CLASS-5<sup>TH</sup> UNIT-5 [POEM] THE COW.

Over All Objects: - 1) To enable learners to read and appreciate the poem. 2) To help them to write or say answers on given questions.

Learning Objectives	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 also develop the ability to sing the rhymes with actions.  * Students will develop the ability to say answers.	Preparatory Activity, Teacher begins the class with the warm up activities as suggested below:  1) Teacher asks a few questions to get the statement of aim. a) Which are the domestic animals and wild animals? b) Which animal gives us milk? c) Which animal makes the sound 'moos'? d) Did you know the poem 'The Cow' written by Robert Louis Stevenson? Let us know about the poem, 'The Cow'.	Text Book Question Bank	Oral Answer Questions	- Did I involve all the students in today's class? -What changes would I like to make to my teaching?	
* Recognition of words and sentences and reading aloud.	Reading aloud by teacher  5. 'The Cow'. By, Robert Louis Stevenson. The friendly cow	Text Book	To assess reading comprehension skill.	-What went well and what did not go so well 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- might = strength; apple tart = apple cake stray = deviate; 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.	Silent reading by the learners,  Teacher encourages the students to read the poem silently and find answer for the following questions.  1) What colour is the cow in this poem?  2) "In what kind of air" does the cow wander?	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) on the black board.	Text Book Note Book		- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?	

	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.			
*Students will acquire the ability to find out and write the rhyming words in English.	Grammar Work: Rhyming Words:  a) Teacher suggests the students to write pair of rhyming words from this poem. b) Write past tense of the following wordsgive, eat, open, present, walk.	Text Book Note Book	Written Written Questions	-What went well and what did not go so well in today's class?
Students will develop the skill of reading aloud.	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 match the animals with their sounds and list the animals under domestic And wild animals.	Activity of Comprehension: Activities of page no. 52 (A1 and A3)	Text Book Note Book Black Board	Written Written Questions.	- Did I involve all the students in today's class?
Students will construct meaningful phrases and sentences.	Assignment, Answer the following questions- 1) Write a short note on the cow in your own words. 2) Solve all questions / exercises given in the poem.	Questions Bank Note Book Text Book	Written Written Questions	How should I plan my xt lesson?

# CLASS-5<sup>TH</sup>

CLASS-5<sup>TH</sup> UNIT-6 [PROSE] DIGNITY OF LABOUR.

Over All Objects: - 1) To enable learners to read and sensitive the lesson. 2) To help them to discuss with friends and write answers..

Learning Objectives	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 also develop to speak in English and make a list of work of father and mother.	Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book.  1) Discuss with your partner the different kinds of professions.  2) You must have seen your mother and father at home outside. They work hard from morning till night. Make a list of work each one does.  - What is your father? Did you know the lesson 'Dignity of Labour'?  Today let us know about the lesson 'Dignity of Labour'	Text Book Black Board Note Book	Oral (speaking) Discussion Observation Observation Schedule.	- Did I involve all the students in orday's class?  - Were students actively involved in my class?	
* Recognition of words and sentences and reading aloud.	Reading aloud by teacher  5. 'Dignity of Labour'.  Once there lived a rich businessman  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.	- What changes would I like to make to my teaching?	
*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- labour = hard work; wisdom= knowledge; accept = agree; rashes = red marks on the skit, 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 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	Text Book Note Book		- How do I feel about the just concluded class? - Am I happy / satisfied / disappointed? - Why do I feel so?	

	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.				
*Students will acquire the skill to read full form and short form (apostrophe) words and write short forms.	Grammar / Language Exercise: Page no.59 V1 Activity.	Text Book Note Book Black Board	Observation Observation schedule	- How many students were able to read full form and short form (apostrophe) words and write short forms?	
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 acquire the skill to discuss with their friends and write in four to six sentences.	- Activity of writing (essay writing):  Teacher guides the students to write an easy any one of the followings.  a) Vivekananda life and achievements. b) Swami Vivekananda a great coachman like Krishna. c) A great man of our country.	Text Book Note Book	Oral (speaking) Discussion Written Written Questions	- Were all the students actively involved in my class?	
Students will construct meaningful phrase and sentences.	Assignment, Answer the following questions- 1) Collect pictures of Swami Vivekananda and write about his life in ten sentences. 2) Solve all questions / exercises given in the lesson.	Questions Bank Text Book	Written Written Questions	- How should I plan my next lesson?	

CLASS-5<sup>TH</sup>

# UNIT-6 [POEM]

RES ILTS AND ROSES.

Over All Objects: - 1) To enable learners to read and comprehend the poem. 2) To help them to iswer the questions.

Learning Objectives	Classroom Process	Materials/Resources	CCE Too	Teacher Reflection	Date
	(facilitating Activities)	Required (TML)	&		
			Techniqu		
* Students will active their	Preparatory Activity,	Text Book	Oral	- Did I involve all the	
background knowledge about	Teacher begins the class with the warm up activities as	Question Bank	Answer Questio	students in today's class?	
the topic. Students will also	suggested below:				
develop the ability to sing	1) Teacher asks a few questions to get the statement of aim.			-What changes would I like	
the rhymes with actions and	a) How many flowers have you seen? Name them.			to make to my teaching?	
speak in English.	b) Which flower do you like?				
	c) Do you like roses?				
	d) Did you know the poem 'Results and Roses' written by				
	Edgar A. Guest?				
* Decemition of words J	Let us know about the poem, 'Results and Roses'.  Reading aloud by teacher	Text Book	To oppose non-din-	-What went well and what	
* Recognition of words and sentences and reading aloud.	5. 'Results and Roses'. By, Edgar A. Guest.	Text Book	To assess reading comprehension ski	did not go so well in	
sentences and reading aloud.	The man who wants		comprehension ski	today's class?	
	The man who wants			today's class?	
	results or roses.				
	Teacher reads the poem aloud with proper stress,			'	
	pronunciation, pause and intonation.				
*Students will be able to	Introducing new words,	Dictionary / pictures		How many students were	
listen and comprehend the	Teacher introduces the meanings of new words through	Dietionary , pietares		ble to comprehend the	
meanings of new words.	pictures/dictionary use/kannada equivalents.			eanings of new words?	
8	New words- attain = to reach or succeed in getting			8	
	something to achieve; repose = to rest or stay: seek = to try				
	to find or get something, etc.			1	
Students will acquire the	Silent reading by the learners,	Text Book	To assess reading	- How many students were	
ability to read the text	Teacher encourages the students to read the poem silently		comprehension skill.	able to read silently?	
silently and understand the	and find answer for the following questions.				
main theme and supporting	1) What does this poem				
details.	2) Who is the poet of this poem?				
Students will learn to share	Comprehension check (let's understand)	Text Book		- How do I feel about the	
their ideas in groups and	Teacher narrates the poem with the help of pictures and	Note Book		just concluded class?	
present them to the whole	through discussion method. Teacher asks a few questions to			- Am I happy / satisfied /	
class.	check the comprehension level of the students. For doing this			disappointed?	
	teacher divides them into 3-4 groups and writes a few			- Why do I feel so?	
	questions (relevant questions from C1) 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.				
*Students will acquire the ability to find out and write the rhyming words in English.	Grammar Work: Rhyming Words: Activity page no.61, A1 and A2)	Text Book Note Book	Observation Observation schedule	-What went well and what did not go so well in today's class?	
Students will develop the skill of reading aloud.	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 match the animals with their sounds and list the animals under domestic And wild animals.	Activity of Comprehension: Activities of page no. 52 (A1 and A3)	Text Book Note Book Black Board	Writing Writing a brief summary Oral reading one by one.	- Did I involve all the students in today's class?	
Students will construct meaningful phrases and sentences.	Assignment, Answer the following questions- 1) What should the man (you) do to get beautiful roses? 2) Solve all questions / exercises given in the poem.	Questions Bank Note Book Text Book	Written Written Questions	- How should I plan my next lesson?	

# CLASS-5<sup>TH</sup>

# UNIT-7 [PROSE]

# A GREAT COACHMAN.

Over All Objects: - 1) To enable learners to read and appreciate the lesson. 2) To help them to write an easy.

Learning Objectives	Classroom Process	Materials/Resources	CCE Tools	Teacher Reflection	Date
	(facilitating Activities)	Required (TML)	&		
		NS 7555	Techniques		
* Students will active their background knowledge about the topic. Students will also develop the ability to speak in English and discuss with their friends.	Preparatory Activity,  Teacher begins the class with the warm up activities as suggested in book.  1) What do you want to be when you grow up? Why do you want to become thus? Discuss with your friends.  2) a) Name some of your family members whom you think are great.  b) Name some great men of our country.  c) 1) Who made a great speech in the parliament of	Text Book Student's participation.	Oral (speaking) Discussion Oral Question.	- Did I involve all the students in today's class?  - Were all the students actively involved in my class?	
* Recognition of words and	religious at Chicago?  2) Did you know the lesson 'A Great Coachman'? Today let us know about the lesson 'A Great Coachman'.  Reading aloud by teacher	Text Book	To assess reading	- What changes would I	-
sentences and reading aloud.	5. 'A Great Coachman'. A little boy jumped  Vivekananda's words guide us even today.  Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Tolk Book	comprehension skill.	like to make to my teaching?	
*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 man; achievements = great works, 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 did Naren tell his mother one day?  2) Who was the guru of Narendranath?	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	Text Book Note Book		<ul> <li>- How do I feel about the just concluded class?</li> <li>- Am I happy / satisfied / disappointed?</li> <li>- Why do I feel so?</li> </ul>	

	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.			
*Students will acquire the skill to make as many words as possible the given words and fill in the blanks with suitable words.	Grammar / Vocabulary Activity: Page no.65 and 61 V1 & V2 Activity.	Text Book Note Book Black Board	Observation Observation schedule	- How many students were able to make as many words as possible the given words and fill in the blanks with suitable words?
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 acquire the skill to discuss with their friends and write in four to six sentences.	- Activity of Comprehension:  Teacher suggests the students to discuss with their friends and write the following questions in four to six sentences each. (C2 Activity, page no. 58)	Text Book Note Book	Oral (speaking) Discussion Written Written Questions	- Were all the students actively involved in my class?
Students will construct meaningful phrase and sentences.	Assignment, Answer the following questions- 1) Why was the boy not ready to throw the two rupee coin into the well? 2) Solve all questions / exercises given in the lesson.	Questions Bank Note Book	Questions answers	- How should I plan my next lesson?

CLASS-5<sup>TH</sup>

# UNIT-7 [POEM]

# PAPER BOATS.

Over All Objects: - 1) To enable learners to read and appreciate the poem. 2) To help them to make paper boat and decorate it.

Learning Objectives	Classroom Process	Materials/Resources	CCE Tools	Teacher Reflection	Date
	(facilitating Activities)	Required (TML)	&		
	9407 80007 8	4957 35 86	Techniques		
* Students will active their	Preparatory Activity,	Text Book	Oral (question)	- Did I involve all the	
background knowledge about	Teacher begins the class with the warm up activities as	Question Bank	Oral Questions	students in today's class?	
the topic. Students will also	suggested below:				
develop the ability to sing	1) Teacher asks a few questions to get the statement of aim.			-What changes would I like	
he rhyme with actions and	a) What do you do with papers?			to make to my teaching?	
speak in English.	b) Are you able to make a paper boat?			1.00	
	c) Do you want to decorate it?				
	d) Did you float your paper boat while raining?				
	e) Did you know the poem 'Paper Boats' written by				
	Rabindranath Tagore.				
	Today let us know about the poem, 'Paper Boats'.				
* Recognition of words and	Reading aloud by teacher	Text Book	To assess reading	-What went well and what	
sentences and reading aloud.	5. 'Paper Boats'. By, Rabindranath Tagore.		comprehension skill.	did not go so well in	
	Day by day I float my paper boats			today's class?	
	lading is their baskets full of dreams.				
	Teacher reads the poem aloud with proper stress,				
	pronunciation, pause and intonation.				
*Students will be able to	Introducing new words,	Dictionary / pictures		- How many students were	
listen and comprehend the	Teacher introduces the meanings of new words through			able to comprehend the	
meanings of new words.	pictures/dictionary use/kannada equivalents.			meanings of new words?	
	<b>New words-</b> stream = floating water; launch = send:				
	bulging = swollen; lading = load, etc.		1000		
Students will acquire the	Silent reading by the learners,	Text Book	To assess reading	- How many students were	
ability to read the text	Teacher encourages the students to read the poem silently		comprehension skill.	able to read silently?	
silently and understand the	and find answer for the following questions.				
main theme and supporting	1) How many boats did the child float?				
details.	2) What did the child dream at night?				
Students will learn to share	Comprehension check (let's understand)	Text Book		- How do I feel about the	
their ideas in groups and	Teacher narrates the poem with the help of pictures and	Note Book		just concluded class?	
present them to the whole	through discussion method. Teacher asks a few questions to			- Am I happy / satisfied /	
class.	check the comprehension level of the students. For doing this			disappointed?	
	teacher divides them into 3-4 groups and writes a few			- Why do I feel so?	
	questions (relevant questions from C1) 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.				
*Students will acquire the	Grammar Work: Rhyming Words:	Text Book	Observation	-What went well and what	
skill to write opposite words	Teacher guides the students to do the followings.	Note Book	Observation schedule	did not go so well in	
and respond to the riddle.	1) Write the opposite of-day, down, village, bloom, white	Black Board	Sec. 1992 Cases Sec. 1990; School Sec. 1990	today's class?	
	2) Riddle. (page no.70 A1, activity)				
Students will develop the	Reading aloud by the students,	Text Book	Reading aloud and	- How many students were	
skill of reading aloud.	Students will read the poem aloud in groups with correct		individual reading.	able to read aloud?	
	pronunciation, pause, stress and intonation. The group		5,000		
	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.		1000		5
*Students will acquire the	Activity of Comprehension:	Text Book	Observation	- Did I involve all the	
skill to pick out words of	1) Teacher suggests the students to pick out words or phrases	Note Book	Observation schedule	students in today's class?	
phrases and make a paper	from the poem that mean following.				
boat decorate it.	- flowing water				
	- flowers that are blossoms in the early morning				
	- imaginary friend				
	- small and white balloon – like clouds				
G. I	2) Make a paper boat and decorate it.	0 D	***	** 1 11 1	
Students will construct	Assignment,	Questions Bank	Written	- How should I plan my	
meaningful phrases and	Answer the following questions-	Note Book	Written Questions	next lesson?	
sentences.	1) Why did the child write the name on the boat?	Text Book			
	2) Solve all questions / exercises given in the poem.				

# CLASS-5<sup>TH</sup>

CLASS-5<sup>TH</sup> UNIT-8 [PROSE] CHILDREN OF COURAGE BRAVERY AWARDS.

Over All Objects: - 1) To enable learners to read and comprehend the lesson. 2) To help them to discuss and answers the given questions.

Learning Objectives	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 also develop the ability to speak in English and discuss with their friends.	Preparatory Activity, Teacher begins the class with the warm up activities as suggested in book.  1) Page no.71 warm up activities.  2) When did the national awards for children begin?  3) Did you know the lesson 'Children Of Courage Bravery Awards'? Today let us know about the lesson 'Children Of Courage Bravery Awards'	Text Book Student's participation.	Oral (speaking) Discussion Oral Question.	- Did I involve all the students in today's class?  - Were all the students actively involved in my class?	
* Recognition of words and sentences and reading aloud.	Reading aloud by teacher 5. 'Children Of Courage Bravery Awards'. Every year the Indian council of child welfare  We salute these brave children.  Teacher reads the lesson aloud with proper stress, pronunciation, pause and intonation.	Text Book	To assess reading comprehension skill.	- What changes would I like to make to my teaching?	
*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- shamiana = decorated tent; initiate = to begin something; eve = evening before the event; averted = avoided, 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) Why are the bravery awards given?  2) What is the age group that is considered for the bravery awards?	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	Text Book Note Book		<ul> <li>- How do I feel about the just concluded class?</li> <li>- Am I happy / satisfied / disappointed?</li> <li>- Why do I feel so?</li> </ul>	

*Students will acquire the	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.  Grammar Work:	Text Book	Observation	- How many students were	
skill to identify adjectives	1) Teacher guides the students to identify the adjectives in	Note Book	Observation schedule	able to identify adjectives	
and underline the nouns in	given paragraphno.10.	Black Board		and underline the nouns in	
the paragraph.	2) Teacher gives the instructions to underline the nouns in			the paragraph.	
	the following paragraph (page no. 79)				
Students will develop the	Reading aloud by the students,	Text Book	Reading aloud and	- How many students were	
skill of reading aloud.	Students will read the lesson aloud in groups with correct		individual reading.	able to read aloud?	
	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.				
*Students will acquire the	- Activity of Comprehension:	Text Book	Oral (speaking)	- Were all the students	
skill write a note after	1) Discuss the stories of bravery that you have read: Describe	Note Book	Discussion	actively involved in my	
discussion and fill in the	which act impressed you the most and write it down as a note		Written	class?	
blanks with suitable	2) Fill in the blanks with suitable adjectives choosing the		Written Questions		
adjectives.	correct word. (page no. 77 V3 activity)				
Students will construct	Assignment,	Questions Bank	Questions answers	- How should I plan my	
meaningful phrase and	Answer the following questions-	Note Book		next lesson?	
sentences.	Describe the events that are connected with the				
	presentation of awards.				
	<ol><li>Solve all questions / exercises given in the lesson.</li></ol>				

CLASS-5<sup>TH</sup> UNIT-8 [POEM] MY LAND

Over All Objects: - 1) To enable learners to read and appreciate the poem. 2) To help them to draw a map and answer the questions.

Learning Objectives	Classroom Process (facilitating Activities)	Materials/Resources Required (TML)	CCE Tools	Teacher Reflection	Da
	V-100		Techniques		
* Students will active their	Preparatory Activity,	Text Book	Oral (question)	- Did I involve all the	
background knowledge about	Teacher begins the class with the warm up activities as	Student's participation	Oral Questions	students in today's class?	
the topic. Students will also	suggested below:				
develop the ability to draw a	Teacher guides and gives instructions the students to draw			-What changes would I like	
map and speak in English.	a India map (outline) and say / write about a few words or		Table to the	to make to my teaching?	
	sentences about India (my country) in English or mother		Observation		
	tongue.		Observation schedule		
	2) Teacher asks a few questions to get the statement of aim.				
	a) Do you like and love our country Or native land?				
	b) How is our native land?				
	c) Did you know the poem 'My Land' written by Thomas				
	Davis?				
	Today let us know about the poem, 'My Land'.				
* Recognition of words and	Reading aloud by teacher	Text Book	To assess reading	-What went well and what	
sentences and reading aloud.	5. 'My Land'. By, Thomas Davis		comprehension skill.	did not go so well in	
	She is a rich land			today's class?	
	This native land of mine.				
	Teacher reads the poem aloud with proper stress,				
*0. 1 . 311 11 .	pronunciation, pause and intonation.	D: 0: / 1:0/		11	
*Students will be able to	Introducing new words,	Dictionary / pictures		- How many students were	
listen and comprehend the	Teacher introduces the meanings of new words through			able to comprehend the	
meanings of new words.	pictures/dictionary use/kannada equivalents.			meanings of new words?	
	New words- rare = un - common; fair = beautiful: divine =				
Ctudente will convine the	god-like; bold = courageous, etc.	Tayt Dools	To occase modding	How many students	
Students will acquire the ability to read the text	Silent reading by the learners,  Teacher encourages the students to read the poem silently	Text Book	To assess reading	<ul> <li>How many students were able to read silently?</li> </ul>	
silently and understand the	and find answer for the following questions.		comprehension skill.	able to read shentry?	
main theme and supporting	1) How is the native land?				
details.	2) Who has written this poem?				
Students will learn to share	Comprehension check (let's understand)	Text Book		- How do I feel about the	
	Teacher narrates the poem with the help of pictures and	Note Book		just concluded class?	
their ideas in groups and	reacher harrates the poem with the help of pictures and	NOTE DOOK		just concluded class?	

	MACO	<u> </u>		200	
present them to the whole class.	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) 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.			- Am I happy / satisfied / disappointed? - Why do I feel so?	
*Students will acquire the	Grammar Work: Rhyming Words:	Text Book	Observation	How many students were	
skill to write opposite words and rhyming words.	Teacher guides the students to write the opposites of the following words.  * dull, brave, warm, fearful, plenty.  2) Identify the rhyming words and write down.	Note Book	Observation schedule	able to write opposite words and rhyming words?	
Students will develop the skill of reading aloud.	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 write a brief summary of the poem after discussion and give suitable title. *Identify the nouns after reading.	Activities:  *Teacher gives instructions to do the following activities.  1) Discuss in groups and write a brief summary on the poem 'My Land'.  2) Read the paragraph and do the tasks that follow. (page no.82 A2 activity)	Text Book Note Book	Oral (speaking) Discussion Written Written Questions	- Did I involve all the students in today's class?	
Students will construct meaningful phrases and sentences.	Assignment, Answer the following questions- 1) How are the men or women in this land? 2) Solve all questions / exercises given in the poem.	Questions Bank Note Book Text Book	Written Written Questions	- How should I plan my next lesson?	

# UNIT-1

Class:5th	Lesson: Love for animals
Date: to	Total periods:

Over all objectives: 1. To listen the story and answering questions.

### 2. To know opposites, etc.

Learning objectives	Classroom process/Facilitating activities	Materials/ Resources required	CCE tools/ Technique
Students will active their previous background knowledge about the topic  Students will also develop the ability to speak (answer) in English after listening the reading	Preparatory activity: Teacher begins the class warm up Activities as suggested in the text book. 1. Name the animals? 2. Which animal you like? 3. Do you know the lesson Love for animals?  Today let us learn the lesson 'The Boy who saved the forest'	Text book. Black board	Observation schedule
Recognition of words, sentences and reading aloud skills will develop	Reading aloud by teacher: The schoolsee you, bye. Teacher read the lesson aloud with proper stress, pronunciation, pause, and intonation	Textbook	To assess reading comprehensive skill
Students will able to listen & comprehend the meanings of new words	Introducing new words: Teacher introduce the meanings of new words through dictionary use.  New words: Delighted-a feeling of liking some body, wonderful-great.	Dictionary , black board	
Students will acquire the ability to read the text silently and understand the main theme	Silent reading by the learners: Teacher encourages the students to read the lesson silently and find answers for the following questions. 1. where were Meghana and Notiin going? 2. What did they see?	Textbook	Observation schedule
Students will learn to share their ideas in group and present them to the class	Comprehension check: Teacher narrates the lesson through discussion/story telling method with pictures	Text book	

	1. How did he feed the Peackocs? 2. who told stories to Meghana?		
Students will understand about opposites and 'ing' form of verbs	Grammar points: 1. Give the opposites of the following: more, first. 2. Fill in the blanks with ING form: The boys are (play). Ans: playing.	Text book Note book	Observation schedule
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 and report the teacher	Textbook	Reading aloud and individual reading
Students will acquire the ability to speak in English	Group discussion for the following questions: Teacher encourages group discussion and answer the question.  1. Where did Raman's Maharishi keep the animals?	Textbook	Observation schedule
Students will construct meaningful sentences	Assignment:  1.Describe Ramana Maharishi's love for animals	Text book, note book	

### Unit-1.

Class: 7th	Poem: The Elephant
Date: to	Total periods:

## Over all objectives:1.To read and summarize the poem

## 2.To understand the message if the poem.

Learning objectives	Classroom process/	Materials/	CCE
	Facilitating activities	Resources required	tools/Technique
		~	000
Students will active their background	Preparatory activity: Teacher	Text book, black board	Questioning
knowledge about the topic	begins the class some	rexebook, black board	answerquestions
knowledge about the topic	motivation questions and		orally
Students will also develop the ability to	students will answer. 1. Name		Orany
$speak \hbox{ (answer) in English after listening}$	the animals? 2.which is the		
the reading	biggest Animals? 3.Do you		
	know the poem The Elephant?		
	Today let us learn the poem		
	'The Elephant'		
Recognition of words, sentences and	Reading/reciting aloud by the	Text book	To assess
reading aloud skills will be developed	teacher: 'The Elephant' Teacher	Nethodo Andrido allo and in relation (specific	reading/reciting
	read/Recite the about poet,		comprehension
	poem aloud with proper stress,		skill
	pronunciation, pause and		
	intonation.		
Students will be able to listen and	Introducing new words:	Dictionary note book,	
comprehend the meanings of new	teacher introduce new words	black board	
words	meaning through	35 (37) 50 (3.3) (3.3) (3.3)	
35.00 1 900	pictures/dictionary use. New		
	words: boughs-to travel on,		
	kind-helpful.		
Charles and the second of the second	Cilous and discolated	Tarabasah	Observation 1
Students will acquire the ability to the	Silent reading by the learners:	Text book	Observation
text silently and understand the main	Teacher encourages the		schedule of
theme and supporting details	students to read the poem		students reading
	silently and find answer for the		
	following questions. 1. what		
	colours is the elephant? 2. How		
	is the elephant's trunk?		
Students will learn to share their ideas	Comprehension check: Teacher	Text book, note book	Observation
1 1 7 1 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			

1)	<u> </u>		
class	discussion with pictures. And		
	discuss about the poem in		
	groups. 1. what does the truck		
	come out for? 2. Many people		
	can ride on the elephant. Why?		
	200		
Students will develop the skill of	Reading aloud by the students:	Text book	Reading aloud and
reading aloud	students will read the poem		individualreading
	aloud in groups with correct		
	pronunciation, stress,		
	intonation the group monitor		
	correct the mistakes and report		
	the teacher.		
Students will acquire the ability to	Group discussion on the	Text book , note book	
speak English	following questions: 1.where		
	does the elephant take the		
	children? 2.		
Students will construct meaningful	Assignment, answer the	Text book, note book.	
phrases and sentences	following questions.		
	1 Write the summary of the		
	1. Write the summary of the		
	poem		

## **UNIT-2**

Class:5th	Lesson: True Friendship
Date: to	Total periods:

Over all objectives: 1. To listen the story and answering questions.

### 2. To know fill in the blanks

aloud with proper stress, pronunciation, pause, and intonation  Students will able to listen & Introducing new words: Teacher introduce the meanings of new words words  words through dictionary use/Kannada equivalents  New words: certain-sure, execution-	Learning objectives	Classroom process/Facilitating activities	Materials/	CCE tools/
background knowledge about the topic  Students will also develop the ability to speak (answer) in English after listening the reading  Recognition of words, sentences and reading aloud skills will develop  To assess reading aloud skills will develop  Students will able to listen & comprehend the meanings of new words  Class warm up Activities as suggested in book 1.who is your close friend? 2.What is special about your friend? 3.Do you know the lesson True Friendship?  Today let us learn the lesson 'True Friendship'  Recognition of words, sentences and reading aloud by teacher Once upon a time I set you both free. Teacher read the lesson aloud with proper stress, pronunciation, pause, and intonation  Students will able to listen & comprehend the meanings of new words: Teacher introduce the meanings of new words through dictionary use/Kannada equivalents  New words: certain-sure, execution-			Resources required	Technique
topic  Students will also develop the ability to speak (answer) in English after listening the reading  Recognition of words, sentences and reading aloud skills will develop  Reading aloud skills will develop  Students will able to listen & comprehend the meanings of new words  Took 1. who is your close friend? 2. What is special about your friend? 3. Do you know the lesson True Friendship?  Today let us learn the lesson 'True Friendship'  Reading aloud by teacher Once upon a time I set you both free. Teacher read the lesson aloud with proper stress, pronunciation, pause, and intonation  Students will able to listen & comprehend the meanings of new words through dictionary use/Kannada equivalents  New words: certain-sure, execution-	and the second of the second o		93 450	50 20 20
Students will also develop the ability to speak (answer) in English after listening the reading  Recognition of words, sentences and reading aloud skills will develop  Reading aloud by teacher Once upon a time	background knowledge about the		board	schedule
Students will also develop the ability to speak (answer) in English after listening the reading  Recognition of words, sentences and reading aloud skills will develop words words  To assess reading aloud with proper stress, pronunciation, pause, and intonation  Students will able to listen & comprehend the meanings of new words  Words  know the lesson True Friendship?  Today let us learn the lesson 'True Friendship'  Reading aloud by teacher. Once upon a time	topic	book 1.who is your close friend? 2.What		
ability to speak (answer) in English after listening the reading  Today let us learn the lesson 'True Friendship'  Recognition of words, sentences and reading aloud skills will develop with the ending aloud by teacher. Once upon a time	Students will also develop the	**************************************		
after listening the reading  Today let us learn the lesson 'True Friendship'  Recognition of words, sentences and reading aloud skills will develop  To assess reading aloud by teacher Once upon a time		know the lesson True Friendship?		
Recognition of words, sentences and reading aloud skills will develop time		Today let us learn the lesson 'True		
Recognition of words, sentences and reading aloud skills will develop time	arter fistering the reading	300 SECURIA - 30		
and reading aloud skills will develop  time		riieilusiiip		
you both free. Teacher read the lesson aloud with proper stress, pronunciation, pause, and intonation  Students will able to listen & Introducing new words: Teacher comprehend the meanings of new words words  Introducing new words: Teacher introduce the meanings of new words through dictionary use/Kannada equivalents  New words: certain-sure, execution-	Recognition of words, sentences	Reading aloud by teacher Once upon a	Text book	To assess
aloud with proper stress, pronunciation, pause, and intonation  Students will able to listen & Introducing new words: Teacher introduce the meanings of new words words  words through dictionary use/Kannada equivalents  New words: certain-sure, execution-	and reading aloud skills will develop	timeI set		reading
Students will able to listen & Introducing new words: Teacher comprehend the meanings of new words words through dictionary use/Kannada equivalents  New words: certain-sure, execution-	12 W	you both free. Teacher read the lesson		comprehensive
Students will able to listen & Introducing new words: Teacher comprehend the meanings of new words words through dictionary use/Kannada equivalents  New words: certain-sure, execution-		aloud with proper stress, pronunciation,		skill
comprehend the meanings of new introduce the meanings of new words words through dictionary use/Kannada equivalents  New words: certain-sure, execution-		pause, and intonation		
comprehend the meanings of new introduce the meanings of new words words through dictionary use/Kannada equivalents  New words: certain-sure, execution-				
words through dictionary use/Kannada equivalents  New words: certain-sure, execution-		, <u> </u>	1,510	
equivalents  New words: certain-sure, execution-			board	
New words: certain-sure, execution-	words			
304 CO 405 A SECONDA CONTRA DE CONTR		equivalents		
2002 10 14 20		New words: certain-sure, execution-		
putting to death.		putting to death.		
Students will acquire the ability to Silent reading by the learners: Teacher Text book	Students will acquire the ability to	Silent reading by the learners: Teacher	Text book	
read the text silently and encourages the students to read the			TEATBOOK	
understand the main theme lesson silently and find answers for the				
following questions. 1. where did Damon	anderstand the main theme	and the same of th		
and Pythias live? 2. Who was the ruler of				
Syracuse?				
5,13535.				
Students will learn to share their Comprehension check: Teacher narrates Text book	Students will learn to share their	Comprehension check: Teacher narrates	Text book	
ideas in group and present them to the lesson through discussion/story	ideas in group and present them to	the lesson through discussion/story		
the class telling method with pictures	the class	telling method with pictures		
1. what was the condition put by the		1.what was the condition put by the		

	king? 2.what did both the friends argue over?		
Students will understand about	Grammar points: 1.Fill in the blanks: Dionysius was an ruler. Ans:evil	Text book	Observation schedule
opposites and 'ing' form of verbs	minded.	Note book	scriedule
Students will develop the skill of	Reading aloud by the students: Students	Text book	Reading aloud and individual
reading aloud	will read the lesson aloud in groups with correct pronunciation, pause, stress, and		reading
	intonation. The group monitor will		C
	correct the mistakes and report the		
	teacher		
Students will acquire the ability to	Group discussion for the following	Text book	Observation
speak in English	questions: Teacher encourages group		schedule
	discussion and answer the question.		
	1.why did the king set of them free? 2.why was Pythias delayed while		
	returning?		

# Unit-2

Class: 7th	Poem: Friends
Date: to	Total periods:

Over all objectives:1.To read and summarize the poem

### 2.To understand the message if the poem.

Learning objectives	Classroom process/ Facilitating activities	Materials/ Resources required	CCE tools/Technique
Students will active their background knowledge about the topic  Students will also develop the ability to speak (answer) in English after listening the reading	Preparatory activity: Teacher begins the class some motivation questions and students will answer. 1. How many friends do you have? 2. who is your close friend? 3. Do you know the poem Friends? Today let us learn the poem 'Friends'	Text book, black board	Questioning answerquestions orally
Recognition of words, sentences and reading aloud skills will be developed	Reading aloud by the teacher: 'Freinds' Teacher read/Recite the about poet, poem aloud with proper stress, pronunciation, pause and intonation.	Text book	To assess reading/reciting comprehension skill
Students will be able to listen and comprehend the meanings of new words	Introducing new words: teacher introduce new words meaning through pictures/dictionary use. New words: Scarcely-rarely, Flickers-shines dimly	Dictionary note book, black board	
Students will acquire the ability to 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 does the child like to do?  2.what does sky look like?	Text book	Observation schedule of students reading
Students will learn to share their ideas in group present them to the whole class	Comprehension check: Teacher narrates the poem through discussion with pictures. And discuss about the poem in groups. 1. why does the wind come to the child?	Text book, note book	Observation schedule
Students will develop the skill of reading aloud	Reading aloud by the students: students will read the poem aloud in groups with correct pronunciation,	Text book	Reading aloud and individual reading

	stress, intonation the group monitor correct the mistakes and report the teacher.		
Students will acquire the ability	Group discussion on the following	Text book , note	
to speak English	questions: 1.who are some of the gentle friends of the child in the poem?	book	
Students will construct	Assignment, answer the following	Text book, note	
meaningful phrases and	questions.	book.	
sentences	1. Write the summary of the poem		

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## **UNIT-3**

Class:5th	Lesson: The Boy who saved the forest
Date: to	Total periods:

Over all objectives: 1. To listen the story and answering questions.

## 2. To know plural forms

Learning objectives	Classroom process/Facilitating activities	Materials/Resources required	CCE tools/ Technique
Students will active their previous background knowledge about the topic  Students will also develop the ability to speak (answer) in English after listening the reading	Preparatory activity: Teacher begins the class warm up Activities as suggested in the text book. Do you know the lesson The Boy Who Saved the Forest?  Today let us learn the lesson 'The Boy who saved the forest'	Text book. Black board	Observation schedule
Recognition of words, sentences and reading aloud skills will develop	Reading aloud by teacher: Premium lived with his parents	Text book	To assess reading comprehensive skill
Students will able to listen & comprehend the meanings of new words	Introducing new words: Teacher introduce the meanings of new words through dictionary use.  New words: Delighted-happy, appreciate-praise.	Dictionary , black board	
Students will acquire the ability to read the text silently and understand the main theme	Silent reading by the learners: Teacher encourages the students to read the lesson silently and find answers for the following questions. 1. why was Prem sad? 2. Who signed the petition?	Text book	
Students will learn to share their ideas in group and present them to the class	Comprehension check: Teacher narrates the lesson through discussion/story telling method with pictures  1. what was the petition about? 2. whom did they write the letter to?	Text book	
Students will understand about opposites and 'ing' form of verbs	<b>Grammar points</b> : 1.wrute the plural forms: deer, forest.	Text book	Observation schedule

		Note book	
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 and report the teacher	Text book	Reading aloud and individual reading
Students will acquire the ability to speak in English	Group discussion for the following questions: Teacher encourages group discussion and answer the question.  1. How did the Mayor praise Prem? 2. what do you learn from this lesson?	Text book	Observation schedule
To know grammar points (plural forms )	Grammar points: write plural forms  Deer, forest etc.	Text book	

### Unit-3

Class: 7th	Poem:	Tamari	ind
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Date:...... to ...... Total periods:

Over all objectives:1.To read and summarize the poem

### 2.To understand the message if the poem.

Learning objectives	Classroom process/ Facilitating activities	Materials/ Resources required	CCE tools/Technique
Students will active their background knowledge about the topic  Students will also develop the ability to speak (answer) in English after listening the reading	Preparatory activity: Teacher begins the class some motivation questions and students will answer. 1. Name the trees? 2. which tree do you like? 3. Do you know the poem Tamarind?  Today let us learn the poem 'Tamarind'	Text book, black board	Questioning answer questions orally
Recognition of words, sentences and reading aloud skills will be developed	Reading/reciting aloud by the teacher: 'Tsmsrind' Teacher read/Recite the about poet, poem aloud with proper stress, pronunciation, pause and intonation.	Text book	To assess reading/reciting comprehension skill
Students will be able to listen and comprehend the meanings of new words	Introducing new words: teacher introduce new words meaning through pictures/dictionary use. New words: boughs-branches, magnificent-great.	Dictionary note book, black board	
Students will acquire the ability to 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 does the tree give each year? 2. where does the poet love to sit?	Text book	Observation schedule of students reading
Students will learn to share their ideas in group present them to the whole class	Comprehension check: Teacher narrates the poem through discussion with pictures. And discuss about the poem in groups. 1. What does the poet do seeing an empty hole? 2. Did the poet find the tree after coming back?	Text book, note book	Observation schedule

Students will develop the skill of	Reading aloud by the students:	Text book	Reading aloud and
readingaloud	students will read the poem aloud in		individualreading
	groups with correct pronunciation,		
	stress, intonation the group monitor		
	correct the mistakes and report the		
	teacher.		
Students will acquire the ability	Group discussion on the following	Text book , note	
to speak English	questions: 1.who are some of the	book	
	gentle friends of the child in the poem?		
Students will construct	Assignment, answer the following	Text book, note	
meaningful phrases and	questions.	book.	
sentences	1. Write the summary of the poem		

**Total periods:** 

## **UNIT-4**

Class:5th	Lesson: The Boss Who Cares

Over all objectives: 1. To listen the story and answering questions.

Date:..... to ......

### 2. To know opposites, verb forms.

Learning objectives	Classroom process/Facilitating	Materials/	CCE tools/
	activities	Resources required	Technique
Students will active their previous background knowledge about the topic  Students will also develop the ability to speak (answer) in English after listening the reading  Recognition of words, sentences	Preparatory activity: Teacher begins the class warm up Activities as suggested in the text book. Do you know the lesson The Boss Who Cares? Today let us learn the lesson 'The Boss Who Cares'  Reading aloud by teacher: At Thumbs	Text book. Black board	Observation schedule  To assess
and reading aloud skills will develop	Space		reading comprehensive skill
Students will able to listen & comprehend the meanings of new words	Introducing new words: Teacher introduce the meanings of new words through dictionary use.  New words: Thumba- a village near Thiruvananthpuram in Kelrala, adventurous-daring.	Dictionary , black board	
Students will acquire the ability to read the text silently and understand the main theme	Silent reading by the learners: Teacher encourages the students to read the lesson silently and find answers for the following questions. 1. when did the scientist leave the office? 2. What made them restless?	Text book	Observation schedule
Students will learn to share their ideas in group and present them to the class	Comprehension check: Teacher narrates the lesson through discussion/story telling method with pictures  1. what do you understand by, "it took	Text book	

	a lot of time."? Explain. 2.what do you want to say about the boss?		
Students will understand about opposites, verb forms.	Grammar points: 1.choose the opposites: Never, remember. 2.Fill in the blanks: Dr. Abdul Kalam(to be) the President of India.	Text book Note book	Observation schedule
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 and report the teacher	Text book	Reading aloud and individual reading
Students will acquire the ability to speak in English	Group discussion for the following questions: Teacher encourages group discussion and answer the question.  1. What do you want to say about the boss? 2. How did he think on his way to home?	Text book	Observation schedule

Class: 7th	Poem: Believe

Date:...... to ...... Total periods:

Over all objectives:1.To read and summarize the poem

### 2.To understand the message if the poem.

Learning objectives	Classroom process/ Facilitating	Materials/	CCE
	activities	Resources required	tools/Technique
Students will active their background knowledge about the topic  Students will also develop the ability to speak (answer) in English after listening the reading  Recognition of words, sentences and reading aloud skills will be developed	Preparatory activity: Teacher begins the class some motivation questions and students will answer. 1.Do you know the poem Believe?  Today let us learn the poem 'Believe'  Reading/reciting aloud by the teacher: 'Believe' written by Chelsea Barbara. Teacher read/Recite the about poet, poem aloud with proper stress, pronunciation, pause and intonation.	Resources required  Text book, black board  Text book	Questioning answer questions orally  To assess reading/reciting comprehension skill
Students will be able to listen and comprehend the meanings of new words	Introducing new words: teacher introduce new words meaning through pictures/dictionary use. New words: prevail-achieve something, unique-only one of its kind.	Dictionary note book, black board	
Students will acquire the ability to 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. List at least five things in the poet wants us to believe.	Text book	Observation schedule of students reading
Students will learn to share their ideas in group present them to the whole class	Comprehension check: Teacher narrates the poem through discussion with pictures. And discuss about the poem in groups. 1.what makes everyone unique? 2.what happens when you believe in you?	Text book, note book	Observation schedule

Students will develop the skill of	Reading aloud by the students:	Text book	Reading aloud and
reading aloud	students will read the poem aloud in		individualreading
	groups with correct pronunciation,		
	stress, intonation the group monitor		
	correct the mistakes and report the		
	teacher.		
Students will acquire the ability	Group discussion on the following	Text book , note book	
to speak English	questions: 1. In what should you		
	believe to be good at heart?.		
Students will construct	Assignment, answer the following	Text book, note book.	
meaningful phrases and	questions.		
sentences	1. Write the summary of the poem		