

SPLIT UP OF SYLLABUS 2011-12

ENGLISH

CLASS V

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

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

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

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

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

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

			<p>*Drilling of new language items in proper context and production of the same in a meaningful situation in writing as well as speaking</p> <p>*Drilling of framing questions using What, When, Where, How etc</p>			
			<p>*Children to write an incident/ event using different proverbs</p> <p>*Children to use describing words to complete a story</p> <p>*Drilling of prepositions</p> <p>*To make meaningful sentences from Jumbled</p>	Picture Cards	<p>Able to write short composition with appropriate vocabulary</p> <p>Able to write a short story</p>	

			sentence				
Investigating the unknown	My Shadow (Poem)	*Children to recite the poem with proper intonation	Books on poems from class library	Able to recite the poem with proper rhyme and rhythm	Logical enquiry	8	
Surprise and curiosity	Language item :	*Drilling of framing of questions using Which, Who, Whose, Whom					
Overcoming fears by scientific analysis	Questions using which, who, whose, whom	*Children to identify compound words		Able to participate in group activities and contribute			
	-Compound words	*Children to discuss various situations group wise and express them selves e.g. You missed your school bus and is late					
		A bull chases you.....					

			<p>*Discussion about shadows</p> <p>*Outdoor activity – Children to observe the shadow of different objects & draw its shadow at different time of the day MORNING,NOON,EVENING</p> <p>*Children to estimate Time through shadow</p>	Out door visit to observe shadows			
August	.	<p>Robinson Crusoe</p> <p>Language items: Conjunctions</p>	<p>*Children to read the story aloud with proper pronunciation, expression & pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p>		<p>Able to read the lesson with understanding</p> <p>Able to narrate his/her experiences about any event</p>	Logical enquiry	11

		<p>*Children to read other stories like: SINDBAD THE SAILOUR, SWISS FAMILY etc.</p> <p>*Drilling of new words & language items in proper context</p> <p>*To conduct an Interview with the question clues: How you felt when you got lost on an excursion trip?</p> <p>*Role Play: Speak about their unknown fear</p> <p>*Children to write a paragraph on a given topic: How ships and planes are guided towards land?</p> <p>*Real life</p>	<p>Story Books. Film-Treasure Island</p> <p>Karadi Tales CD by Times Music</p> <p>Children Encyclopedia Tell Me Why?</p> <p>Film/ Story Books on</p>	<p>Able to take part in group activities and role play</p> <p>Able to write a short description on the given topic</p>		
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			<p>narration by the teacher about discovery voyages taken in the past e.g.” Columbus Discover America.”</p> <p>*Matching Flash cards with suitable conjunctions E.g. I ran fast.- {and/but} I missed the bus.</p> <p>*To Identify the foot print of the famous person based on the clues given: 1. A historic step made by man on the Moon. 2. Who was he? 3. Which country does he belong to? 4. Name the space craft used.</p>	<p>Adventures of Marco polo, Vasco-De-Gama etc.</p> <p>Visual clippings on Apollo 11</p> <p>Related articles and pictures of INDIAS MOON MISSION- CHANDRAYAN</p>				
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Able to carry out a brief conversation involving seeking, giving information

			<p>5. What were his words? 6. Name the other astronauts who landed with him.</p> <p>*To write a short paragraph with the help of the question clues about (treasure hunt) or To write on personal experience of happiness, surprise etc.</p>	Picture clues and word clues		
Looking at the lighter side of life Respecting elders and their experience	<p>Crying (Poem)</p> <p>Language item : Words ending in – ness</p>	<p>*Children to recite the poem with proper intonation</p> <p>*Children to sing in chorus other songs like “When</p>	<p>Cassettes of different songs</p> <p>Cartoons face showing different emotions like ‘Happiness,</p>	Able to recite the poem with proper rhyme & rhythm	How to cope with different moods of people. FOOD FOR THOUGHT :	5

		Use of feeling words	<p>you're Happy and you know it clap your hands"</p> <p>*Visuals showing different expression of people-dumb charade games to be played</p> <p>*To discuss :An incident that made them cry/laugh & children to be asked to enact different emotions like joy, anger, excitement, sadness etc.</p> <p>*Children to narrate an incident about the experiences of happiness, excitement, and surprise (Teachers may</p>	<p>Sadness, Anger, Worry ,Stress," etc</p> <p>Animal cries</p>	<p>Able to participate in Role play/Dramatization</p> <p>Can talk about personal opinion and experience</p> <p>Able to write and express their emotions using appropriate vocabulary</p>	<p>Laugh and the world laughs with you .Cry and you cry alone!</p>	
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			<p>give some clues.</p> <p>*To use correct feeling words and fill in the blanks</p> <p>*Word Building – drilling of build new words ending with -ness</p>				
		<p>My Elder Brother(Prose)</p> <p>Language item : Reading comprehension Use of correct form of the word: teach & learn.(Verb) Use of for or since</p>	<p>*Children to read the story aloud with proper pronunciation, expression & pause</p> <p>*Children to do silent reading followed with question-answer activity to test their understanding</p> <p>*Children to read other classics in English and other languages</p> <p>*Dramatisation of the story (team</p>	<p>CIEFL Reading cards Story book-Hard times by Charles Dickens</p>	<p>Able to read the lesson with understanding</p> <p>Able to comprehend and answer questions based on reading cards. Enhance their reading habit.</p>	<p>Respect your elders</p> <p>Value of time and importance of time management</p>	10

			<p>work)</p> <p>*Drilling of new words in proper context</p> <p>* Drilling of language items- for & since followed by production in a meaningful paragraph</p> <p>*Drilling of framing questions based on the Class Time Table e.g. How many periods of English do you have in a week? (Framing more questions based on other subject)</p> <p>*To complete the paragraph choosing the correct form of the word "LEARN"</p>		<p>Able to understand the information given in graphs or tables</p> <p>Able to take part in group activity, role play and dramatization</p> <p>Able to write an informal letter following the correct format</p>		
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			<p>Learn, learns, learned, has learned</p> <p>*Children to write a letter to their friend/ family member telling them about the activities or event in their school</p> <p>*Spelling games through flash cards, words having double letters e.g. poor, door (vowels)</p> <p>*Drilling of the words ending with ly, our, ment, tion ... (suffix) and using them in sentences</p>	<p>Post card</p> <p>Flash cards</p>	<p>Able to use a Dictionary and look up words</p> <p>I</p>		
Sept.	Social behavior Discouraging Laziness	THE Lazy Frog (Poem)	*Children to recite the poem with proper	Picture cards showing frogs	Able to recite the poem with proper rhyme and rhythm	Good "Social behavior"	7

	<p>Encouraging Hard work</p>	<p>Language item : Use of the Phrase –in vain</p>	<p>intonation</p> <ul style="list-style-type: none"> *Matching words through team game *Talking about some lazy animals and their habits *Reciting related poems *To pick out the adjectives from a given passage *Drilling the phrase `in vain` in proper context *Children to talk about people they like, the game they play *To write a poem about an activity they enjoy 	<p>Visuals</p>	<p>Able to use new words and a phrase `in vain` in proper context</p>	<p>Importance of Work</p>	
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			<p>*To write the correct word out of jumbled words (Extended activity)</p> <p>*Quiz (vocabulary based)</p>			
		<p>Rip van Winkle Language items :</p> <p>Use of adjective</p> <p>-Use of Have, Have not</p> <p>-Adverb Phrase</p> <p>`Idle away`</p>	<p>Children to read the story aloud with proper pronunciation, expression & pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Drilling of the use of new words</p> <p>*Story sequencing</p> <p>*To pick out names of games mentioned in the</p>	<p>'Story-Rip Van Winkle The Legend of Sleepy Hollow by Washington Irving</p> <p>Sleeping Beauty- CD/DVD</p>	<p>Able to read with understanding</p> <p>Able to describe report and narrate incidents and experiences in writing as well as speaking</p>	13

			<p>story</p> <p>*Dramatizing scenes of the story</p> <p>*Children to describe some of the games they play at school</p> <p>*To write a character sketch of Rip Van Winkle based on their understanding of the story</p> <p>*To look up new words in dictionary to know meaning, pronunciation and usage</p> <p>*To pick out the describing words from the story</p> <p>*To Pick the silent letters from the given words</p>	Dictionary	<p>Able to comprehend and answer in simple sentences.</p> <p>Learns to write creatively short descriptive pieces- Character sketch etc</p> <p>Learns to use functional grammar in oral aural transcription</p> <p>.</p> <p>To be able to know silent letters in words</p> <p>Learns to use language items in the right context</p>		
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			<p>*Drilling of the use of “Have” and “Have not” followed by production in a meaningful paragraph</p> <p>*Drilling of the use of `idle away`</p> <p>*Drilling of the use of always, often etc (Adverbs) in meaningful sentences</p>				
October	Humor Awareness about different types of people	Class Discussion	<p>Children to recite the poem with proper intonation</p> <p>*To discuss in the class `What kind of a person are they?</p>	Film or PPT on acts of bravery by young children	<p>Able to recite the poem with rhyme and rhythm</p> <p>Able to use new words in proper context</p>	Each child is special with a special quality.	5

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

		Creative writing skills	<p>pronunciation of the words: Pleasure, measure, leisure, treasure etc.</p> <p>*Role play- Children to act all that is depicted in Topsy turvy land e.g. Socks on their hands, belts as their ties, ties as their belts etc.</p>	Role play	<p>Able to speak well and deliver dialogues</p> <p>Able to take part in group activities and interact with their peer</p>		
			<p>*Finding out rhyming words, words having double letters e.g. Door, feet, planned, Words having 'ea' 'e.g.' Wear, tear, swear</p> <p>*To arrange the jumbled up stories *Children to write a paragraph on `How to keep</p>	Cards with jumbled sentences for story narration	Able to write a short composition		

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

			context				
		-Use of 'why'. -Present continuous Form	*Drilling of the use of Present Continuous in the proper context followed by production in a meaningful paragraph				
			*To show a picture and ask the children to guess the action-what is happening in the picture? and what will happen in the future? *To look up the meaning, pronunciation and usage of new words in the dictionary	Picture scroll. Dictionary	Able to think logically and draw conclusion and make predictions		Importance of imagination in life
			*Drilling of comparing	Grammar activities from the text.	Able to use simile		

		<p>similar things using the degrees of comparison</p> <p>*Drilling of the use of the right degree of comparison to compare objects/ situations</p> <p>*Language items- use of "Why" to be drilled creating situations in the class e.g. A student falls in class. Why?(His shoe lace was open.) Rahul was late to school. Why? (He got up late and missed his bus) etc.</p> <p>*Drilling of the use of `when` in proper context</p> <p>*Recapitulation of</p>	<p>Make your own comparisons Picture, Role play</p>	<p>Able to give reasons for a particular event</p> <p>Able to form three degrees of comparison : er, est, more, .most.[positive degree, comparative degree, superlative degree] and use them in proper context</p> <p>Able to use present continuous form in proper context</p>	
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			<p>rules related to punctuations</p> <p>Paragraph writing</p> <p>*To write a paragraph on: "If you find yourself in the land of dwarfs" ,"The country of the blind" etc What will you do? –Narrate your experiences. *Children to write the new words in cursive way</p>		<p>Able to build a coherent and cohesive paragraph [correctly ordered and logically sequenced] with facts, e.g. and arguments</p>		
Dec	<p>Friendship, Problems of growing up, The evils of bullying, Familiarity with animal world.</p>	<p>Nobody's friend Language item- Punctuation .</p>	<p>*Children to recite the poem with proper intonation</p> <p>*Drilling of new words in proper context</p> <p>*Children to express views about their friend</p> <p>*Picking out rhyming words</p>	<p>Enid Blyton series- The secret seven, The Famous five etc.</p>	<p>Able to recite the poem with proper gestures, rhyme and rhythm Able to read other poems of the same difficulty level and understand</p> <p>Able to describe an event, person, place etc. in writing and speaking</p>	<p>Friendship and co operation</p>	6

	<p>and contractions from the poem</p> <p>*Word building: forming words by adding suffix-less</p> <p>*Word web -words starting with 'no'.</p> <p>*First initiating group discussion ` How to become a good friend` (By sharing, lending, helping, loving etc.) and then to write a paragraph on the above topic</p> <p>*To write a story on the topic "A friend in need is a friend in deed."</p> <p>*To punctuate the given passage (seen/unseen)</p> <p>*Children to write new words &</p>	<p>Sample cursive style transcription</p>	<p>Can write a story on their own on a given topic</p> <p>Able to write in a cursive style</p>	
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		expressions in cursive way	for ready reference	.		
Problems of growing up. The evils of bullying, Familiarity with the animal world	The Little Bully (story) Language item :Adverb Words ending with- 'ly' [loudly, eagerly...] -Use of articles- a, an the -Use of won't, couldn't etc	*Children to read aloud with proper pronunciation, expression and pause *Children to do silent reading followed by question-answer activity to test their understanding *Dramatization of the story by the children *Drilling of new words in proper context *Drilling of the use of `won`t, couldn`t etc. in proper context followed by production in a meaningful paragraph	Visuals of sea life. Story-The Naughtiest girl in school-by Enid Blyton. The Little Bully – Enid Blyton	Able to read with understanding *Able to use new words and language items in proper context	Interpersonal value	5+4 to be cont. Jan

		<p>*Finding opposite of the words given from the lesson</p> <p>*Word formation-drilling of making new words using suffixes `ly`</p>		<p>Able to look up difficult words in the Dictionary for meaning, pronunciation and usage</p>		
		<p>*Drilling of the use of articles a/an/the followed by production in a meaningful paragraph</p>		<p>Able to write a report with facts ,example and arguments</p>		
		<p>*Drilling of the Use of “ ing forms of verb In</p>	<p>Some flash cards of verbs</p>			

			sentences				
			*To write a paragraph on "SEA WORLD"	Picture clues and question clues			
			*To write a report on a picnic				
Jan	Travel, Regards for others, Adventure, Imagination, Familiarity with reading maps.	Sing a song of People (Poem) Language item : Opposite words Verbs[- 'ing' words in the poem]	*Able to recite the poem with correct intonation *Debate on city life or village life which is better and why? *Poster making competition on population explosion with suitable captions *Children to collect information about five families in their neighborhood and write a report	A poster	Able to recite the poem with proper rhyme and rhythm Able to take part in group discussions and voice their opinion Able to do a survey and write a report Able to conduct an interview of friends , teacher , neighbors etc. and be able to record, edit and compile	Unity in diversity	9

		<p>about them</p> <p>*Children to interview their teacher, HM and Principal and write a paragraph about them with the information they have gathered</p> <p>*Drilling of the use of new words in proper context</p>		<p>the script</p> <p>Able to use the Dictionary-to look up new words and their meaning</p>		
<p>Travel</p> <p>Regard for others</p> <p>Adventure</p> <p>Imagination</p> <p>Familiarity with reading maps</p>	<p>Around the world</p> <p>Language item :Adjectives -Use of verbs like- go, turn, cross. -Use of prepositions- across, between, in front of</p>	<p>*Children to read aloud with proper pronunciation, expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Group</p>	<p>Various means of transports used in ancient and modern time</p> <p>Maps, signs and landmark</p>	<p>Able to read with understanding</p> <p>Able to read other story of the same difficulty level and understand</p> <p>Able to use new words and new language items in proper context</p>	<p>Respect for others</p>	<p>14</p>

		-Adverb	<p>discussion with partners</p> <p>*Children to describe A Journey by Train</p> <p>*Drilling of the use of new words in proper context</p> <p>*To pick out the adjective from the passage</p> <p>*Drilling of the use of go, turn, cross in an meaningful context</p> <p>*Drilling of the use of prepositions across, between, in front of in meaningful context</p> <p>*Fill in the blanks using the right Adverb</p> <p>*Use of</p>	Library books			
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		<p>collective nouns- Children to study of the world and identify and discuss different countries of the world.-the people , their dress, their food habits etc.</p> <p>*Questions based on map reading *Children to create a map of their school campus/ colony showing all the important land marks</p> <p>This lesson may be integrated and correlated with EVS lesson” A Shelter So High”</p> <p>To discuss and write a paragraph on “How Messages were sent in olden</p>	<p>Flash cards</p> <p>Atlas</p> <p>Extra reading material: Around the World in Eighty Days by Jules Verne</p> <p>Visuals on the Seven Wonders of the world (TLM)</p>	<p>Able to read maps</p>	
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		<p>days? and how are they sent now?"</p> <p>*Children to write a paragraph on an excursion they went for</p> <p>*Drilling of the correct usage of collective nouns</p>			
		<p>*To describe a journey by train based on question clues</p> <p>*To read and review a story from class library</p> <p>*Project - To find</p>	<p>Word clues</p> <p>Visuals on "THE SEVEN WONDERS OF THE WORLD" –</p>	<p>Able to write short note containing information, requests, instructions etc.</p> <p>Able to write creatively narrating a train journey giving significant details</p> <p>Able to write a review of a</p>	

			information on” The Seven wonders of the world’ and countries they are located in	Referring to the encyclopedia	story		
Feb	Girl child - Gender Awareness, Multi- lingualism, Leadership qualities.	Malu and Bhalu (poem) Language item : Use of pronouns	* discussion on animals and birds living in the polar region *Children to recite the poem with proper intonation *Listening comprehension – Recite a related poem 2 -3 times and ask questions based on it. *Write a character sketch of Malu Bhalu after a discussion on the nature, feature of Malu Bhalu	Visuals and picture book of animals on polar region	Able to recite the poem with proper rhyme and rhythm Able to read the poem of same difficulty level and understand it Able to know more about the birds and animals living in the polar region	Equality	10

			<p>*Drilling of the use of pronouns in proper context</p> <p>To look up new words in the dictionary for meaning, pronunciation and usage</p> <p>*To practice cursive writing of new words and sentences</p>	Dictionary	<p>Able to take dictation of new words</p> <p>Able to use a dictionary</p>	
Feb	Multi Lingual. Leadership qualities	<p>Who will be Ningthou?</p> <p>Language item : Exclamatory words & sentences. E.g. Ah! , Hurrah! , etc. -Action word</p>	<p>*Children to read aloud with proper pronunciation, expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p>	CIEFL READING CARDS,STORY BOOKS from class library	<p>Able to read the lesson with understanding</p> <p>Able to read the lesson of the same difficulty level with understanding</p>	<p>Sensitivity to the environment</p>
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		<p>ending with – ed . -Tense</p>	<p>*Drilling of new words in proper context</p> <p>*To punctuate the passage and underline exclamatory words. *Drilling of action word ending with -ed</p>	<p>Word cards</p>		<p>Developing leadership qualities.</p>	
			<p>*To make a list of irregular action words, Identify and change the present tense in the passage to past tense</p> <p>*Children to discuss their own character and write their character sketch- showing their</p>		<p>Able to use the sentences showing present time and past time in proper context</p> <p>Able to write a short narration, a paragraph etc.</p>		

			<p>strength and weakness etc. *To look up the words in the dictionary and know their meanings and spellings</p> <p>*To write new words in cursive way</p>	<p>Dictionary</p> <p>Sample cursive style transcription for ready reference</p>	Able to use new words in proper context		
March			Revision				Remaining periods

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

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