

**Lesson Plan**  
**Class- V**  
**Subject – English**

No. of teaching days—23

APRIL 24

Topics:

Coursebook

L-1 Uncle Ken at the Wheel

L-3 Who has seen the wind? (Poem)

Grammar

Comprehension

Kinds of sentences

No. of days required to complete the  
topic

### Learning Outcomes:

Students will be able to inculcate a sense of responsibility, independence, and importance of family bonds

### Understanding objectives.

Students will also learn the value of taking on challenges, navigating through difficulties and appreciating the support of loved ones.

### Application objectives-

Students will gain the insight into the dynamics of family relationships, understanding the significance of personal growth and overcoming obstacles

## Skills objectives –

student will also learn about the beauty of simplicity and the joy of adventure

Previous Knowledge Testing- How do you behave with your relatives and friends?

How would feel if are not treated you well by your relatives you

Name your most favourite relative?

## Teaching Aids-

Textbook, blackboard, chalk, pictures of emotions like amazement, desperation, sadness

## Pedagogical strategies:

The teacher will read the lesson and the students will repeat after her.

The

students will be asked to mark new words in the book. The teacher will explain the lesson. Through this start, the students will learn about the feelings and emotions of David, whose mother had died and he came to live with his aunt. Word meanings, make sentences, question answer and value based questions will be discussed. and students will note them down in their notebooks Back exercises and activities will be done in the textbook.

## Hands on Activity (Experiential learning)

Students will be asked if they were in some trouble and could not reach their parents, where would they go for help and why? They will share their ideas in a group

## Art Integration:

students will draw or paste a picture of Uncle Ken in their notebook and write a few lines about him

## Interdisciplinary linkages and infusion learning:

Through this story, students will be able to learn about different feelings, and emotions like love, care,

compassion. They will learn the value and importance of relatives in our lives.

### Recapitulation

Oral revision will be done. A few questions will be asked from the lesson to check the students' understanding.

### Resources including ICT -

<https://youtu.be/PKdLYzqqw>

Assessment Items - To check the conceptual clarity. various types of assessments will be done.

Exercises in the notebook will be done. Practice worksheets will be given. Dictation will be gives from

the story Wold meanings and  
question Answers practice will be  
done

### Feedback and Remedial Teaching

Slow learners will be given more  
practice in reading. They will be  
encouraged to improve their skills  
and abilities with more practice.

### Inclusive Practices and full participation with out discrimination

Group discussion

Hands on learning

Reading books

Collaboration

## **L-3 Who has seen the wind?**

### Learning Outcomes –

knowledge objectives - The students will learn about rhyming words and they will get knowledge about intonation and voice modulation.

Understanding objectives - Students will understand the meanings of non human elements

Application objectives- students will learn that how non-human elements show their presence in our life

Skill objectives- The students will will understand the importance and the



presence of natural elements in human's life

P.K. Testing - The students will be asked

1. Can you see the wind?
2. what happen when wind passes by?
3. what changes do you see in the surroundings when wind is blowing?

Teaching Aids -

Textbook, blackboard, chalk, videos related to the topic

Pedagogical strategies- The teacher will recite the form and the students will repeat after her. The teacher will tell the students how to recite the

form with proper intonation and voice modulation.

The teacher will explain difficult terms in the form. Word meanings, question answers and reference to context will be done through discussion method and the students will note them down in their notebooks. Back exercises will be done in the textbook.

Hands on Activity Students will be asked about the things they witness when wind blows.

Art Integration The students will be asked to make a picture using their own imagination.

## Interdisciplinary linkages and infusion of Life Skills

The students will be able to understand that beauty of natural elements in our life

Recapitulation - Revision of word meanings and question answers will be done. Students will be asked to recite the poem in a group.

Resources including ICT -

Assessment Items - Practice of question answer and reference to context will be done. A few questions will be asked to check the "students' understanding  
Feedback and Remedial Teaching- To improve the reading skills of slow

learn more reading practice will be given. They be encouraged to read different forms by different poets.

Inclusive Practices and full participation without discrimination

different poems

Watching videos

Read aloud

composing short poems

collaboration

## **Topic – Kinds of sentences**

No. of days required to complete the topic.

### Learning Outcomes:

Students will learn about different kinds of sentences that is imperative, assertive, interrogative and exclamatory

### Expected learning outcomes

The students will be able to identify different kinds of sentences. They will be able to differentiate between the different kinds of sentences.

### Previous Knowledge Testing.

Students will be asked

1. How many types of sentences are there?
2. What is the difference between imperative and interrogative sentence?
3. Which punctuation sign we use with different kinds of sentences?

Teaching Aids- chalk, blackboard, workbook, chart, flash cards, " real models.

Pedagogical strategies-

The teacher will explain the topic by writing various examples on the board. Various exercises will be done in the grammar book and the notebook. The students will be

asked to frame two sentences for each kind of sentence in their notebooks.

### Hands on Activity (Experiential learning)

\* Use of Hash Cards - students will be shown flash cards and will be asked about different kinds of Sentences

Art Integration - The students will be asked to write each kind of sentence in the notebooks.

### Interdisciplinary linkages and infusion of Life Skills

\* By doing various exercises like word grid. and puzzles, the students will be able to draw a table chart

Recapitulation - Oral revision will be done for better understanding

Resources including ICT - e books, workbook, Internet  
<https://youtube/hA8SM3mWg> - Y

Assessment Items - To check the conceptual clarity various types of assessments will be done.



Exercises in the workbook and notebook will be done. Revision assignments will be given Practice sheets will also be given.

Feedback and Remedial Teaching -  
Slow learners will be asked to watch more videos related to the topic. They will be encouraged to do extra practice of the grammar topics covered.

Inclusive Practices and full participation without discrimination

Group Activity Watching videos

Flash cards

Real models

Live examples from classroom

Charts

**MAY 24**

No. of Teaching days-16

Topics

Coursebook:

L-2 Crash

Grammar :

Subject-Predicate

No of days required to complete the topic –

Learning Outcomes –

knowledge objectives - The students will learn about aliens

Understanding objectives - Students will understand that the aliens are the creatures from outer space who look very different from the human beings living on the earth

Application objectives- students will learn that do aliens are the creatures from the others space, but still, they have to feelings and fears like human beings have

Skill objectives The students' moral skills will improve. They will learn that how how we can handle the situation in which one is in tangled in some trouble

P.X. Testing - The students will be asked

1. Have you ever seen an alien?

2. Do you like aliens?

In what ways are aliens different from human beings?

Teaching Aids -

Textbook, blackboard, chalk, videos showing aliens

Pedagogical strategies- The teacher will read the lesson and the students will repeat. After her. The teacher will be asked to mark new words in the book. The teacher will explain the lesson. Word meanings, question answers will be done through

discussion method and the students will note them down in their notebooks Back exercises will be done in the textbook

.

Hands on Activity Students will be asked about the things in the outer space and their knowledge regarding the aliens will also be checked

Art Integration The students will be asked to make a picture of alien in their notebooks along with the spaceship and will also be asked to write few lines what they think about the alien

Interdisciplinary linkages and infusion of Life Skills

The students will be able to understand that do aliens are entirely different from the human beings, but they're thinking pattern and the fears are same as us

Recapitulation - Revision of word meanings and question answers will be done.

Resources including ICT -  
Assessment Items - Practice of question answer and reference to context will be done. A few questions will be asked to check the "students' understanding

Feedback and Remedial Teaching- To improve the reading skills of slow learners more reading practice will be given.

Inclusive Practices and full participation without discrimination

Watching videos

Read aloud

composing short paragraphs

collaboration

**Topic :**

**Subject and predicate**

Learning Outcomes-

Knowledge objectives – Students will be able to identify the subject and predicate in sentences.

- understanding objectives:

Students will understand the role of subjects and predicates in sentence structure.

- application, objectives,:

Students will create their own sentences using clear subjects and predicates.

Materials required:

- Whiteboard and markers
- Chart paper and markers
- Handouts with sentences
- Index cards



- Notebooks and pencils

### Pedagogical strategies:

The teacher will Briefly explain that every sentence has two main parts: the subject (who or what the sentence is about) and the predicate (what the subject is doing). The teacher will write a few sentences on the board and underline the subject once and the predicate twice. For example:

- “The cat (subject) is sleeping (predicate).”
- “My friend (subject) loves pizza (predicate).”

### Hands on activity,

: Divide students into small groups and give each group a handout with several sentences. Have them identify and underline the subjects and predicates.

### Experiential learning:

: Have groups share their sentences and explain their reasoning. Provide students with a worksheet where they need to identify subjects and predicates in various sentences.

### Hands on learning:

- Informal assessment through group activity and class participation.
- Worksheet completion for identifying subjects and predicates.

- Exit ticket sentence with correct subject and predicate identification.

### Feedback and remedial learning:

For struggling learners: Provide additional examples and one-on-one support. Use simpler sentences for practice.

### Recapitulation:

Write five sentences, underline the subjects and predicates, and bring them to class for review.

### Art integration:

Integrate a creative writing activity where students write a short story and then identify the subjects and predicates in their own writing.

Interdisciplinary linkages and infusion of the skills:

- After the lesson, reflect on student engagement and understanding. Adjust future lessons based on observed needs and successes.

This lesson plan aims to make learning about subjects and predicates engaging and interactive, ensuring that students grasp the fundamental components of sentence structure.

**July 24**

**No. Of teaching days- 25**

**Topics**

Coursebook

L-4 A lady with a mission

L-5 The amazing Dipa

Grammar

Collective nouns

Composition (writing section)

No of days required to complete the topic

## **A lady with a mission**

Learning outcomes:

The students will learn about the importance of the trees in our life

Application objectives.

students will get the knowledge that how important is the need to protect the trees for the betterment of nature

skills objectives - The students' vocabulary and reading skill will improve

P. K. Testing - The students will be asked

1. What is the importance of trees in our life?

2. How we should take care and protect the trees.?

3. how we should take care of this saplings.?

Teaching aids –

Textbook, blackboard, chalk

Pedagogical Strategies:

The teacher will read the lesson and the students will repeat after her.

They asked to mark new words in the book. The teacher will explain the lesson. Word meanings, make sentences, question answers and value based question will be done through discussion method. Back exercises and activities will be done in the textbook.

Hands on Activity (Experiential Learning) The class will be divided into groups. Each group prepares an activity and represent their views regarding the topic individually

Art Integration-

The children will be asked to prepare a small project for the plantation and protection of the trees, and



which drives and programs are being followed by the government or other communities for the protection of the same

Interdisciplinary linkages and infusion of life skills: Through this story, students will learn the value of self confidence, consideration for others and admiring other people's good qualities. These values will teach them how to be good and responsible citizens.

Recapitulation- Revision of word meanings, question answers and value based questions will be done. Also oral revision the lesson will be done.

Resources including ICT-

[https://youtu.be/tx 3xKPG Yf](https://youtu.be/tx3xKPGYf)

Assessment Items - To check the students' understanding, various types of assessment will be done. Assessments will be given from the lesson. Written test of word meanings, question answers and fill ups will be done.

Feedback and Remedial Teaching-  
Slow learners will be given more practice in reading and spellings. They will be encouraged to improve their skills and abilities with more practice.

Inclusive Practices and full participation without discrimination

- Reading different stories

Hands on learning Group discussion  
collaboration Read aloud

## **Topic - Writing Section**

Learning Outcomes

Knowledge objectives:

The students will be able to describe given picture

Understanding objectives-

It will reinforce vocabulary and reading comprehension and enable them to express their ideas clearly

### Application objectives

Students will be able to understand and decode stories. They will also enhance their ability to analyse a given future and writing about it.

### Skill objectives :

It will build language skills. The students will be able to learn how to speak and build sentences. It will also develop the skill of observation in students.

### Previous knowledge Jestings,

Have you ever visited a zoo?

Name any zoo.

3 Do you think animals should be locked in

4. Does your grandfather read newspaper everyday? Do you have a pet dog a pet cat?

Teaching Aids- chalk, blackboard, book, chart, pictures

Pedagogical strategies- The teacher will show a picture to the students. They will be asked to observe the picture carefully. Then they will be asked to write a few points about it. Using these points, they'll be asked to frame sentences. They will be

asked to use the correct verb, tense and articles.

The students. will be asked to check the following points - subject verb agreement use of correct article spellings capital letters and full stop formation of sentence

Hands on Activity - Pictures can be a for helping students acquire vocabulary. practice pronunciation and work on and language skills. great to writing

The class can be divided into four groups. Each group can be a picture or a flash card. The will be asked to write a few lines on the given picture. The students will be asked to observe the picture

carefully and frame the sentences.  
The group finishing the activity first  
will be the winner.

Art Integration - The students will be  
asked to draw any picture in their  
notebook and write a  
paragraph on the gives picture in will  
be asked to make the activity  
colourful

Interdisciplinary Linkages and  
infusion of life

Skills:

students will be able to learn how to  
access, understand, employ and  
expertise from various

disciplines. They will be synthesise  
given pictures related to plants  
animals, family, space, sports etc

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Recapitulation - Oral revisions will be  
gives time to time

Resources including ICT - e books,  
workbook, [https://youtu.be/ Oh 6 b  
F K Q q y DU](https://youtu.be/Oh6bFKQqyDU) ၇၈

Assessment Items –

To check the conceptual clarity  
various types of assessments will be  
done.

Pictures from the textbook and  
workbook Revision assignments

Feedback and Remedial Teaching-



slow learners will be asked to practice more picture Composition. They will be encouraged to observe the pictures carefully and express their ideas with correct formation of sentences.

Inclusive practices and full participation

Group activity

Watching videos

Flash cards.

Charts

Hands on learning

Collaboration

Books Different pictures

No. of Teaching days-

**Topic – The amazing Dipa**

No. of days required to complete the topic.

Learning Outcomes-

Knowledge objectives –

The students will get knowledge  
about the hardship and dedication in  
our life

Understanding objectives.

The students will learn about the qualities of a hard working athlete

### Application objectives -

The students will learn to use this knowledge in their day to day lives. will learn They that dedication, honesty and sincerity helps the students achieve success.

### skill objectives

"The students' reading and listening skills will improve.

### P.X. Testing

The students will be asked

1. Do you think that hard work pays off?

2. Why it is important to remain dedicated to your work?
3. Do you like to play games and learn new things in your game?

Teaching aids:

-

Textbook, blackboard, pictures related to gymnastics

Pedagogical strategies :

The teacher will read the lesson and the students will repeat after her.

They will be asked to mark new words in the book. The teacher will then explain story. Word meanings, make sentences, question answers will be done through discussion

method. Back exercises and activities will be done in the textbook.

### Hands on Activity-

The class will be divided into groups. The students will be asked to change the story into a drama and write down the dialogues. Then each group will enact the story.

### Art Integration

Choose any one sportsman and Write 6-8 lines about the person and his game. Also draw or paste a picture of the chosen character.

### Interdisciplinary linkages and infusion of life skills:

Through this story, the students will learn the qualities of a student like devotion, punctuality, discipline, determination and how these qualities help the students to achieve what they want.

### Recapitulation

Revision of new words, word meanings, question answers and value based questions will be done to check the students' understanding.

Resources including ICT – video related to the story of sportsperson <https://youtu.be/SjQGm & DEG>

### Assessment Items -

To check the students understanding, various types of assessment will be done Dictation will be given from the lesson. Written revision of word meanings and question answers will be done.

### Feedback and Remedial Teaching:

- slow learners will be given more practice in reading and spellings - They will be asked to watch videos related to the story for better understanding.

### Inclusive Practices and full participation without discrimination

videos related to the story

Hands on learning

Group discussion

Collaboration

Read aloud

**.Grammar**

**Topic – Adjectives**

Learning Objectives:

Knowledge objectives

students will be able to define an adjective. They will also learn the kinds of adjectives.

Understanding objectives- The

students will be able to categorise adjectives.



and the kinds of adjectives.

### Application objectives-

Students will be able to find adjectives in a sentence. They will be able to write sentences with · They'll own adjectives

### Skill objectives -

The students will be able to use the positive comparative and superlative degrees of the adjectives and adverbs.

P.X. Testing –

Students will be asked

1 What are describing words

2 How many students are there in the class?

3. What is the colour of the sky grass and sun?

4. What is the difference between big, bigger and biggest?

Teaching Aids:

Workbook, blackboard, chalk, real objects, videos. Chart

Pedagogical strategies –

The teacher will explain adjectives and its kinds with examples. Eg.

Adjective of quality - new, curly funny etc

.Adjective of quantity - some much enough etc.

Adjective of number- eight many, all etc

Demonstrative adjective - this, that, these, those

Interrogative adjective - what, which, whose

Possessive adjective my, your, his etc.

The teacher will also explain with real examples from the

Positive degree. Big, tall (one)

Comparative degree. bigger, taller (for two)

Superlative degree biggest, tallest (for more than two)

Hands on Activity-

Introduce yourself - The students will be asked to introduce themselves to

the class by describing qualities about themselves –

Eg I am very cheerful, helpful and kind.

Show and tell activity

Describing the day I weather

Riddle game

Circling the adjectives in favourite stories.

Art Integration:

kinds of adjectives and degrees of comparison will be drawn and pasted in the notebooks. They'll be taken to the lake and shown charts related to adjectives and degrees of comparison.

## Interdisciplinary linkages and infusion of life skills

Use of the adjectives and degrees of comparison help students learn different life skills like courageous, happy, brave, noble, beautiful great etc.

## Recapitulation:

Oral revision will be done time to time

## Resources including ICT:

- e books, workbook internet,  
[https://youtu.be/v 2 m 3](https://youtu.be/v2m3) and  
[https://youtu.be/Om Q](https://youtu.be/OmQ)

## Assessment Items:

- To check the conceptual various types of assessments will be done. clarity Exercises in the textbook, workbook will be done. Practice worksheets will be given revision assignments will be done.

### Feedback and Remedial Teaching-

How learners will be asked to go through the topics again and watch more videos related to the topic.

### Inclusive practices and full participation without discrimination.

watching videos

flash cards ,real models. hands on activity, collaboration

**MONTH- AUGUST 24**

**No of teachings days-23**

**Topics- L-6 The Mountain and the squirrel (poem)**

**L-7 A Boy's Invention**

**Grammar**

**L-5 A Boy's Invention (Subject and verb agreement)**

**No. of Teaching days -**

Topic – The mountain and the squirrel (Poem)

No. of days required to complete the topic

Learning Outcomes-

knowledge objectives-

The students will learn about rhyming words they will get knowledge about intonation and voice modulation.

Understanding objectives –

The students will learn about mountains and squirrels and their habits

Application objectives - students will learn about different forms of poetry like free verse, limerick,



rhymed poetry and they will be encouraged to Apply this knowledge compose short poems.

### Skill objectives :

The students' reading and listening skits will improve

P.K. Testing - The students will be asked –

Have you ever observed squirrels? which of their habits do You find interesting?

### Teaching Aids

Textbook, blackboard, chalk, pictures

### Pedagogical Strategies

The teacher will recite the poem and the students will recite after her. The teacher will tell the student, to recite

the poem with proper intonation. The teacher will explain the difficult terms in the poem. Word meanings question answers and reference to context will be done, and the students will note them down in their notebooks.. Back exercises and activities will be done through-discussion method.

### Hands on Activity

The class will be divided into groups. They will be asked to write a short form about an animal of their choice. It could be a pet or a wild animal.- They will be

encouraged to recite their poem with appropriate expressions and actions.

### Art Integration

Being friendly with animals helps children to develop compassion. The students will be encouraged to befriend and engage with animals and birds. They will be asked to write a on different ways few lines in which they can help the animals. and birds.

### Interdisciplinary linkages and infusion of life skills

Through this form, the students will learn. many positive things like wonder, curiosity, enthusiasm.

## Recapitulation

oral revision will be done for the poem.

Resources including ICT textbook, videos, internet

## Assessment Items –

Practice of question answers. and reference to context will be done to check the students understanding.

## Feedback and Remedial Teaching

1. To improve the students' (slow learners) reading skills, more reading skills practice will be given.

They encouraged will be er to read different poems by different poets.

Inclusive Practices and full participation with out discrimination watching videos reading different poems read aloud collaboration .

## **L-7 (A Boy's Invention)**

**No. of days required to complete the topics**

Learning Outcomes-

\* Knowledge objectives –

The students will learn about new words like imagination, fantasy

### Understanding objectives-

The students will learn that our mind is very powerful. It can take us into other worlds and make the impossible possible.

### Application objectives

The students will learn to use this knowledge to write short fantasy stories.

### Skill objectives

students' reading and listening and writing skills will improve.

P.K. Jestig-

What is the difference between discovery and invention?

Have you ever invented something?

Do you have that curious mind to invent something?

### Teaching Aids-

Textbook, blackboard, chalk, pictures and videos

### Pedagogical strategies –

The teacher will read the lesson and the students will repeat after her.

They will be asked to mark new words in the book. The teacher will then explain the story. Then, word meanings, make sentences, question answers and value based question will be done. Back exercises and activities will be done in the textbook through discussion method.

Hands on Activity: Write your thoughts about the future world in 8-10 lines. Also write about any gadget that you would like to use in the future world. students will be asked to do the given activity in their notebooks and speak turn wise in the class.

### Art Integration:

The students will be asked to draw or paste the picture of any invention they would like to make in their notebooks.

### Interdisciplinary linkages and infusion of life skills



Through story, this the students will learn about the world of fantasy and imagination. It will improve then creativity and boost their vocabulary which in turn will help them understand the other subjects in a better way.

### Recapitulation

Oral revision of the lesson will be done.

Resources including ICT –  
textbook, videos, internet

### Assessment Items-

Dictation from the lesson will be given. Practice of word meanings, question answers and make

sentences will be done for better understanding of the lesson.

### Feedback and Remedial Teachings

Slow learners will be given more practice in reading and spellings. They will be asked to read more mystery and fantasy stories to improve their vocabulary.

### Inclusive practices and full participation without discrimination

Hands on Learning

Group discussion

Read aloud

collaboration

Reading stories

## **Topic -subject and verb agreement**

Learning objectives:

Knowledge objectives-

Identify Subjects and Verbs:

- Students will be able to correctly identify the subject and verb in a sentence.

Application objectives:

- Students will be able to apply the basic rule of subject-verb agreement (singular subjects with singular verbs and plural subjects with plural verbs) in sentences.

Understanding objectives:

Students will understand and correctly apply subject-verb agreement rules in special cases such as with indefinite pronouns, compound subjects, collective nouns, and subjects that follow the verb.

### Skill objectives:

- Students will be able to identify and correct errors in subject-verb agreement in given sentences.

### Teaching aids:

- Whiteboard and markers
- Handouts with practice sentences
- Interactive quiz

- Examples from literature or their textbooks
- Worksheet for independent practice
- Projector and screen for visual aids

### Pedagogical strategies:

The teacher will explain the rules of the subject were agreement to the students

#### Subject-Verb Agreement:

- Define subject-verb agreement and why it's important.
- Give examples of singular and plural subjects (e.g., "The cat runs" vs. "The cats run").

#### 2. Rules and Examples;

- Rule 1: Singular subjects take singular verbs; plural subjects take plural verbs.

- Examples: "She writes every day." / "They write every day."

- Rule 2: Subjects joined by "and" are plural.

- Example: "The cat and the dog are playing."

- Rule 3: Singular subjects joined by "or" or "nor" take a singular verb.

- Example: "Neither the cat nor the dog is here."

- Rule 4: When a subject is separated from the verb by phrases such as "along with," "as well as," "besides," etc., the verb agrees with the subject.

- Example: "The teacher, along with her students, is going on a trip."

- Rule 5: Indefinite pronouns (everyone, each, either, neither) usually take singular verbs.

- Example: "Everyone is here."

### Hands on Activity:

- Distribute handouts with sentences where students have to choose the correct verb form.

- Work through the first few examples as a class, discussing why the chosen verb is correct.

### Art integration:

- Provide a worksheet with sentences for students to complete individually. The sentences should

vary in difficulty to challenge different levels of learners.

Assessment and inclusive learning:

- Assign a short passage from their reading materials where students identify and correct any subject-verb agreement errors.

Feedback and Remedial learning:

After the lesson, note which areas students struggled with and plan a follow-up activity or review session if needed.



# **Month – September**

## **Revision**