

**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.

| <i>Learning Objectives</i>   | <i>Classroom Process (facilitating Activities)</i>  | <i>Materials/Resources Required (TML)</i> | <i>CCE Tools &amp; Techniques</i>      | <i>Teacher Reflection</i>   | <i>Date</i> |
|--|---|---|--|---|-------------|
| <p>* Students will active their background knowledge about the topic. Students will also develop the ability to sing the rhymes with actions.</p> <p>* Students will develop the ability to say answers.</p> | <p><b>Preparatory Activity,</b><br/>Teacher begins the class with the warm up activities as suggested below:<br/>1) Teacher asks a few questions to get the statement of aim.<br/>a) Which are the domestic animals and wild animals?<br/>b) Which animal gives us milk?<br/>c) Which animal makes the sound ‘moos’?<br/>d) Did you know the poem ‘The Cow’ written by Robert Louis Stevenson?<br/>Let us know about the poem, ‘The Cow’.</p> | Text Book<br>Question Bank                | Oral<br>Answer Questions               | <p>- Did I involve all the students in today’s class?</p> <p>-What changes would I like to make to my teaching?</p>               |             |
| * Recognition of words and sentences and reading aloud.  | <p><b>Reading aloud by teacher</b><br/>5. ‘The Cow’. By, Robert Louis Stevenson.<br/>The friendly cow _____<br/>_____ meadow flowers.<br/>Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.</p>   | 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.   | <p><b>Introducing new words,</b><br/>Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.<br/><b>New words-</b> might = strength; apple tart = apple cake stray = deviate; meadow = grassland, 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><b>Silent reading by the learners,</b><br/>Teacher encourages the students to read the poem silently and find answer for the following questions.<br/>1) What colour is the cow in this poem?<br/>2) “In what kind of air” does the cow wander?</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><b>Comprehension check (let’s understand)</b><br/>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.</p>  | Text Book<br>Note Book                    |  | <p>- How do I feel about the just concluded class?</p> <p>- Am I happy / satisfied / disappointed?</p> <p>- Why do I feel so?</p> |             |

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|   | 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.  | <b>Grammar Work: Rhyming Words:</b><br>a) Teacher suggests the students to write pair of rhyming words from this poem.<br>b) Write past tense of the following words-<br>give, eat, open, present, walk.   | Text Book<br>Note Book                   | Written<br>Written Questions          | -What went well and what did not go so well in today's class? |  |
| Students will develop the skill of reading aloud.   | <b>Reading aloud by the students,</b><br>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. | <b>Activity of Comprehension:</b><br>Activities of page no. 52 (A1 and A3)   | Text Book<br>Note Book<br>Black Board    | Written<br>Written Questions.         | - Did I involve all the students in today's class?            |  |
| Students will construct meaningful phrases and sentences.   | <b>Assignment,</b><br>Answer the following questions-<br>1) Write a short note on the cow in your own words.<br>2) Solve all questions / exercises given in the poem.  | Questions Bank<br>Note Book<br>Text Book | Written<br>Written Questions          | How should I plan my next lesson?                             |  |

HEADMASTER SIGN

ACHER SIGN

**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..

| <i>Learning Objectives</i>  | <i>Classroom Process (facilitating Activities)</i>  | <i>Materials/Resources Required (TML)</i> | <i>CCE Tools &amp; Techniques</i>                                     | <i>Teacher Reflection</i>  | <i>Date</i> |
|---|---|---|---|--|-------------|
| * 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. | <b>Preparatory Activity,</b><br>Teacher begins the class with the warm up activities as suggested in book.<br>1) Discuss with your partner the different kinds of professions.<br>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.<br>- What is your father? Did you know the lesson 'Dignity of Labour'?<br>Today let us know about the lesson 'Dignity of Labour' | Text Book<br>Black Board<br>Note Book     | Oral (speaking)<br>Discussion<br>Observation<br>Observation Schedule. | - Did I involve all the students in today's class?<br><br>- Were students actively involved in my class?           |             |
| * Recognition of words and sentences and reading aloud.   | <b>Reading aloud by teacher</b><br>5. 'Dignity of Labour'.<br>Once there lived a rich businessman _____<br>_____ the keys of his shop to the son.<br>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.  | <b>Introducing new words,</b><br>Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.<br><b>New words-</b> 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.   | <b>Silent reading by the learners,</b><br>Teacher encourages the students to read the lesson silently and find answer for the following questions.<br>1) What did the businessman tell his son?<br>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.   | <b>Comprehension check (let's understand)</b><br>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<br>Note Book                    |   | - How do I feel about the just concluded class?<br>- Am I happy / satisfied / disappointed?<br>- Why do I feel so? |             |

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|   | 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. | <b>Grammar / Language Exercise:</b><br>Page no.59 V1 Activity.   | Text Book<br>Note Book<br>Black Board | Observation<br>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.   | <b>Reading aloud by the students,</b><br>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.          | - <b>Activity of writing (essay writing):</b><br>Teacher guides the students to write an easy any one of the followings.<br>a) Vivekananda life and achievements.<br>b) Swami Vivekananda a great coachman like Krishna.<br>c) A great man of our country.   | Text Book<br>Note Book                | Oral (speaking)<br>Discussion<br>Written<br>Written Questions | - Were all the students actively involved in my class?   |  |
| Students will construct meaningful phrase and sentences.  | <b>Assignment,</b><br>Answer the following questions-<br>1) Collect pictures of Swami Vivekananda and write about his life in ten sentences.<br>2) Solve all questions / exercises given in the lesson.  | Questions Bank<br>Text Book           | Written<br>Written Questions                                  | - How should I plan my next lesson?  |  |

HEADMASTER SIGN

TEACHER SIGN

**CLASS-5<sup>TH</sup>****UNIT-6 [POEM]****RESULTS AND ROSES.**

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

| <i>Learning Objectives</i>  | <i>Classroom Process (facilitating Activities)</i>  | <i>Materials/Resources Required (TML)</i> | <i>CCE Tool &amp; Techniqu</i>         | <i>Teacher Reflection</i>  | <i>Date</i> |
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| * Students will active their background knowledge about the topic. Students will also develop the ability to sing the rhymes with actions and speak in English. | <b>Preparatory Activity,</b><br>Teacher begins the class with the warm up activities as suggested below:<br>1) Teacher asks a few questions to get the statement of aim.<br>a) How many flowers have you seen? Name them.<br>b) Which flower do you like?<br>c) Do you like roses?<br>d) Did you know the poem 'Results and Roses' written by Edgar A. Guest?<br>Let us know about the poem, 'Results and Roses'. | Text Book<br>Question Bank                | Oral<br>Answer Questic                 | - Did I involve all the students in today's class?<br><br>-What changes would I like to make to my teaching?       |             |
| * Recognition of words and sentences and reading aloud.   | <b>Reading aloud by teacher</b><br>5. 'Results and Roses'. By, Edgar A. Guest.<br>The man who wants _____<br>_____ results or roses.<br>Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.   | Text Book                                 | To assess reading comprehension ski    | -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.  | <b>Introducing new words,</b><br>Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.<br><b>New words-</b> attain = to reach or succeed in getting something to achieve ; repose = to rest or stay; seek = to try to find or get something, 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.   | <b>Silent reading by the learners,</b><br>Teacher encourages the students to read the poem silently and find answer for the following questions.<br>1) What does this poem<br>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.   | <b>Comprehension check (let's understand)</b><br>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. Children sit in groups and discuss the answers. Later one      | Text Book<br>Note Book                    |  | - How do I feel about the just concluded class?<br>- Am I happy / satisfied / disappointed?<br>- Why do I feel so? |             |

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|   | 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.  | <b>Grammar Work: Rhyming Words:</b><br>Activity page no.61, A1 and A2)   | Text Book<br>Note Book                   | Observation<br>Observation schedule                            | -What went well and what did not go so well in today's class? |  |
| Students will develop the skill of reading aloud.   | <b>Reading aloud by the students,</b><br>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. | <b>Activity of Comprehension:</b><br>Activities of page no. 52 (A1 and A3)   | Text Book<br>Note Book<br>Black Board    | Writing<br>Writing a brief summary<br>Oral reading one by one. | - Did I involve all the students in today's class?            |  |
| Students will construct meaningful phrases and sentences.   | <b>Assignment,</b><br>Answer the following questions-<br>1) What should the man (you) do to get beautiful roses?<br>2) Solve all questions / exercises given in the poem.  | Questions Bank<br>Note Book<br>Text Book | Written<br>Written Questions                                   | - How should I plan my next lesson?                           |  |

HEADMASTER SIGN

TEACHER SIGN

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.

| <i>Learning Objectives</i>  | <i>Classroom Process (facilitating Activities)</i>   | <i>Materials/Resources Required (TML)</i> | <i>CCE Tools &amp; 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 in English and discuss with their friends. | <b>Preparatory Activity,</b><br>Teacher begins the class with the warm up activities as suggested in book.<br>1) What do you want to be when you grow up? Why do you want to become thus? Discuss with your friends.<br>2) a) Name some of your family members whom you think are great.<br>b) Name some great men of our country.<br>c) 1) Who made a great speech in the parliament of religious at Chicago?<br>2) Did you know the lesson 'A Great Coachman'?<br>Today let us know about the lesson 'A Great Coachman'. | Text Book<br><br>Student's participation. | Oral (speaking)<br>Discussion<br>Oral Question. | - Did I involve all the students in today's class?<br><br>- Were all the students actively involved in my class?   |             |
| * Recognition of words and sentences and reading aloud.   | <b>Reading aloud by teacher</b><br>5. 'A Great Coachman'.<br>A little boy jumped _____<br>_____<br>_____ Vivekananda's words guide us even today.<br>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.  | <b>Introducing new words,</b><br>Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.<br><b>New words-</b> 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.   | <b>Silent reading by the learners,</b><br>Teacher encourages the students to read the lesson silently and find answer for the following questions.<br>1) What did Naren tell his mother one day?<br>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.   | <b>Comprehension check (let's understand)</b><br>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<br>Note Book                    |   | - How do I feel about the just concluded class?<br>- Am I happy / satisfied / disappointed?<br>- Why do I feel so? |             |

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|  | 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. | <b>Grammar / Vocabulary Activity:</b><br>Page no.65 and 61 V1 & V2 Activity.   | Text Book<br>Note Book<br>Black Board | Observation<br>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.  | <b>Reading aloud by the students,</b><br>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.                             | - <b>Activity of Comprehension:</b><br>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<br>Note Book                | Oral (speaking)<br>Discussion<br>Written<br>Written Questions | - Were all the students actively involved in my class?  |
| Students will construct meaningful phrase and sentences.   | <b>Assignment,</b><br>Answer the following questions-<br>1) Why was the boy not ready to throw the two rupee coin into the well?<br>2) Solve all questions / exercises given in the lesson.  | Questions Bank<br>Note Book           | Questions answers   | - How should I plan my next lesson?   |

HEADMASTER SIGN

TEACHER SIGN



**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.

| <i>Learning Objectives</i>   | <i>Classroom Process<br/>(facilitating Activities)</i>   | <i>Materials/Resources<br/>Required (TML)</i> | <i>CCE Tools<br/>&amp;<br/>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 sing the rhyme with actions and speak in English. | <b>Preparatory Activity,</b><br>Teacher begins the class with the warm up activities as suggested below:<br>1) Teacher asks a few questions to get the statement of aim.<br>a) What do you do with papers?<br>b) Are you able to make a paper boat?<br>c) Do you want to decorate it?<br>d) Did you float your paper boat while raining?<br>e) Did you know the poem 'Paper Boats' written by Rabindranath Tagore.<br>Today let us know about the poem, 'Paper Boats'. | Text Book<br>Question Bank                    | Oral (question)<br>Oral Questions         | - Did I involve all the students in today's class?<br><br>-What changes would I like to make to my teaching?       |             |
| * Recognition of words and sentences and reading aloud.  | <b>Reading aloud by teacher</b><br>5. 'Paper Boats'. By, Rabindranath Tagore.<br>Day by day I float my paper boats _____<br><br>_____ lading is their baskets full of dreams.<br>Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.   | 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.   | <b>Introducing new words,</b><br>Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.<br><b>New words-</b> stream = floating water; launch = send;<br>bulging = swollen; lading = load, 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.  | <b>Silent reading by the learners,</b><br>Teacher encourages the students to read the poem silently and find answer for the following questions.<br>1) How many boats did the child float?<br>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.  | <b>Comprehension check (let's understand)</b><br>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. Children sit in groups and discuss the answers. Later one   | Text Book<br>Note Book                        |   | - How do I feel about the just concluded class?<br>- Am I happy / satisfied / disappointed?<br>- Why do I feel so? |             |

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|  | member from each group presents the answer orally. And later students write the answers individually in their notebooks.   |  |                                       |   |  |
| *Students will acquire the skill to write opposite words and respond to the riddle.              | <b>Grammar Work: Rhyming Words:</b><br>Teacher guides the students to do the followings.<br>1) Write the opposite of- day, down, village, bloom, white<br>2) Riddle. (page no.70 A1, activity)   | Text Book<br>Note Book<br>Black Board    | Observation<br>Observation schedule   | -What went well and what did not go so well in today's class? |  |
| Students will develop the skill of reading aloud.  | <b>Reading aloud by the students,</b><br>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 pick out words of phrases and make a paper boat decorate it. | <b>Activity of Comprehension:</b><br>1) Teacher suggests the students to pick out words or phrases from the poem that mean following.<br>- flowing water<br>- flowers that are blossoms in the early morning<br>- imaginary friend<br>- small and white balloon – like clouds<br>2) Make a paper boat and decorate it. | Text Book<br>Note Book                   | Observation<br>Observation schedule   | - Did I involve all the students in today's class?            |  |
| Students will construct meaningful phrases and sentences.  | <b>Assignment,</b><br>Answer the following questions-<br>1) Why did the child write the name on the boat?<br>2) Solve all questions / exercises given in the poem.   | Questions Bank<br>Note Book<br>Text Book | Written<br>Written Questions          | - How should I plan my next lesson?                           |  |

HEADMASTER SIGN

TEACHER SIGN

**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.

| <i>Learning Objectives</i>  | <i>Classroom Process (facilitating Activities)</i>  | <i>Materials/Resources Required (TML)</i> | <i>CCE Tools &amp; 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 in English and discuss with their friends. | <b>Preparatory Activity,</b><br>Teacher begins the class with the warm up activities as suggested in book.<br>1) Page no.71 warm up activities.<br>2) When did the national awards for children begin?<br>3) Did you know the lesson 'Children Of Courage Bravery Awards'?<br>Today let us know about the lesson 'Children Of Courage Bravery Awards' | Text Book<br>Student's participation.     | Oral (speaking)<br>Discussion<br>Oral Question. | - Did I involve all the students in today's class?<br><br>- Were all the students actively involved in my class?   |             |
| * Recognition of words and sentences and reading aloud.   | <b>Reading aloud by teacher</b><br>5. 'Children Of Courage Bravery Awards'.<br>Every year the Indian council of child welfare _____<br>_____ We salute these brave children.<br>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.  | <b>Introducing new words,</b><br>Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.<br><b>New words-</b> 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.   | <b>Silent reading by the learners,</b><br>Teacher encourages the students to read the lesson silently and find answer for the following questions.<br>1) Why are the bravery awards given?<br>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.   | <b>Comprehension check (let's understand)</b><br>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<br>Note Book                    |   | - How do I feel about the just concluded class?<br>- Am I happy / satisfied / disappointed?<br>- Why do I feel so? |             |

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

HEADMASTER SIGN

TEACHER SIGN

**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.

| <i>Learning Objectives</i>  | <i>Classroom Process (facilitating Activities)</i>   | <i>Materials/Resources Required (TML)</i> | <i>CCE Tools &amp; 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 draw a map and speak in English. | <b>Preparatory Activity,</b><br>Teacher begins the class with the warm up activities as suggested below:<br>1) Teacher guides and gives instructions the students to draw a India map (outline) and say / write about a few words or sentences about India (my country) in English or mother tongue.<br>2) Teacher asks a few questions to get the statement of aim.<br>a) Do you like and love our country Or native land?<br>b) How is our native land?<br>c) Did you know the poem 'My Land' written by Thomas Davis?<br>Today let us know about the poem, 'My Land'. | Text Book<br>Student's participation      | Oral (question)<br>Oral Questions<br><br>Observation<br>Observation schedule | - Did I involve all the students in today's class?<br><br>-What changes would I like to make to my teaching? |             |
| * Recognition of words and sentences and reading aloud.   | <b>Reading aloud by teacher</b><br>5. 'My Land'. By, Thomas Davis<br>She is a rich land<br><br>_____<br>_____<br>__This native land of mine.<br>Teacher reads the poem aloud with proper stress, pronunciation, pause and intonation.  | 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.  | <b>Introducing new words,</b><br>Teacher introduces the meanings of new words through pictures/dictionary use/kannada equivalents.<br><b>New words-</b> rare = un - common; fair = beautiful; divine = god-like; bold = courageous, 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.                             | <b>Silent reading by the learners,</b><br>Teacher encourages the students to read the poem silently and find answer for the following questions.<br>1) How is the native land?<br>2) Who has written 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  | <b>Comprehension check (let's understand)</b><br>Teacher narrates the poem with the help of pictures and   | Text Book<br>Note Book                    |  | - How do I feel about the just concluded class?  |             |

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

HEADMASTER SIGN

TEACHER SIGN

## 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<br><br>Students will also develop the ability to speak (answer) in English after listening the reading | <b>Preparatory activity:</b> 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?<br><br>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   | <b>Reading aloud by teacher:</b> The school ..... see you, bye. Teacher read the lesson aloud with proper stress, pronunciation, pause, and intonation  | Text book                     | To assess reading comprehensive skill |
| Students will able to listen & comprehend the meanings of new words   | <b>Introducing new words:</b> Teacher introduce the meanings of new words through dictionary use.<br><br>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   | <b>Silent reading by the learners:</b> 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?  | Text book                     | Observation schedule                  |
| Students will learn to share their ideas in group and present them to the class   | <b>Comprehension check:</b> 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 | <b>Grammar points:</b> 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<br>Note book | Observation schedule                 |
| Students will develop the skill of reading aloud                 | <b>Reading aloud by the students:</b><br>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            | <b>Group discussion for the following questions:</b> Teacher encourages group discussion and answer the question.<br>1.Where did Raman's Maharishi keep the animals?   | Text book              | Observation schedule                 |
| Students will construct meaningful sentences                     | <b>Assignment:</b><br>1.Describe Ramana Maharishi's love for animals   | Text book, note book   |                                      |

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Teacher sign



## 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/<br>Facilitating activities  | Materials/<br>Resources required  | CCE<br>tools/Technique                         |
|--|--|-----------------------------------|--|
| Students will active their background knowledge about the topic<br><br>Students will also develop the ability to speak (answer) in English after listening the reading | <b>Preparatory activity:</b> Teacher begins the class some motivation questions and students will answer. 1.Name the animals? 2.which is the biggest Animals? 3.Do you know the poem The Elephant?<br><br>Today let us learn the poem 'The Elephant' | Text book, black board            | Questioning<br>answer questions orally         |
| Recognition of words, sentences and reading aloud skills will be developed   | <b>Reading/reciting aloud by the teacher:</b> 'The Elephant' 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   | <b>Introducing new words:</b> teacher introduce new words meaning through pictures/dictionary use. New words: boughs-to travel on, kind-helpful.   | Dictionary note book, black board |  |
| Students will acquire the ability to the text silently and understand the main theme and supporting details  | <b>Silent reading by the learners:</b> Teacher encourages the students to read the poem silently and find answer for the following questions. 1.what colours is the elephant? 2.How is the elephant's trunk?   | Text book                         | Observation<br>schedule of students reading    |
| Students will learn to share their ideas in group present them to the whole  | <b>Comprehension check:</b> Teacher narrates the poem through  | Text book, note book              | Observation<br>schedule                        |

|  |   |                       |                                      |
|--|---|-----------------------|--------------------------------------|
| 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?  |                       |                                      |
| Students will develop the skill of reading aloud         | <b>Reading aloud by the students:</b> students will read the poem aloud in groups with correct pronunciation, stress, intonation the group monitor correct the mistakes and report the teacher. | Text book             | Reading aloud and individual reading |
| Students will acquire the ability to speak English       | <b>Group discussion on the following questions:</b> 1.where does the elephant take the children? 2.   | Text book , note book |                                      |
| Students will construct meaningful phrases and sentences | <b>Assignment, answer the following questions.</b><br><br>1.Write the summary of the poem..   | Text book, note book. |                                      |

HM sign

Teacher sign

## 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**

| Learning objectives   | Classroom process/ Facilitating activities  | Materials/ Resources required | CCE tools/ Technique                  |
|---|---|-------------------------------|---------------------------------------|
| Students will active their previous background knowledge about the topic<br><br>Students will also develop the ability to speak (answer) in English after listening the reading | <b>Preparatory activity:</b> Teacher begins the 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?<br><br>Today let us learn the lesson 'True Friendship' | Text book. Black board        | Observation schedule                  |
| Recognition of words, sentences and reading aloud skills will develop   | <b>Reading aloud by teacher..</b> Once upon a time ..... I set you both free. Teacher read the lesson aloud with proper stress, pronunciation, pause, and intonation  | Text book                     | To assess reading comprehensive skill |
| Students will able to listen & comprehend the meanings of new words   | <b>Introducing new words:</b> Teacher introduce the meanings of new words through dictionary use/Kannada equivalent<br><br>New words: certain-sure, execution-putting to death.   | Dictionary, black board       |                                       |
| Students will acquire the ability to read the text silently and understand the main theme   | <b>Silent reading by the learners:</b> Teacher encourages the students to read the lesson silently and find answers for the following questions. 1.where did Damon and Pythias live? 2.Who was the ruler of Syracuse?   | Text book                     |                                       |
| Students will learn to share their ideas in group and present them to the class   | <b>Comprehension check:</b> Teacher narrates the lesson through discussion/story telling method with pictures<br><br>1.what was the condition put by the  | Text book                     |                                       |

|  |   |                        |                                      |
|--|---|------------------------|--------------------------------------|
|  | king? 2.what did both the friends argue over?   |                        |                                      |
| Students will understand about opposites and 'ing' form of verbs | <b>Grammar points:</b> 1.Fill in the blanks: Dionysius was an ..... ruler. Ans:evil minded.   | Text book<br>Note book | Observation schedule                 |
| Students will develop the skill of reading aloud                 | <b>Reading aloud by the students:</b> 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            | <b>Group discussion for the following questions:</b> Teacher encourages group discussion and answer the question.<br>1.why did the king set of them free?<br>2.why was Pythias delayed while returning?           | Text book              | Observation schedule                 |

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Teacher sign

## 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<br><br>Students will also develop the ability to speak (answer) in English after listening the reading | <b>Preparatory activity:</b> 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 answer questions orally            |
| Recognition of words, sentences and reading aloud skills will be developed   | <b>Reading aloud by the teacher:</b> '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   | <b>Introducing new words:</b> 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  | <b>Silent reading by the learners:</b> Teacher encourages the students to read the poem silently and find answer for the following questions.<br>1.what does the child like to do?<br>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  | <b>Comprehension check:</b> 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   | <b>Reading aloud by the students:</b> 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 to speak English       | <b>Group discussion on the following questions:</b> 1.who are some of the gentle friends of the child in the poem? | Text book , note book |  |
| Students will construct meaningful phrases and sentences | <b>Assignment, answer the following questions.</b><br>1. Write the summary of the poem..                           | Text book, note book. |  |

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Teacher sign

### 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<br><br>Students will also develop the ability to speak (answer) in English after listening the reading | <b>Preparatory activity:</b> Teacher begins the class warm up Activities as suggested in the text book. Do you know the lesson The Boy Who Saved the Forest?<br><br>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   | <b>Reading aloud by teacher:</b> Premium lived with his parents ..... forest and animals. Teacher read the lesson aloud with proper stress, pronunciation, pause, and intonation   | Text book                     | To assess reading comprehensive skill |
| Students will able to listen & comprehend the meanings of new words   | <b>Introducing new words:</b> Teacher introduce the meanings of new words through dictionary use.<br><br>New words: Delighted-happy, appreciate-praise.  | Dictionary , black board      |                                       |
| Students will acquire the ability to read the text silently and understand the main theme   | <b>Silent reading by the learners:</b> 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   | <b>Comprehension check:</b> Teacher narrates the lesson through discussion/story telling method with pictures<br><br>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.wrote the plural forms: deer, forest.   | Text book                     | Observation schedule                  |

|   |   |           |                                      |
|---|---|-----------|--------------------------------------|
|   |   | Note book |                                      |
| Students will develop the skill of reading aloud      | <b>Reading aloud by the students:</b> 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 | <b>Group discussion for the following questions:</b> Teacher encourages group discussion and answer the question.<br>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 )                 | <b>Grammar points: write plural forms</b><br>Deer, forest etc.  | Text book |                                      |

HM sign

Teacher sign



## Unit-3

Class: 7th

Poem: Tamarind

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<br><br>Students will also develop the ability to speak (answer) in English after listening the reading | <b>Preparatory activity:</b> 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?<br><br>Today let us learn the poem 'Tamarind' | Text book, black board            | Questioning<br>answer questions orally         |
| Recognition of words, sentences and reading aloud skills will be developed   | <b>Reading/reciting aloud by the teacher:</b> 'Tamsrind' 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   | <b>Introducing new words:</b> teacher introduce new words meaning through pictures/dictionary use. New <b>words:</b> 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  | <b>Silent reading by the learners:</b> 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  | <b>Comprehension check:</b> 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         | <b>Reading aloud by the students:</b><br>students will read the poem aloud in groups with correct pronunciation, stress, intonation the group monitor correct the mistakes and report the teacher. | Text book             | Reading aloud and individual reading |
| Students will acquire the ability to speak English       | <b>Group discussion on the following questions:</b> 1.who are some of the gentle friends of the child in the poem?   | Text book , note book |                                      |
| Students will construct meaningful phrases and sentences | <b>Assignment, answer the following questions.</b><br>1. Write the summary of the poem..   | Text book, note book. |                                      |

HM sign

Teacher sign

## UNIT-4

**Class:5th**

**Lesson: The Boss Who Cares**

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

**Total periods:**

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

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

| Learning objectives   | Classroom process/ Facilitating activities   | Materials/ Resources required | CCE tools/ Technique                  |
|---|--|-------------------------------|---------------------------------------|
| Students will active their previous background knowledge about the topic<br><br>Students will also develop the ability to speak (answer) in English after listening the reading | <b>Preparatory activity:</b> Teacher begins the class warm up Activities as suggested in the text book. Do you know the lesson The Boss Who Cares?<br><br>Today let us learn the lesson 'The Boss Who Cares '            | Text book. Black board        | Observation schedule                  |
| Recognition of words, sentences and reading aloud skills will develop   | <b>Reading aloud by teacher:</b> At Thumbs Space ..... he was none other than Dr. APJ Abdul Kalam. Teacher read the lesson aloud with proper stress, pronunciation, pause, and intonation                                | Text book                     | To assess reading comprehensive skill |
| Students will able to listen & comprehend the meanings of new words   | <b>Introducing new words:</b> Teacher introduce the meanings of new words through dictionary use.<br><br>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   | <b>Silent reading by the learners:</b> 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   | <b>Comprehension check:</b> Teacher narrates the lesson through discussion/story telling method with pictures<br><br>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. | <b>Grammar points:</b> 1.choose the opposites: Never, remember. 2.Fill in the blanks: Dr. Abdul Kalam .....(to be) the President of India.   | Text book<br>Note book | Observation schedule                 |
| Students will develop the skill of reading aloud      | <b>Reading aloud by the students:</b><br>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 | <b>Group discussion for the following questions:</b> Teacher encourages group discussion and answer the question.<br>1.What do you want to say about the boss? 2. How did he think on his way to home?               | Text book              | Observation schedule                 |

HM sign

Teacher sign

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 activities  | Materials/ Resources required     | CCE tools/Technique                            |
|--|---|-----------------------------------|--|
| Students will active their background knowledge about the topic<br><br>Students will also develop the ability to speak (answer) in English after listening the reading | <b>Preparatory activity:</b> Teacher begins the class some motivation questions and students will answer. 1.Do you know the poem Believe?<br><br>Today let us learn the poem 'Believe'                        | Text book, black board            | Questioning<br>answer questions orally         |
| Recognition of words, sentences and reading aloud skills will be developed   | <b>Reading/reciting aloud by the teacher:</b> 'Believe' written by Chelsea Barbara. 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   | <b>Introducing new words:</b> teacher introduce new words meaning through pictures/dictionary use. New <b>words:</b> 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  | <b>Silent reading by the learners:</b><br>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<br>schedule of students reading    |
| Students will learn to share their ideas in group present them to the whole class  | <b>Comprehension check:</b> 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<br>schedule                        |

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

HM sign

Teacher sign