



# श्री Venkateshwar International School

Sector-18, Dwarka, New Delhi-78

## Class 5 (English)

- Month – April – May  
July- August

	<u>Content/Sub-Topic</u>	<u>Methodology</u>	<u>Resources</u>	<u>Activities</u>	<u>Learning outcomes</u>
1.	<b>Week 1</b> <b>( 6 Periods)</b> <b>The Violet</b> <b>( 3 Periods)</b>	<ul style="list-style-type: none"><li>• <b>Previous Knowledge</b></li></ul> <p>Students already know the names of various flowers.</p> <ul style="list-style-type: none"><li>• Some introductory questions will be asked such as:</li></ul> <p>Name your favourite flower and why is it your favourite?</p> <ul style="list-style-type: none"><li>• The poem will be read aloud and explanation would be given for the</li></ul>	<ul style="list-style-type: none"><li>• Literature Textbook.</li><li>• Worksheet</li><li>• Drawing material/dried up flowers/students</li></ul>	<ul style="list-style-type: none"><li>• <b>Learner A1 &amp; A2</b></li><li>• Enlist few flowers Make a bouquet of dried up flowers in note book.</li><li>• <b>Learner B1 &amp;B2</b></li><li>• Write some uses of the flowers.</li><li>• <b>Learner C1&amp;C2</b></li><li>• Use the internet to find out about the common flowers, a native to the South Asian Countries. Make a presentation about them in the class.</li></ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"><li>• Understand and appreciate poetry as a basic art form.</li><li>• Recognise the rhythms, metrics and other musical aspect of the poem.</li><li>• Think critically.</li></ul>

2.	<p><b>The Grey Cub (Coursebook)</b> <b>(3 periods)</b></p>	<p>same.</p> <ul style="list-style-type: none"> <li>• Questions and Rtc's' will be discussed.</li> <li>• Vocabulary – modest, fair, graced, content, tints, arrayed, diffused, humility.</li> <li>• <b>Lesson Focus</b> Pronunciation and voice modulation.</li> <li>• Silent reading will be done by the students.</li> <li>• Back exercises will be discussed and done.</li> <li>• <b>Previous Knowledge</b> Students have heard many mythological stories. Discuss a situation</li> </ul>	<ul style="list-style-type: none"> <li>• Text book</li> <li>• Students</li> <li>• Students</li> <li>• Text book</li> <li>• <b>You tube :</b> <a href="https://www.youtube.com/watch?v=0XR">BhaktPrahla da</a> <a href="https://www.youtube.com/watch?v=0XR">https://www.youtube.com/watch?v=0XR</a></li> </ul>	<p><b>Learner A1-A2</b></p> <ul style="list-style-type: none"> <li>• Students will be divided into small groups.</li> <li>• Enlist the characters of the story and arrange the events in a chronological manner.</li> </ul> <p><b>Learner B1-B2</b></p> <ul style="list-style-type: none"> <li>• The children will be divided into small</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend and answer the questions that follow.</li> </ul>
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8.	<p><b>May</b></p> <p><b><u>Week 1</u></b></p> <p><b>The Story of Prahlada</b></p> <p><b>( 4-5 periods)</b></p>	<p>when you were rescued by someone you trust a lot.</p> <p>Model reading will be done by the teacher. The lesson will be taught and new words and their meanings will be discussed.</p> <p>Vocabulary</p> <p>Inborn, deities, distressed, thundered, thou wilt, utter, jarring</p> <ul style="list-style-type: none"> <li>• <b>Lesson Focus</b></li> </ul> <p>Sequencing the events in the story.</p>	<p><b>Tm7J-uEw</b></p>	<p>groups.</p> <ul style="list-style-type: none"> <li>• Enact and present the story for the class.</li> </ul> <p><b>Learner C1-C2</b></p> <ul style="list-style-type: none"> <li>• Students will work in pairs.</li> <li>• Write down an alternate ending of the story.</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend the main plot of the story.</li> <li>• Identify the theme and setting of the story.</li> <li>• Enlist the characters.</li> <li>• Arrange the events of the story in a <b>chronological</b> order.</li> <li>• Infer the meanings of the new words.</li> <li>• Develop spiritual understanding.</li> </ul>
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- **Lesson Focus**

Reading skill

Comprehension skills

The teacher will recite the poem. Thereafter students will repeat after her.

- **Lesson Focus**

Speaking skills

Comprehension skills

- Text book
- Students

Learners will be able to:

- Recite the poem with correct pronunciation and intonation.

<p>5.</p>	<p><b>Week 3 ( 6 periods)</b></p> <p><b>The Tiger in the Zoo</b></p> <p><b>(Poem)</b></p> <p><b>( 2-3 Periods)</b></p>	<ul style="list-style-type: none"> <li>• <b>Previous Knowledge</b></li> <li>• Students are aware about the usage of articles.</li> <li>• A quick recapitulation of the concepts already known will be done through the web cluster.</li> <li>• Related exercises will be done in grammar book and note book.</li> <li>• <b>Lesson Focus</b></li> </ul> <p>Understanding and correct usage of Articles.</p> <ul style="list-style-type: none"> <li>• Jack and Beans stalks scrambled paragraph will be given to them to test</li> </ul>	<p><a href="http://youtu.be/qZyLP4ICGBw">http://youtu.be/qZyLP4ICGBw</a></p> <ul style="list-style-type: none"> <li>• Grammar book</li> <li>• Students</li> <li>• Edu comp module</li> <li>• PPT</li> <li>• Mind map</li> <li>• Worksheets</li> </ul>	<p><b>Learner A1 &amp; A2</b></p> <ul style="list-style-type: none"> <li>• Students will highlight the articles in a given passage using different colour pens.</li> </ul> <p><b>Learner B1&amp;B2</b></p> <ul style="list-style-type: none"> <li>• <b>Scavenger hunt</b></li> </ul> <p>Each group of students will be allotted a specified time to find items in their backpack that they can attach an article to.</p> <p><b>Learner C1 &amp; C2</b></p> <p>Students will be given the following words (dusk, church, dawn, school, breakfast, midday, lunch, teachers, friends) to write a rap song/poem, using all the words in the song/poem. They have to ensure the use of articles correctly.</p>	<ul style="list-style-type: none"> <li>• Understand the poem and answer the questions that follow.</li> </ul> <p>Learners will be able to:</p>
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7.	<p><b><u>Week 4</u></b> <b><u>( 6 Periods)</u></b></p> <p><b>Articles</b> <b>( 4-5 periods)</b></p>	<p>what they already know about organising a paragraph.</p> <ul style="list-style-type: none"> <li>• A vocab chart will be provided to them.</li> <li>• <b>Lesson Focus</b></li> </ul> <p>Writing skills</p> <ul style="list-style-type: none"> <li>• <b>Previous Knowledge</b></li> <li>• Students know the four types of sentences (Statements, questions, Exclamatory, Order/Command)</li> </ul>	<ul style="list-style-type: none"> <li>• Sample paragraphs</li> <li>• Educomp</li> <li>• Worksheets</li> </ul>	<p><b>Learner AI &amp; A2</b></p> <p>Students will work in pairs .They will be given a paragraph with blanks to fill in.</p> <p><b>Learner B1 &amp; B2</b></p> <p>Students will work in groups. They will be given help words</p> <p><b>Learner CI &amp; C2</b></p> <p>Students will write the paragraph without any help .</p>	<ul style="list-style-type: none"> <li>• Identify the different kinds of articles</li> <li>• Usage of articles</li> <li>• Know the rules to be followed with respect to different articles</li> </ul> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Write a well -structured paragraph effectively and creatively.</li> <li>• Identify the different steps and</li> </ul>
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<p>6.</p>	<p><b>Paragraph Writing</b> <b>(2-3 Periods)</b></p>	<ul style="list-style-type: none"> <li>• A quick recapitulation of the concepts already known will be done through the web cluster.</li> <li>• Related exercises will be done in grammar book and note book.</li> <li>• <b>Language Focus</b></li> </ul> <p>Identification of different types of a sentence,</p> <ul style="list-style-type: none"> <li>• <b>Previous Knowledge</b></li> <li>• Students know about subject &amp; predicate.</li> <li>• Different types of sentences will be written on the board and students</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Cards.</li> <li>• Worksheets</li> <li>• PPT</li> </ul>	<p><b>Learner A1 &amp; A2</b></p> <p>Each student will have two cards. One will say 'sentence' and the other 'Not a sentence'.</p> <p><b>Learner B1&amp;B2</b></p> <p>The students will work in pairs and write a sentence and 'not a sentence. 'Thereafter they will read out the lines aloud. If it is a sentence (Learner A1 n A2 ) will raise the sentence card or else the phrase card.</p> <p><b>Learner C1 &amp; C2</b></p> <p>Students will works groups of 4 and will deliver a dialogue including all types of sentences.(Learners B1 &amp;B2) would identify the type.</p>	<p>important terms to remember in writing.</p> <ul style="list-style-type: none"> <li>• Organise their collected thoughts and ideas into a well written paragraph.</li> </ul> <ul style="list-style-type: none"> <li>• To know different kinds of sentences.</li> <li>• Will be able to identify sentences by giving proper names- Assertive, Interrogative, Exclamatory, Imperative.</li> <li>• Differentiate between a</li> </ul>
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<p>3.</p>	<p><b>Week 2</b> <b>(6 Periods)</b> <b>Sentences</b> <b>(Types)</b> <b>( 4 periods)</b></p>	<p>will be asked to identify their parts.</p> <ul style="list-style-type: none"> <li>• Supply suitable subjects and predicates to the given parts.</li> <li>• <b>Language Focus</b></li> </ul> <p>Identification of different parts of a sentence.</p>	<p><a href="http://youtu.be/dbhLKwZz5Ls">http://youtu.be/dbhLKwZz5Ls</a></p> <p><a href="http://youtu.be/p_KL2SOdTF4">http://youtu.be/p_KL2SOdTF4</a></p> <ul style="list-style-type: none"> <li>• Educomp,</li> <li>• Worksheets</li> <li>• Mindmaps</li> <li>• PPT</li> </ul>	<p><b>Learners A1-C2</b></p> <p><b>Silly Sentences:</b></p> <p>Packets with subject, verb, and predicates will be created.</p> <p>EXAMPLE: The big butterfly flew in a jar of jelly. Have students will choose one strip from each packet. Put the strips together to form a silly sentence. They will draw an illustration and write the correct sentence underneath. They will circle the subject and underline the predicate.</p>	<p>sentence and a phrase.</p> <ul style="list-style-type: none"> <li>• Identify the kind of the sentence with the help of punctuation marks.</li> </ul> <p>.Learners will be able to</p> <ul style="list-style-type: none"> <li>• Identify different parts of a sentence- Subject, Predicate (verb &amp;object)</li> <li>• Demonstrate understanding and usage of sentence types.</li> <li>• Write subject for the given sentence</li> <li>• Complete the sentence by writing the predicate.</li> </ul>
<p>4.</p>					



**Sentences  
(Parts)**

**Subject and  
Predicate**

**(2 Periods)**

- Take a newspaper article and read it aloud.
- Underline the naming words in it.
- Categorise them in a table.
- Worksheets

	<p style="text-align: center;"><b>Week 2</b> <b>( 6Periods)</b></p> <p><b>Nouns</b></p>	<p>and text book exercises will be discussed.</p> <ul style="list-style-type: none"> <li>• <b>Lesson Focus</b></li> </ul> <p>Concept and understanding of nouns and its types.</p>	<p><a href="http://youtu.be/7xr-xSf94r8">http://youtu.be/7xr-xSf94r8</a></p> <p><a href="http://youtu.be/-Tip9S5WZf4">http://youtu.be/-Tip9S5WZf4</a></p> <ul style="list-style-type: none"> <li>• Mind maps</li> <li>• Students</li> <li>• Newspaper</li> <li>• Worksheets</li> <li>• Educomp</li> </ul>	<p><b>Learner A1 &amp; A2</b></p> <p>Students will break into groups, and make a four-column chart with the titles “Person,” “Place,” “Thing,” or “Idea.” they will have twenty seconds to fill out each column with as many nouns as they can think of.</p> <p><b>Learner B1 &amp; B2</b></p> <p>Students will pick a sport that they enjoy. Then have them write a list of nouns that relate to the sport. (For example, for basketball, they might choose “court,” “basket,” “backboard,” and “rim.”) they will stand up and read their lists aloud, and encourage the rest of the class to guess which sport the list describes.</p> <p><b>Learner C1 &amp; C2</b></p> <p>Students will write short summaries of their favourite books or TV shows. Then they will cross out all of the</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Define and identify different nouns.</li> <li>• Categorise the types of nouns.</li> <li>• Use nouns effectively in their</li> </ul>
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9.

- **Previous Knowledge**

Students already know many stories with morals.

The teacher would start a discussion by asking

Why do you like to hear stories? List the name of the story and

nouns in the story, and write the story after leaving out all of the nouns. They will share the products of this experiment with the class. The teacher will then discuss with students how the experiment can help them understand the importance of nouns.

writing.

its moral. Thereafter the lesson will be read and discussed.

<https://www.youtube.com/watch?v=V96rkM5Gpn0>

<https://www.youtube.com/watch?v=6dJR6d8qSTw>

- Introductory Questions: Which is your favourite song? Who is the singer of this song?
- The poem will be explained highlighting the poetic devices in it.
- Question and Rtc's will be discussed.
- Vocabulary

- Text book
- Students

**Learner A1-A2**

- Students will be divided into small groups.
- Enlist the characters of the story and arrange the events in a chronological manner.

**Learner B1-B2**

- The children will be divided into small groups.
- Enact and present the story for the class.

**Learner C1-C2**

- Students will work in pairs.
- Write down an alternate ending of the story.

**Learner A1-A2**

Learners will be able to:

- Understand the inferential text
- Infer the meanings of new

**July-August**

**Week 1**

**( 6Periods)**

**Parables From the Bible**

Swiftly, sight, keen, unbroken



2.	<p><b>Week 2 ( 6periods)</b></p> <p><b>Ranji' Wonderful Bat</b></p> <p><b>Course Book</b></p>	<p>poem. Thereafter students will repeat after her.</p> <ul style="list-style-type: none"> <li>• <b>Lesson Focus</b></li> </ul> <p>Speaking Skills</p> <ul style="list-style-type: none"> <li>• <b>Previous Knowledge</b></li> <li>• Students can identify pronouns.</li> <li>• They know personal &amp; possessive pronouns</li> <li>• Web cluster illustrating pronoun and its kinds will be explained.</li> <li>• Related exercises will</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Text book</li> </ul> <ul style="list-style-type: none"> <li>• Students</li> <li>• Text book</li> </ul>		<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Comprehend and answer the questions that follow.</li> </ul>
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3.	<p><b>(2-3 Periods)</b></p> <p><b>The Brave Little Kite</b> <b>(Poem)</b> <b>(2-3 Periods)</b></p>	<p>be done in grammar book and notebook.</p> <ul style="list-style-type: none"> <li><b>Lesson Focus</b></li> </ul> <p>Conceptual learning, correct usage and understanding</p> <p><a href="http://youtu.be/39xqNzxK7jg">http://youtu.be/39xqNzxK7jg</a></p> <p><a href="http://youtu.be/W-gOgoxFbgl">http://youtu.be/W-gOgoxFbgl</a></p> <ul style="list-style-type: none"> <li>Text book</li> <li>Educomp</li> <li>Mind maps</li> <li>Flash cards</li> </ul> <ul style="list-style-type: none"> <li><b>Previous Knowledge</b></li> </ul> <p>Students know the format of writing a Notice. They have learnt to write notice for Lost &amp; Found Articles.</p> <ul style="list-style-type: none"> <li>A brief objective of drafting a notice will be explained.</li> <li>Format of notice will be given and explained.</li> <li>Few notices</li> </ul>		<p><b>Learner A1&amp;A2</b></p> <p>1. Students will choose several pictures and/or photographs. They will write one sentence describing the photograph/picture using nouns and one picture describing the same photograph/picture using pronouns. 2. Students will pair up and read their sentences aloud to each other.</p> <p><b>Learner B1&amp; B2- C1 &amp;C2</b></p> <p>Students will choose several pictures and/or photographs. They will write a short paragraph (4-5 lines) describing the photograph/picture using pronouns. 2. Students will pair up and read their paragraphs aloud to each</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Learn and recite the poem with correct pronunciation and voice modulation.</li> </ul> <p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>Identify the pronouns.</li> </ul>
4.	<p><b>Week 3</b> <b>( 6 Periods)</b></p> <p><b>Grammar</b> <b>Pronouns</b></p>	<p>Students know the format of writing a Notice. They have learnt to write notice for Lost &amp; Found Articles.</p> <ul style="list-style-type: none"> <li>A brief objective of drafting a notice will be explained.</li> <li>Format of notice will be given and explained.</li> <li>Few notices</li> </ul>		<p><b>Learner B1&amp; B2- C1 &amp;C2</b></p> <p>Students will choose several pictures and/or photographs. They will write a short paragraph (4-5 lines) describing the photograph/picture using pronouns. 2. Students will pair up and read their paragraphs aloud to each</p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>Identify the pronouns.</li> </ul>

5.	<p><b>( 6 Periods)</b></p> <p><b>Week 4</b></p>	<p>will be drafted by them.</p> <ul style="list-style-type: none"> <li>• <b>Previous Knowledge</b></li> <li>• Students can identify verbs, simple and continuous tenses.</li> <li>• Web cluster illustrating verbs and its kinds will be explained.</li> <li>• Related exercises will be done in grammar book and notebook.</li> <li>• <b>Lesson Focus</b></li> </ul> <p>Conceptual learning, correct usage and understanding</p>	<ul style="list-style-type: none"> <li>• Educomp</li> <li>• Newspaper cutting</li> </ul> <p><a href="http://youtu.be/jFDKIOdjFO8?list=PLpCAXStFkK0HNfHuJAXKGculv6KIE4jKO">http://youtu.be/jFDKIOdjFO8?list=PLpCAXStFkK0HNfHuJAXKGculv6KIE4jKO</a>  <a href="http://youtu.be/5vJOJrVlgek">http://youtu.be/5vJOJrVlgek</a></p>	<p>other.</p> <p><b>Mixed Learners</b></p> <p>Students will work in mixed groups.</p> <p>They will be given a cutting of a notice from a daily newspaper. They will be asked to read it carefully.</p> <p>Thereafter they will work in groups to write a notice.</p> <p>Each group will be provided with a different topic.</p> <p>The same will be displayed in the class for all to read.</p> <p><b>Learner A1&amp;A2</b></p> <p><b>Sentence Matching</b></p> <p>Students will be given a worksheet and will have to</p>	<ul style="list-style-type: none"> <li>• Replace the nouns with suitable pronouns</li> <li>• Classify the different kinds of pronouns.</li> </ul> <p>The learners will be able to :</p> <ul style="list-style-type: none"> <li>• Understand the significance of drafting a notice.</li> </ul>
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