on / in) the playground. 3. A little girl wanted (too / to) read a book. 4. Her parents asked her to go (out / in) and play. 5.But she said that she would continue (to / for) sit in her room and read a book <i>in brackets</i> .	Text Book Note Book	Writing past tense forms.	-What went well and what did not go so well in my class?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will acquire the ability to speak .		Let's practice Speaking: Complete the following dialogue. "Hello Nayana, where _____?" "I'm going to the doctor." "Why _____?" "Who is _____?" "My mother _____ stomach ache." "Will you come to school?" "Yes, I'll get some medicine and then _____."	Text Book Note Book	Writing Question.	- How many students were able to write paragraph?

Students will construct meaningful phrase and sentences.	EVALUATION	1. Who was Narendranath's guru? 2. What is the motto of Ramakrishna Mission? 3. What did Vivekananda tell in the Parliament of World Religions at Chicago? Assignment: Answer the following questions- 1) Collect pictures of Swami Vivekananda and write about Swami Vivekananda's life. 2) Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Writing Question.	- How should I plan my next lesson?	
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Signature Of The Teacher

Signature Of The Head Master


Name of the School: _____ Name of the teacher: _____

CLASS-5th

UNIT-7 [POEM]

PAPER BOATS

Over All Objects: - 1) To enable learners to read and comprehend the theme. 2) To help them to talk in English and write.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to write in English. .	ENGAGE	Preparatory Activity Teacher begins the class with the warm up activities as suggested in book. RIDDLE: I go up and down a lot, Whether it is cold or hot Sometimes I am on the ground Other times I am in the clouds My name rhymes with daughter I am your friend named _____?	Text Book Question Bank	Writing answer for the given questions.	- Did I involve all the students in today's class? - What changes would I like to make to my teaching?	
	EXPLORE	Teacher asks few questions to get answers from the students. 1. Have played in the water? 2. Do you know how to make paper boats? 3. Did you float your paper boat while raining? Today let us read / know a poem about paper boats written by Rabindranath Tagore.	Text Book, Question Bank 	Observation	Were all the students actively involved in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher Teacher reads/recites the poem aloud with proper stress, pronunciation, pause and intonation. PAPER BOATS Day by day I float my paper boats one..... Loading is their baskets full of dreams.	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
* Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words stream : flowing water, strange : unknown, shiuli flowers : white and orange parijatha flowers, blooms : bud opening into	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?	

		flower, launch : send ,bulging : swollen -etc.			
Students will acquire the ability to read the text silently and understand the main theme and supporting details.	EXPLAIN	Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions 1. Why did the child write its name on the boat? 2) What did the child dream at night?	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book		-What went well and what did not go so well in my class?
*Students will be able find the suitable words from the text book.		Vocabulary / Reference Skill: Pick out words or phrases from the poem that <i>mean the following</i> : • flowing water s _ _ _ _ m. • flowers that blossom in the early morning s _ _ _ _ i. • set the paper boats afloat l _ _ _ _ h. • imaginary friend p _ _ _ _ e	Text Book Note Book	Reading aloud and individual reading.	- How many students were able to read aloud?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
Students will construct meaningful phrases and sentences.	EVALUATION	1. How many boats did the child float? 2. Why did the child write its name on the boat? 3. What did the child load the boat with? 4. What did the child dream at night? Assignment, Answer the following questions. 1.Make a paper boat and decorate it. 2) Solve all questions / exercises given in the poem.	Questions Bank Note Book	Writing Question.	- How should I plan my next lesson?

Signature Of The Teacher

Signature Of The Head Master

Name of the School: _____ Name of the teacher: _____

CLASS-5th UNIT-8 [PROSE] CHILDREN OF COURAGE –BRAVERY AWARDS

Over All Objects: - 1) To enable learners to read a personal letter understand the main idea feelings expressed by the writer.
2) To develop LSRW skills among the students.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to write in English..	ENGAGE	<p>Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book. <i>Task-A Imagine you are walking home from school. You see a small boy sitting on a branch of a tree. There is a crack in the branch and the boy is about to fall. What would you do? Discuss with your partner.</i> Task B: Think of some stories that you have heard about accidents that have been prevented because of the brave acts of children. Tell your partner and share with the class</p>	Text Book Note Book	Listen to the text being read by the teacher and fill in the blanks.	- Were all the students actively involved in my class?	
	EXPLORE	<p>Teacher asks few questions to get answers from the students. 1. Who awards children who have performed outstanding deeds of bravery? 2. When did national awards for bravery begin? Today let's know about the lesson Children of courage-Bravery awards.</p>	Question Bank	Oral Questions	Did I involve all the students in today's class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	<p>Reading aloud by teacher Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation. Every year the Indian Council for children..... We salute these brave children.</p>	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	<p>Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- e shamiana - decorated tent, initiate - to begin something , recipient - a person who receives something eve - evening, before the event , valour - great courage , atop - on the top of , confer - to give somebody an award , averted –avoided, etc</p>	Dictionary / pictures		How many students were able to comprehend the meanings of new words?	

Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the lesson silently and find answer for the following questions. 1) Why are the Bravery Awards given?	Text Book	To assess reading comprehension skill.	-How many students were able to read silently?
Students will learn to share their ideas in groups and present them to the whole class.		Comprehension check (let's understand) Teacher narrates the lesson with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.	Text Book Note Book Pictures		- Did I involve all the students in today's class?
*Students will be able to identify nouns in the given paragraph..		GRAMMAR: Underline the nouns in the following paragraph: Indian music very expensive. It is.....similar but differ in performance.	Text Book Note Book	Observation Observation schedule	-What went well and what did not go so well in my class?
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the lesson aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?
*Students will be able fill the blanks with correct adjectives..		- Let's Writing Activity: Teacher divides the class into 3 and suggests doing the given activities. (on page no.136) Fill in the blanks with suitable adjectives choosing the correct word from the brackets. 1. This is an _____ story. (adventure/adventurous) 2. She is a _____ girl. (beautiful/beauty) 3. He is a _____ boy. (young/youth) 4. This is a _____ tree. (tall /high) 5. Our teacher is _____ to us. (better/good)	Text Book Note Book	Writing Written a letter and rearranging.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?

Students will construct meaningful phrase and sentences.	EVALUATION	<ol style="list-style-type: none"> 1. When was the first Bravery Award for children given in India? 2. Why are the Bravery Awards given? 3. What is the age group that is considered for the Bravery Awards? 4. What do the awardees receive? <p>Assignment: Answer the following questions-</p> <ol style="list-style-type: none"> 1) Discuss the stories of bravery that you have heard? 2) Solve all questions / exercises given in the lesson. 	Questions Bank Note Book	Writing Question.	- How should I plan my next lesson?	
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Signature Of The Teacher

Signature Of The Head Master

Name of the School: _____ Name of the teacher: _____

CLASS-5th UNIT-8[POEM] MY LAND

Over All Objects: - 1) To enable learners to read for comprehension and appreciation.
 2) To help them to write simple poems and summary of the poem.

<i>Learning Objectives</i>	<i>5Es</i>	<i>Classroom Process (facilitating Activities)</i>	<i>Materials/Resources Required (TML)</i>	<i>CCE Tools & Techniques</i>	<i>Teacher Reflection</i>	<i>Date</i>
* Students will active their background knowledge about the topic. Students will also develop the ability to write in English. .	ENGAGE	Preparatory Activity, Teacher suggests the students to sit in small groups and ask them to draw the map of India and asks them bwrite a few lines about India and present it in the class.	Text Book	Writing a few lines about their mothers using the clues.	-What went well and what did not go so well in my class?	
	EXPLORE	Teacher asks a few questions related to our Nation. 1.Which is our country? 2.Do you like you country? 3.Why do you like our country? 4.How is our native land? Today let us know about the poem ‘MY LAND’ written by Thomas Davis.	Question Bank 	Oral questions	Were all the students actively involved in my class?	
* Recognition of words and sentences and reading aloud.	EXPLAIN	Reading aloud by teacher Teacher reads/recites the poem aloud with proper stress, pronunciation, pause and intonation. She is a rich and rare land..... This native land of mine	Text Book	To assess reading comprehension skill.	- Were all the students actively involved in my class?	
*Students will be able to listen and comprehend the meanings of new words.	EXPLAIN	Introducing new words, Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents. New words- rare : uncommon, fair : beautiful , waver : hesitate, be scared of, native land : land of one’s birth ,divine : god-like, bold : courageous.	Dictionary / pictures		- How many students were able to comprehend the meanings of new words?	
Students will acquire the ability to read the text silently and understand the main theme and supporting details.		Silent reading by the learners, Teacher encourages the students to read the poem silently and find answer for the following questions. 1) How are the men or women in this land?	Text Book	To assess reading comprehension skill.	- How many students were able to read silently?	
Students will learn to share their		Comprehension check (let’s understand)	Text Book		-What went well and what	

ideas in groups and present them to the whole class.		Teacher narrates the poem with the help of pictures and through discussion method. Teacher asks a few questions to check the comprehension level of the students. For doing this teacher divides them into 3-4 groups and writes a few questions (relevant questions from C1 and C2) on the black board. Children sit in groups and discuss the answers. Later one member from each group presents the answer orally. And later students write the answers individually in their notebooks.			did not go so well in my class?	
*Students will acquire the ability to write the pairs of rhyming words from the poem and summary.		Rhyming Words: 1) Teacher suggests the students to read the poem and pick out the pairs of rhyming words from the poem. 2) Teacher guides the students to write the opposites of following: 1. dull X _____ 2. brave X _____ 3. warm X _____ 4. fearful X _____ 5. plenty X _____	Text Book Note Book	Observation Observation schedule	- Did I involve all the students in today's class?	
Students will develop the skill of reading aloud.	EXPAND	Reading aloud by the students, Students will read the poem aloud in groups with correct pronunciation, pause, stress and intonation. The group monitor will correct the mistakes if any and report to the teacher. One child from each group will then read the paragraphs aloud to the whole class.	Text Book	Reading aloud and individual reading.	- How many students were able to read aloud?	
*Students will acquire the skill to discuss the poem with their friends keeping the points in mind.		Let's Appreciate: Teacher guides the students to discuss the poem with their friends keeping the following points in mind. 1) What the poem is about. 2) Why I like it / do not like it. 3) What the poem means to me. 4) What the poem reminds me of.	Students Participation	Expression Discussion with friends.	- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?	
Students will construct meaningful phrases and sentences.	EVALUATION	1. How is the native land? 2. How are the men or women in this land? Assignment: 1. Write a short paragraph of five sentences on India -My Motherland. 2. Solve all questions / exercises given in the poem and work book.	Text Book Note Book	Writing Question.	- How should I plan my next lesson?	

Signature Of The Teacher

Signature Of The Head Master