

KENDRIYA VIDYALAYA SANGATHAN CHENNAI R.O

CLASS : V

SUB:ENGLISH 2021-22

MONTH	NO OF EXPECTED WORKING DAYS	NO OF PERIODS	CHAPTERS /TOPICS TO BE COVERED	ASSESSMENT STRATEGY	REMARKS
JUNE	8	4	BRIDGE COURSE	WORKSHEET & SHORT ANSWERS	
JULY	25	4	ICE-CREAM MAN	G.FORMS / WORKSHEETS/ PT1	
		5	WONDERFUL WASTE		
		3	TEAM WORK		
AUGUST	22	5	FLYING TOGETHER	MCQ/SHORT ANSWERS/LAT/G. FORMS	
		3	MY SHADOW		
		5	ROBINSON CRUSOE		
SEPTEMBER	24	3	CRYING	MCQ/SHORT ANSWERS/LAT/G. FORMS	
		6	MY ELDER BROTHER		
		4	LAZY FROG		
OCTOBER	16	4	RIP VAN WINKLE	PREPARED SPEECH/G.FORMS/ H.YEARLY	AUTUMN BREAK
		2	CLASS DISCUSSION		
NOVEMBER	22	5	THE TALKATIVE BARBER	SHORT ANSWERS/LAT/G. FORMS	
		3	TOPSY TURVY LAND		
		5	GULLIVERS TRAVEL		
DECEMBER	18	4	NOBODY'S FRIEND	SHORT ANSWERS/LAT/ORAL	WINTER BREAK
		5	THE LITTLE BULLY		
JANUARY	22	6	SING A SONG OF PEOPLE	PT-2 ONLINE,G. FORM,WORKSHEET, SHORT ANSWERS	
		7	EXERCISES OF AROUND THE WORLD		
FEBRUARY	23	6	MALU BHALU	LAT ONLINE,G. FORM,SHORT ANSWERS	
		7	WHO WILL BE NINGTHOU?		
MARCH			SESSION ENDING		
	TOTAL	96			

NOTE:monthwise split up for phonics please refer last sheet.Phonics to be a part of all english sessions.

MONTH / WEEK	NUMBER OF PERIODS REQUIRED	LESSON / CHAPTER / UNIT NAME	CONTENT/CONCEPT / SKILL	LEARNING OBJECTIVES	LEARNING OUTCOMES	AAC/ ACTIVITIES	ONLINE RESOURCES / TLM / TEACHING AIDS/WORKSHEETS (SUGGESTIVE LINKS CAN BE PROVIDED)	ASSESSMENT STRATEGIES (suggestive)
June	4	Bridge Course (based on Class 4 TLOs)	<p>Listening: Simple poems</p> <p>Speaking Using the clue words (hand, wash, mask, social distancing, vaccination) speak about the covid appropriate behaviour.</p> <p>Vocabulary Complete the Cross Word Puzzle. Circle the correct spellings. Arrange the letters to match correct picture</p> <p>Grammar Punctuations Describing words Nouns Forms of Verbs</p> <p>Writing Paragraph Writing Picture Composition</p>	<p>Listening to simple poems and identifies rhyming words.</p> <p>Participate in class discussions based on day to day life experiences.Speaks about the pictures/cartoons with or without clue words .</p> <p>Enrich vocabulary through Cross word puzzles, Word Building & word chain etc.</p> <p>Learn Grammar functional context & integrated manner.</p> <p>Uses meaningful and grammatically correct sentences to write paragraph,picture composition etc.,</p>	<p>Recites poems with proper intonation and pronunciation.</p> <p>Narrates experiences,stories etc.,</p> <p>solves simple crossword puzzles, builds word chains, etc.</p> <p>Uses nouns, verbs, adjectives, and prepositions in speech and writing. Uses punctuation such as question mark, full stop and capital letters appropriately. Writes short compositions based on pictures</p>	<p>Provide verbal & visual clues on the basis of which learner writes a paragraph</p> <p>Initiate discussion on the prevailing situation & encourage learner to describe it.</p>	<p>Worksheet</p> <p>Pictures for Picture Composition</p> <p>https://www.k5learning.com/free-grammar-worksheets</p> <p>https://www.liveworksheets.com/worksheets/en</p>	

JULY	4	UNIT-1 ICE-CREAM MAN (Poem)	<p>Listening: Listening to the poem and Identifying the Rhyming words</p> <p>Speaking: Recitation Role play (AAC) Tongue twisters.</p> <p>Vocabulary: Blaze, Trundling, Mounds, Frosty-fizz, Cluster (Spelling, word meaning)</p> <p>Writing: 1) Report writing on Ice-creams available in their areas 2) 'Wh' questions</p>	<p>Recite the poem with proper rhythm and intonation and identify the rhyming words</p> <p>Name the different flavours and varieties of Ice-creams</p> <p>Write a Report on different brands/ flavours of ice creams available in their area.</p> <p>Write answers to "WH" questions given.</p>	<p>Recites the poem and says the tongue twisters to the family members.</p> <p>Writes the word meanings</p> <p>Writes a report on a given topic and answers to the given comprehension questions</p>	<p>Teacher talks about the Ice-creams; the various colours, flavours etc., Students name the flavours. Teacher points out that 'strawberry' is one word but 'strawberry ice-cream' is a compound word . Similarly with other flavours. (Week 3 Activity 2)</p> <p>Teachers asks students to imagine that each of them is an ice-cream vendor, and has to describe one day in their life as an ice-cream vendor(W3 A3)</p>	<p>https://youtu.be/yaLQWURCntE</p> <p>https://youtu.be/v4leohRLRHw</p>	<p>Class Assignment</p> <p>a. Recitation (Offline recorded)</p> <p>b. Report writing (GCR)</p>
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JULY	5	UNIT 2: WONDERFUL WASTE (Lesson)	<p>SPEAKING: The Recepte of a Food item (Avial)</p> <p>READING : 1) with comprehension 2) Follows punctuation marks</p> <p>VOCABULARY:: Survey, Scraps, Feast, Palace, Strips, Famous, Sternly, Tempting (Spelling& synonyms)</p> <p>GRAMMAR: Past tense of verbs,Degrees of comparison and phrases (Oral)</p> <p>WRITING: Sequential Writing (Avial recipe)</p>	<p>Discuss the variety of food items available in India</p> <p>Read the passage for understanding.</p> <p>Learn to use different words and phrases in different contexts and enhance vocabulary through them</p> <p>Uses the past tense of verb and degrees of comparison in their own sentences.</p> <p>Sequential Writing of a story/incident/recepte</p>	<p>Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.</p> <p>Framing meaningful and grammatically correct sentences to describe and narrate incidents.</p>	<p>Teacher addressing whole class can interact on the variety of food in different regions of India. This may be followed by a short informal quiz (W1 A1)</p> <p>Teacher interacts with students on occasion of mass production of food, such as marriages, and how to avoid food wastage, students can connect on how to avoid food wastage at home. (W2 A 4)</p>	<p>https://youtu.be/yaLQWURCntE</p> <p>https://youtu.be/v4leohRLRHw</p>	<p>Reading comprehension</p> <p>PT1</p> <p>(Online) (MCQ through Google forms) Short answers (3)</p>
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JULY	3	UNIT-2 TEAMWORK (Poem)	<p>LISTENING: Listens to the poem and identifies rhyming words.</p> <p>SPEAKING: Role of a player in a team game .</p> <p>VOCABULARY : Teamwork, Hoop, Passes, Relay race, Whole –hole, Baton (Spelling)</p> <p>WRITING: A paragraph about a basket ball/relay race.</p> <p>Contractions like I will – I’ ll You have – you ‘ve</p>	<p>Recite the poem with proper rhythm and intonation and identify the rhyming words</p> <p>Speak the importance and role of each player in a relay race/basket ball /cricket to reach common goal.</p> <p>Write a short paragraph or a poem using rhyming words and contractions learnt in the lesson. on values learnt from team games.</p>	<p>Answers coherently in written or oral form to question in English based on day-to-day life experiences</p> <p>Uses rhyming words and contractions aptly in speaking and writing .</p>	<p>The learner is asked to talk about thevarious professions involved in building a house (W6 A 2)</p>	<p>MCQ for PT 1 (Google form)</p> <p>Picture Description - PT1 (Online)</p>	
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AUGUST	5	UNIT-2 FLYING TOGETHER LESSON	<p>SPEAKING: Story Narration with a Moral w.r.to Flying Together (Unity/obedience/ doing things ontime)</p> <p>READING : 1) with comprehension 2) Follows punctuation marks</p> <p>Vocabulary: Geese, creeper, winding, muttered, flapped (Synonym, Use in sentences)</p> <p>Grammar: Question Words and Prepositions</p> <p>Writing Write the qualities of the characters of the story.</p>	<p>Narrating any story with a moral.</p> <p>Learn to use new words in different contexts.</p> <p>Comprehend the text and answer questions .</p> <p>Uses proper question words and prepositions in speaking and writing.</p> <p>Identifies the qualities of the characters in the story.</p>	<p>Uses meaningful sentences to narrate a story or an incident.</p> <p>Answers(oral/written)to questions based on the text read.</p> <p>Frames questions with proper question words.</p> <p>Describes the characters from a story or a narration.</p>	<p>The parent or grand parent narrates the Panchtantra story of how trapped birds flew away in a group from the net and escaped the hunter. The learner may be asked questions in between to ensure that he/she has understood.(W5 A 1) The parent facilitates the learner to connect the idea of the importance of co-operation and team work with the prevailing situation (W 5 A 2)</p>	<p>https://ciet.nic.in/audio_files/gradeV/MarigoldAudioFiles/U2L2.mp3 https://youtu.be/kpJT-2F8UHU</p>	<p>Paragraph writing – (Narrative) LAT (Online) MCQ (Google Form) based on Form questions</p>
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AUGUST	3	UNIT-3 MY SHADOW (Poem)	<p>Listening : Identifying the rhyming words</p> <p>Speaking: How shadows are formed . Poem recitation.(Flipped learning)</p> <p>Vocabulary:Buttercup, arrant (Spelling & Synonym)</p> <p>Writing:A paragraph about the size of the shadows formed during different parts of the day.</p> <p>Relative pronouns- Identify and use the suitable relative pronouns. (Who,Whose,Which, that etc.,)</p>	<p>Speak on the topic-"Formation of shadows".Clue words-type of objects,light source</p> <p>Write a paragraph about solar and lunar eclipse (shadows in the sky) (Flipped learning)</p> <p>Identifies and uses the relative pronouns.</p>	<p>Reads with proper pronunciation, pause and intonation</p> <p>Uses meaningful sentences to describe and narrate incidents</p> <p>Writes a paragraph on scientific phenomenon</p> <p>Completes sentences with suitable relative pronouns.</p>	<p>The parent initiates a discussion on the prevailing situation and encourages the learner to describe it, also in the process expressing his/her fears, even unreasonable ones (W 10 A1)</p>	<p>https://ciet.nic.in/audio_files/gradeV/MarigoldAudioFiles/U3L1.mp3 (Listening-Flipped learning)</p> <p>https://www.slideshare.net/padmamalitha7/my-shadow-46116316</p>	<p>Class assignment: a.Read the poem aloud (Off line recorded)</p> <p>b. Imagine the situation and answer (2ShortQ) LAT (Online)</p> <p>WORKSHEET.</p>
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AUGUST	5	UNIT-3 ROBINSON CRUSOE DISCOVERS A FOOT PRINT (Lesson)	<p>Speaking: The element of suspense and sense of curiosity w.r.to the story Robinson Crusoe.</p> <p>Reading: 1) with comprehension 2) Follows punctuation marks</p> <p>Vocabulary: savages, mainland, wandered, bolder, inhabited (synonyms and spelling)</p> <p>Writing: The story of Robinson Crusoe highlighting 1) Fear and over coming the same 2) Anxiety & 3) Findings about the island</p> <p>Grammar Conjunctions</p>	<p>Narrates a story with twists and turns.</p> <p>Learns to use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text</p> <p>Writes the story on the discovery of the strange foot print inferring clues from the given questions.</p> <p>Combines the given sentences using proper conjunctions.</p>	<p>Uses synonyms (such as big/large from clues) in context in speech and writing</p> <p>Reads familiar and unfamiliar texts-adventure stories, events etc in order to demonstrate comprehension skills</p> <p>Writes a story by following the given question clues.</p> <p>Uses suitable conjunctions for combining sentences</p>	<p>The parent interacts with the learner on any person(real or imaginary character related to adventure and asks questions in between to ascertain the learner's understanding (W 8 A1)</p> <p>The parent asks the learner to enact the role of a hunter who finds a footprint in the jungle(Week 9 Activity1)</p>	<p>https://ciet.nic.in/audio_files/gradeV/MarigoldAudioFiles/U3L2.mp3</p> <p>https://www.slideshare.net/pamleyfernandes/english-52691838</p>	<p>LAT a. (MCQ- Google form) based on synonyms and antonyms</p> <p>Story writing (Class assignment in GCR)</p> <p>(online)</p>
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SEPTEMBER	3	UNIT-3 CRYING (Poem)	<p>Listening :Action words and rhyming words.</p> <p>Speaking : Recitation of the poem.</p> <p>Vocabulary: soaked, shower, wept and feeling words like amazed, frightened, shocked, worried etc.(Use in sentence),</p> <p>Writing: Creative writing (poem/paragraph/letter) about an experiencedepicting any one emotion-happiness/excitement/surprise/sorrow.</p> <p>Grammar 1) Suffix(__ness) 2) Describing words of emotions.</p>	Recite the poem with proper rhythm and intonation.	Name the different words of feelings expressed in the poem “Crying”	Writing an article using the describing words of emotions.	Recites the poem with family and peers with stress on rhyming words..	Creates emojis and writes the suitable words of emotions.	Reads and writes stories, /poems,/posters/ letters, etc., in order to demonstrate creativity and individualized articulation	Teacher asks students to pick up any newspaper, and introduces the concept of dictionary reference for word meanings. (W 3 A 1)	https://youtu.be/1q4bq4kIDFU https://youtu.be/8Ha_uBAY1_M (Describing words)	MCQ use the correct describing word and fill in the blanks (Google forms) LAT
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September	6	<p>Unit 4: MY ELDER BROTHER (Lesson)</p>	<p>Speaking: Dialogues of the characters of the story .(Role play) Reading 1) with comprehension 2)Follows punctuation marks Vocabulary: Foundation Schedule Essay Idling Mastered (Synonyms,spelling and usage in sentences) Use a dictionary Writing: 1)Who said to whom? 2) Character sketch 1)Letter writing (informal) 2) Use of correct tense form of a verb in a sentence Use of Since and for</p>	<p>Narrate the parts in the story that show the qualities of Munna’s brother.</p> <p>Reads with proper punctuation to understand the story.</p> <p>Understands the meaning of the new words (dictionary)and frames meaningful sentences.</p> <p>Writes using the correct tenses of the verbs with referance to the context .Makes sentenceswith the appropriate usage of "since" and "for"to show the time of action.</p> <p>Writes an informal letter to a friend describing the characters in the story .(Letter format)</p>	<p>Narrates the dialogues to bring out the character of munna's brother. .</p> <p>Answers to questions based on the story .</p> <p>Frames meaningful sentences using the given words.</p> <p>Writes with proper grammatical usage of "since " and "for"to depict the time of action --tenses .</p> <p>Writes informal letter (messages, emails – flipped learning)</p> <p>Prepares a personal daily schedule(flipped learning)</p>	<p>The learner is facilitated to write informal letters/ emails to family members. (W10, A2)</p>	<p>https://youtu.be/n4AmZ64ZaoA</p> <p>https://youtu.be/chsYTbe5-n4</p> <p>https://youtu.be/XoG1y-9uzDg (Letter writing)</p>	<p>Class assignment: Letter writing (GCR Online) Timetable making (Personal schedule) LAT (Online)</p>
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September	4	Unit 5: THE LAZY FROG (Poem)	<p>Listening:Identifying the rhyming words</p> <p>Speaking: Recitation (Flipped learning) Activities of the lazy frog.</p> <p>Vocabulary: Loll ,Shirk In vain, Prefer Hard of hearing bow (synonym/spelling)</p> <p>Writing: 1) Likes and dislikes (A habit/A hobby/A Game). 2) A paragraph on VALUE OF TIME 3)Punctuations</p>	<p>Identifies Rhyming words from the poem</p> <p>Recites the poem with proper intonation and rhythm. Speaks about the activities of the frog that brings out its lazy character..</p> <p>Understands the word meanings (dictionary use)and usage of new words.</p> <p>Writes a paragraph on The value of time . Writes about individual likes and dislikes w.r.t. the defined areas mentioned.</p>	<p>Writes the words that rhyme from the poem .</p> <p>Speaks and gives the character sketch of the frog.</p> <p>Spells the new words correctly and uses it in oral and written format.</p> <p>Writes paragraphs in English from verbal, visual clues, using appropriate punctuation marks and linkers.</p>	<p>The learner connects with the story/ serials/news. (W11, A1)</p>	<p>https://youtu.be/A5gLOL4wAhU https://youtu.be/A5gLOL4wAhU</p>	<p>lass Assignment Recitation (offline/recorded)</p> <p>LAT</p> <p>2 shorts answer questions (Online)</p>
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October	4	Unit 5: RIP VAN WINKLE (Lesson)	<p>Speaking:Character of Rip Van Winkle .</p> <p>Reading: 1) with comprehension. 2)Follows punctuation marks.</p> <p>Vocabulary: Idled Descend Contents Grizzled Astonished Foothills Stroke (Synonyms/spelling)</p> <p>Writing: 1. Good Nature of Rip Van Winkle 2. His laziness and its result. Silent letter words Creative writing</p> <p>Grammar Adverbs Opposites Compound words Tenses</p>	<p>Speaks about Rip's Character.</p> <p>Answers to questions based on the story read.</p> <p>Spells and uses the given words in the right context .</p> <p>Uses the adverbs,compound words and the new words to create a write up on Rip's Good nature and his lazy character.</p> <p>Identifies the words with silent letters reads them and uses them appropriately in language while speaking. .</p>	<p>Comprehend the text and answer coherently in written or oral form.</p> <p>Makes meaningful sentences using the given new words.</p> <p>Uses grammar and various word forms to creatively write on a given topic.</p>	<p>The teacher provides verbal clues on the basis of which the learner writes a paragraph on the literary figure/ character of a story. (W11, A2)</p>	<p>https://youtu.be/fdz5R9qxWFE https://youtu.be/FeBm8binsic https://youtu.be/I7cWtMddzww</p>	<p>LAT MCQ (Google Form on synonyms)</p> <p>Description of a person. (GCR Online)</p>
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October	2	Unit 6: CLASS DISCUSSION (Poem)	<p>Listening :Identify rhyming words</p> <p>Speaking: Recitation</p> <p>Vocabulary: Discussion Aired Barely Stare Plain (Synonyms/spellings) Grammar Adjectives Writing a.Character sketch of a few people b.Notice writing: Uses the following (who, when, where and what) to write a Notice.</p>	<p>Identifies the words from the poem that are rhyming .</p> <p>Recites the poem with proper stress and intonation.</p> <p>Learns the spelling and synonyms of new words in the poem.</p> <p>Writes the character sketch of people /personalities with suitable use of describing words. (adjectives)</p> <p>Writes a notice with proper format and syntax using the question clues.</p>	<p>Uses meaningful and grammatically correct sentences to describe or narrate incidents and for framing questions as clues.</p> <p>Answers coherently in written or oral form to the questions.</p> <p>Writes a notice (a message) using the question clues.</p>	<p>The teacher initiates a discussion on the prevailing situation and encourages the learner to describe it, also in the process expressing his or her fears, even unreasonable ones. (W10, A1)</p>	<p>https://youtu.be/eBX16wBrk7A https://youtu.be/bnfMMSjmpE (How to have a Class discussion) https://youtu.be/nLv_LAaxeH0 https://youtu.be/kvXVL2FE5Us (Notice Writing) https://youtu.be/ueiwrWa3sSw https://youtu.be/uQafs8_wkl (Describing a person)</p>	<p>Half Yearly Exam Google Form Online MCQ and short answer type (Description, Notice Writing, questions etc) (Autumn Break)</p>
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OVEMBE	5	Unit 6: THE TALKATIVE BARBER	<p>Reading for comprehension</p> <p>Speaking: Nature of Jane and the The talkative Barber</p> <p>Writing:</p> <p>1. Vocabulary: Chatterer Defect Opinion Exhausted At length (Synonyms and Use in sentences)</p> <p>2. Grammar: a. Antonyms using un, im, dis, in b. Linkers: if, or, till, where, unless, so, while</p> <p>3. Q&A : 2 'Wh' questions and 1 Reasoning type question</p>	<p>Reads and answers coherently both in written and oral form.</p> <p>Analyses the nature of two persons</p> <p>Learns the synonyms of new words and uses them in sentences</p> <p>Identifies the correct prefix to form antonyms and correct linkers to complete the sentences"</p> <p>Justifies the answers based on day-to day life experiences</p>	<p>Comprehends the text in written or oral form and answers the questions.</p> <p>Speaks about any two persons by comparing their qualities/ nature.</p> <p>Frames sentences using the new words learnt for describing about people.</p> <p>Uses the appropriate antonyms and linkers to complete the given exercises.</p> <p>Writes answers based on his/her understanding</p>	<p>The student interacts with parents/grandparents on whether they had faced food crisis or food shortage at any time in their lives, and how they faced the challenge (W2 A 3)</p>	<p>https://youtu.be/7aa0c46wY</p> <p>https://youtu.be/MkTXdNbpyrk</p> <p>https://youtu.be/-VUr91hJJU</p> <p>https://youtu.be/LrTlwTr35ss</p> <p>(Antonyms using prefixes)</p>	<p>1.MCQ Google Form (LAT) Class assignment:</p> <p>2 Short answer questions (Give reason) GCR</p>
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November	3	Unit 7: TOPSY-TURVY LAND (Poem)	<p>Listening: Comparison Topsy-Turvy Land with our land</p> <p>Speaking – Difference between our land and Topsy turvy land</p> <p>Vocabulary: Topsy-turvy Pleasure Grand (Synonyms and Use in sentences)</p> <p>Writing: Picture description of any Topsy-Turvy scene</p> <p>Grammar: Rearrange jumbled words into a meaningful sentence.</p>	<p>Understand the difference between topsy turvy land and our land .</p> <p>Speak about what is different between the Topsy-turvy land and our land .</p> <p>Frames sentences using the given new words.</p> <p>Description of a Topsy turvy scene.developing on the theme / central idea in the picture</p> <p>Arrange the jumbled words to make meaningful sentences .</p>	<p>Lists the difference between a topsy turvy land and our land.</p> <p>Narrates the difference between a topsy turvy land and our land .</p> <p>Writes grammatically correct sentences using the new words.</p> <p>Describes the given picture using gramatically correct sentences.</p> <p>Rearranges the jumbled words to make meaningful sentences .</p>	<p>The teacher asks the learner to imagine that his /her favourite toy has come to life. The learner must continue this in the form of a story. (W9, A2)</p>	<p>https://youtu.be/LGPQ-uPYcb4 https://youtu.be/Dhsx1MlyiXk https://youtu.be/K6rKtdIU__E (Cleaning verbs)</p>	<p>Class Assignment Recitation (offline/recorded) Picture description LAT GCR Online MCQ and short answers</p>
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Nov	5	UNIT-7 GULLIVER'S TRAVELS	<p>Reading for Comprehension</p> <p>Writing:</p> <p>1.Vocabulary Bellowing Inhahitants Barren Astonishment Crumbled Grab (Synonyms/spellings)</p> <p>2.Grammar a.Degrees of comparison</p> <p>3.Q&A Wh' Question(2) and Sequential question</p> <p>4.Creative writing: Imaginary passage - Finding oneself in Land of dwarfs)</p>	<p>1.Read the passage, Comprehend & answer questions based on text</p> <p>2.Learn new words - meanings and spellings</p> <p>3.Use of degrees of comparison appropriately in sentences.</p> <p>4. Writes answers to the questions based on understanding of the story</p> <p>5. Develop creative writing skills - (imaginary)</p>	<p>1. Reads adventure stories and comprehends it orally and in written form</p> <p>2. Refers dictionary and writes the meanings</p> <p>3.Completes the sentences using the right form of degrees of comparison.</p> <p>4. Answers to the questions after understanding the story properly.</p> <p>5.Imagines and writes a paragraph using gramatically correct sentences</p>	<p>The parent interacts with the learner on any person(Real or imaginary) related to adventure and asks questions in between to ascertain learner's understanding (W8A1)</p>	<p>https://www.youtube.com/watch?v=ni5yWju-Hgw</p> <p>https://www.youtube.com/watch?v=ni5yWju-Hgw</p> <p>https://www.studiestoday.com/node/216485/viewfile.html</p> <p>Worksheet</p>	<p>Class Assignment</p> <p>1.Short answers (3 questions (GCR))</p> <p>2.Creative Writing on the the given topic (GCR)</p>
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DECEMBER	3	UNIT 8: NOBODY'S FRIEND (poem)	<p>Listening :Understand the theme</p> <p>Speaking Share/Narrate experiences</p> <p>Writing: 1.Vocabulary All 'Negative' words like never, none etc.,</p> <p>2.Grammar: Words ending with – "less"</p> <p>3. Q&A</p> <p>4.Creative writing: Listing the qualities of a good friend Describe about your best friend</p>	<p>1.Recite poem and identify the main ideas of the poem</p> <p>2.Share experience of being helpful to someone</p> <p>3. Identify ' Negative' words .</p> <p>4. List –"less" ending words</p> <p>5. Answer to the questions</p> <p>6. Write coherently</p>	<p>1. Identifies and explains the main theme/ idea of a poem.</p> <p>2. Uses meaningful and grammatically correct sentences to describe, narrate, incidents & experiences.</p> <p>3. Identifies and lists 'Negative' words from sentences</p> <p>4. Completes the sentence with appropriate –"less" ending words</p> <p>5. Answers to the questions based on the understanding of the poem.</p> <p>6. Describes the qualities of a person - a known person or based on the discussion.</p>	<p>Group project & activities to develop habit of sharing work/ things (The parent facilitates the learner to connect the idea of importance of co-operation and team work in prevailing situation (W5A2)</p>	<p>https://www.studiestoday.com/node/306118/viewfile.html</p> <p>https://vaga.study/pdf/nc/eeen/nceeenpb15.pdf</p> <p>Ciet. nic.in (Audio)</p>	<p>1. MCQ Google form LAT</p> <p>Class Assignment</p> <p>2. Recitation (Offline- Recorded)</p>
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DECEMBER	6	UNIT 8: THE LITTLE BULLY (Lesson)	<p>Reading for fluency and comprehension.</p> <p>Speaking (Character analysis)</p> <p>Writing:</p> <p>1.Vocabulary Bruises, Yelled, pincers, lobster, nipped.(Synonyms, spellings and using in sentences)</p> <p>2.Grammar Articles, Nouns, Describing words.</p> <p>3.Q&A- ‘Wh’ questions</p>	<p>Practice reading aloud with proper pronunciation, intonation</p> <p>Speak about the qualities of Hari by understanding the story.</p> <p>Learn new words for spelling, meanings & framing sentences on own</p> <p>Identify nouns, articles and describing words from the passage.</p> <p>Writes relevant answers to the questions</p>	<p>Reads independently and fluently with correct speed</p> <p>Uses grammatically correct sentences Answers coherently in written or oral form</p> <p>Frames/Completes the sentences using the correct synonym.</p> <p>Identifies and writes nouns, articles and describing words from the lesson ,a text or a passage</p> <p>Writes answers to the questions based on understanding of the passage.</p>	<p>The learner discusses with the parents/ teacher about the various sea-creatures.</p>	<p>https://www.youtube.com/watch?v=gy6Cr0yht5k</p> <p>https://www.youtube.com/watch?v=quOzMLTRDvE</p>	<p>Class Assignment</p> <p>1.Worksheet based on Articles(GCR)</p> <p>2.Google form MCQ Online(LAT)</p>
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January	6	UNIT 9: SING A SONG OF PEOPLE (poem)	<p>Listening Identify – ‘ing’ form of verbs and rhyming words.</p> <p>Speaking: Discussion, Narration, Recitation</p> <p>Vocabulary Meanings and Opposites of subway, grumpy, elevators</p> <p>Writing 1.Comparison of city life and village life 2.Proceedings of an interview</p>	<p>List the rhyming words and action words (as “ing” forms) in the poem</p> <p>Recite the poem with proper intonation and pronunciation to bring out its meaning.</p> <p>Use of dictionary to learn new words .</p> <p>Compare and write the difference between City life and Village life.</p> <p>Conduct an interview (with any elder person in the neighbourhood.)and keep a written record of the interview</p>	<p>Lists the rhyming words and verbs from the poem.</p> <p>Narrates the central content of the poem.</p> <p>Writes sentences using appropriate words to bring out the contrasts in city and village life .</p> <p>Writes and records the interview .</p>	<p>The learner prepares and conducts short interview to understand in detail the profession of people in the neighbourhood.</p>	<p>https://primarykv2tpkm.files.wordpress.com/2016/07/unit-ix-sing-a-song-of-people-around-the-world.pdf</p> <p>https://www.youtube.com/watch?v=KarDPIKAEa0</p> <p>WORKSHEET</p>	<p>Home assignment -interview</p> <p>PT2 Online Google Form MCQ and Short answers</p>
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JANUARY	4	Unit 9: AROUND THE WORLD (Lesson need not be taught as it is excluded) Relevant book exercises are to be dealt	<p>Speaking: Self conduct of a person in any given situation.</p> <p>Writing: .Grammar: a.prepositions - across, in front of , near etc.,</p> <p>b. Group words (Collective noun)</p>	Speaks about self behaviour in a given situation.	Speaks about waiting for one's turn and consequences of not following the rules	Discuss with the parents/teacher about the safety rules of every individual (Motorists, drivers, passengers etc)	https://youtu.be/w-xfH6-CAdo (Collective nouns) https://youtu.be/AC7sPYKjBqE (Reading a map)	<p>Explain your parent/grand parent about how to reach your school from your house</p> <p>Look at the given map and answer the questions (PT2) Online</p> <p>MCQ(Google forms) for collective nouns (PT2)</p>
				Uses prepositions to locate places and objects in a classroom.	Uses appropriate prepositions.,and answers the questions related to the given map			
				Identifies the correct collective noun to complete the sentences	Uses collective nouns and makes meaningful sentences.			

February	6	UNIT 10: MALU BHALU (Poem)	<p>Listening and Reading Listen to the poem, read & comprehend. Identify rhyming words.</p> <p>Speaking Discussion, Recitation Speak about animals in polar region.</p> <p>Vocabulary Meanings and opposites - Lair, mane, clasp, patience, naturally</p> <p>Grammar: Pronouns</p> <p>Writing Character sketch of Malu Bhalu</p>	<p>1. Read the poem with comprehension & also identify rhyming words.</p> <p>2. Develop awareness about life of animals in polar region and speak about them orally.</p> <p>3. Enhance vocabulary</p> <p>4. Develop Knowledge about pronouns & use them in preparing character sketches.</p>	<p>1. Reads poem and Connects ideas inferred through reading & interaction to write the character sketch of Malu Bhalu</p> <p>2. Speak about animals with reference to the conditions in cold habitats and the adptations/ features of animals there.</p> <p>3. Uses grammatically correct and meaningful sentences to answer comprehension questions and character sketches. Use pronouns aptly in these sentences.</p>	<p>Collect information about animals in Polar region and present to the class pictorially and verbally.</p>	<p>https://www.youtube.com/watch?v=ugftnL0Bm4A (VIDEO)</p> <p>https://vaga.study/pdf/nc/eeen/nceeenpb19.pdf (worksheet)</p>	<p>LAT Online Google form</p> <p>Worksheet for class assignment-online/offline.</p> <p>Offline recording of speaking</p>
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February	7	Unit 10: WHO WILL BE NINGTHOU? (Lesson)	<p>Reading with comprehension (wh questions, reasoning, complete sentences)</p> <p>Speaking 1. Discussion, 2. Speech</p> <p>Grammar 1. Nouns 2. Action words 3. Describing words</p> <p>Writing 1. Vocabulary Peace, worthy, contest, triumphantly, spear 2. Paragraph writing (use Past Tense to complete the paragraph) 3. Wh question (3)</p>	<p>1. Read the passage with understanding.</p> <p>2. Develop sensitivity towards the social issues – Gender equality.</p> <p>3. Enhance vocabulary and use nouns, action words and describing words in sentences properly.</p> <p>4. Write QA and a paragraph on the given topic using Past tense form of verbs.</p>	<p>Read and answer to the questions orally and in writing.</p> <p>Express opinion / understanding about the story & the characters in it- orally and in writing. In the process use new vocabulary, apt Nouns, verbs and adjectives.</p>	<p>Collect information about gender equality and discuss/ speak about it.</p> <p>Locate Manipur in the Political Map of India and find information about it. (Flipped learning).</p>	<p>https://vaga.study/pdf/nc/eeen/nceeenpb20.pdf (worksheet)</p> <p>https://www.youtube.com/watch?v=9ckjy-M2ypU</p>	<p>1. LAT Google form MCQ and short answers</p> <p>2. Prepared speech on Gender Equality (Offline- Recorded)</p>
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PHONICS TO BE INTRODUCED

Month	Month	SOUNDS	letters
Class 3	Class 4 and 5		
June	June	/s/, /a/, /t/,	s, a, t
July		/n/, /i/, /p/	n, i, p
		Sound blends of these sounds- Sat, tap, sip etc	Display of these words
August	July	/g/, /b/, /d/, /h/	g, b, d, h
		As in gap, bat, dip, hat	
		/e/, /o/, /u/.	e, o, u.
		as in pet, dog, tub	
		Repeat the above sounds with more examples	
		/m/, /r/, /l/	m, r, l
September		Sound blends Mat, rub, lip etc	
		/k/, /f/, /j/	c, f, j
		As in cat, fan, jam	
		/v/, /w/, /k/	v, w, k
		As in van, wet, kettle	
October		/h/, /y/, /z/	h, y, z
		As in hat, yell, zip	
October		Practice time	
November	August	/tr/, /cr/, /pl/, /st/, /lk/, /rt/	
		As in trap, stop, play, crow, milk, part	
		Practice time	
December		/oo/, /ai/, /ee/,	
		/ch/, /sh/	
		/th/ as in 'thing' /th/ as in 'this' /ng/ as in 'sing'	
		Practice time	
January	September	/ar/, /oi/, /or/ as in 'park', 'boil', 'fork'	
		Practice time	
		/air/, /ure/, /ear/ as in, 'pair', 'sure', 'bear' (sounds bare)	
		/ear/ as in 'near' /igh/ as in 'light'	
	October	/kw/ as in 'quick' /x/ as in 'fix'	q
February	November	Recapitulation activities	
	November	Introduce addition, deletion and substitution.	Refer to workshop material
	December	Introduce Onset, Rime, Rhyme and alliteration. Practice blends, addition, deletion and substitution for reading	Refer to workshop material
	January	Introduce Isolation, Segmentation, Digraphs and Blends. Practice all others	Refer to workshop material
	February	Practice reading and writing (spelling) with the knowledge of Phonics	Refer to workshop material