

SPLIT UP OF SYLLABUS 2015-16

ENGLISH

CLASS V

Month	Syllabus/Theme	Lesson	Suggested Activities	Suggested Resources
I April & May	Multicultural approach to food. Recycling waste Folk Tales.	Ice-cream man (Poem) Language items: Adjectives	<ul style="list-style-type: none"> *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 *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 * Write an advertisement for ice –cream using ideas, words& logo *Collecting information about different types of ice- creams. *Writing a report on different brands of ice-creams available in their areas. * Making the colorful models of different varieties of ice-creams. 	<p>Advertisement/Posters of different brands of ice creams available In the market</p> <p>Other related poems from the net/books</p> <p>Things required to prepare an ice-cream (milk, sugar, ice-cream powder etc.) TLM</p>

			<p>*Making the children enjoy any variety of ice-creams. * Draw and write five sentences about your favourite ice-creams and cool drink.</p>	<p>A Poster[TLM]</p> <p>Mound board, colour papers, ice-cream sticks , ice-cream Cones,glue etc.</p>
			<p>*Children to write a paragraph describing their favorite food/sweet dish using the forms of simple present * Describe your “DREAM ICECREAM”.</p>	

			<ul style="list-style-type: none"> * Children to write about what they do after reaching home 	
		<p>Wonderful waste</p> <p>Language item</p> <p>1.New phrases (Given in the lesson)</p> <p>2.Nouns</p> <p>3.Simple Past Tense</p>	<ul style="list-style-type: none"> * Children to do loud reading with proper pronunciation, expression & pause * Children to do silent reading followed by question answer activity to test their comprehension * Dramatization of the story * Discussion of the recipe step by step * Sequencing of the story * Language development: Use of phrases with the help of clues Picking/identifying nouns from the given text/unseen passage *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 * Discuss in groups how they make utility items out of waste materials like old news 	<p>Visuals of the story</p> <p>Reading cards - (CIEFL)cards</p> <p>Story sequencing card</p> <p>Environment friendly materials e.g. paper bags, bottle or plastic box may be</p>

		<p>paper, shoe box etc.</p> <p>* Talk on environment and 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 • Participating in community lunch sharing each other's traditional dishes • Naming the food that is made in their home <ul style="list-style-type: none"> (a) for a feast / festival/any celebration (b) every day (c) when he/she is not well. <p>* Children can make big cutouts /bring vegetables or dress up as vegetables and other food items and recite poems.</p> <ul style="list-style-type: none"> • Making fruit/ vegetable salad and write down the ingredients used to make it and its preparation. 	<p>used to recycle and create new items.</p> <p>Flash cards to be posted on notice board in class room</p> <p>Real vegetables and fruits.</p>
Folk Tales	Bamboo curry	*Children to do loud reading of the story with proper pronunciation, expression and pause	Folk Tales from the library

		<p>Language item</p> <p>1 .Tense forms</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 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>*Uses of bamboo *To collect the things/ made of bamboo</p>	<p>Visual resources Children's Encyclopedia</p> <p>Picture cards</p> <p>Things made of bamboo</p>
June- July	<p>Collaboration</p> <p>Teamwork</p> <p>Doing work on time</p>	<p>Teamwork (Poem)</p> <p>Language items</p> <p>-Question Words using "How"</p> <p>-Use of - contractions</p>	<p>* Children to recite the poem with proper action,& intonation</p> <p>*Recitation of the similar poems</p> <p>*Talk on activities children like to do alone and things they like to do in groups</p> <p>* Make questions using "How"</p>	

		<p>We'll, we've, Can't... -Compound words.</p>	<p>*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. *write the names of different professions and enact the same. *collect the names of different games and players.</p>	<p>Word Puzzles</p>
		<p>Flying Together Language items : Use of :verbs prepositions, to ,of, on Questions using - What, when, where, Why and How.</p>	<p>*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 *Drilling of new language items in proper context and production of the same in a meaningful situation in writing as well as speaking *Drilling of framing questions using What, When, Where, How etc</p> <p>*Children to write an incident/ event using different proverbs</p>	<p>CD on Panchatantra stories Class library for supplementary reading</p>

			<ul style="list-style-type: none"> *Children to use describing words to complete a story *Drilling of prepositions *To make meaningful sentences from Jumbled sentence *asking question about his /her friend using question words. 	<ul style="list-style-type: none"> . Picture Cards
<ul style="list-style-type: none"> Investigating the unknown Surprise and curiosity Overcoming fears by scientific analysis 	<ul style="list-style-type: none"> My Shadow (Poem) Language item : Questions using which, who, whose, whom -Compound words 	<ul style="list-style-type: none"> *Children to recite the poem with proper intonation *Drilling of framing of questions using Which, Who, Whose, Whom *Children to identify 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..... *Discussion about shadows *Outdoor activity – Children to observe the shadow of different objects & draw its shadow at different time of the day MORNING,NOON,EVENING *Children to estimate Time through shadow * word building : children to write words beginning and ending with “sh” . *make a list of “why” question. 	<ul style="list-style-type: none"> Books on poems from class library 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>*Children to read other stories like: SINDBAD THE SAILOR, 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 narration by the teacher about discovery voyages taken in the past e.g.” Columbus Discover America.”</p>	<p>Story Books. Film-Treasure Island</p> <p>Karadi Tales CD by Times Music</p> <p>Children Encyclopedia Tell Me Why?</p>
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			<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:</p> <ol style="list-style-type: none"> 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. 5. What were his words? 6. Name the other astronauts who landed with him. 	<p>Film/ Story Books on 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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			<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. *Developing MCQ(Multiple Question) related to the lesson or any other qcurious story of their choice.</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 Use of feeling words</p>	<p>*Children to recite the poem with proper intonation</p> <p>*Children to sing in chorus other songs like “When 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 give some clues.</p> <p>*To use correct feeling words and fill in the blanks</p>	<p>Cassettes of different songs</p> <p>Cartoons face showing different emotions like ‘Happiness, Sadness, Anger, Worry ,Stress,” etc</p> <p>Animal cries</p>	

			*Word Building – drilling of build new words ending with –ness	
		<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 *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 work) *Drilling of new words in proper context * 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” Learn, learns, learned, has learned</p> <p>*Children to write a letter to their friend/ family member telling them about the activities or</p>	<p>CIEFL Reading cards Story book-Hard times by Charles Dickens</p>

			<p>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>
Sept.	<p>Social behavior Discouraging Laziness Encouraging Hard work</p>	<p>THE Lazy Frog (Poem)</p> <p>Language item : Use of the Phrase –in vain</p>	<p>*Children to recite the poem with proper intonation</p> <p>*Matching words through team game</p> <p>*Talking about some lazy animals and their habits</p> <p>*Reciting related poems</p> <p>*To pick out the adjectives from a given passage</p> <p>*Drilling the phrase ` in vain` in proper context</p>	<p>Picture cards showing frogs</p> <p>Visuals</p>

			<p>*Children to talk about people they like, the game they play</p> <p>*To write a poem about an activity they enjoy</p> <p>*To write the correct word out of jumbled words (Extended activity)</p> <p>*Quiz (vocabulary based)</p> <p>*Dictionary work Find meanings for the new words from the lesson.</p> <p>*Speak about the situations what works make them feel lazy.</p>	Dictionary
		<p>Rip van Winkle Language items : Use of adjective</p> <p>-Use of Have, Have not -Adverb Phrase '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 story *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>'Story-Rip Van Winkle The Legend of Sleepy Hallow by Washington Irving</p> <p>Sleeping Beauty-CD/DVD</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> <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>	Dictionary
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> <p>*Narration of an incident /event describing a brave act</p> <p>*Story sequencing based on clues</p>	<p>Film or PPT on acts of bravery by young children</p> <p>Story sequencing cards</p>

			<p>*To let the children organize an Art competition / Exhibition in the class and write a notice informing the other classes about it</p> <p>*Each student to describe their partner in a few sentences</p> <p>*To make right words out of Jumbled words</p> <p>*Assign qualities to their friends and described their nature.</p>	<p>Flash cards of jumbled words.</p> <p>Flash cards of describing words.</p>
	<p>The Talkative Barber</p> <p>Language item :Opposite words beginning with un-, in-, dis, -im</p> <p>-Conjunctions</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>*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 use of conjunctions- if, or ,so,</p>	<p>Stories -. The Arabian Nights Series, Akbar Birbal, Tenali Ram etc.</p> <p>Library books</p> <p>Picture scroll to conduct picture talk Panorama pictures</p>	

			<p>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> <p>*Make a list of feeling words when they are at a feast / cinema/cricket match etc.</p> <p>*Activity for bright children-</p> <p>*Describe the following processes.</p> <p>a)How to send a letter/email.</p> <p>b)How to make a salad</p>	Word maze
Nov	Adventure, Imagination and Fantasy	<p>Topsy –Turvy Land (Poem)</p> <p>Language item : Creative writing skills</p>	<p>*Children to recite the poem with proper modulation</p> <p>* Drilling of correct 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>	<p>FILM-CHARLEY AND THE CHOCOLATE FACTORY</p> <p>Role play</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 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 *Picture composition a) By seeing the pictures of Topsy turvy land and our land write the differences . *Imagine a Topsy turvy scene of a garden and describing it.</p>	<p>Cards with jumbled sentences for story narration</p> <p>Sample cursive style transcription for ready reference</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</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 context</p> <p>*Drilling of the use of Present Continuous in the proper context followed by production in a meaningful paragraph</p>	<p>FILM-THE CRONICALS OF NARNIA. Related storie: Treasure Island. By R.L Stevenson.</p>

		<p>sentences -Use of 'why'. -Present continuous Form</p>	<p>*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?</p> <p>*To look up the meaning, pronunciation and usage of new words in the dictionary *To show the video of the adventures of Gulliver and also other adventures video clips.</p> <p>*Drilling of comparing 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 rules related to punctuations</p>	<p>Picture scroll.</p> <p>Dictionary Grammar activities from the text. Make your own comparisons Picture, Role play</p>
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			<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. *Giving open-ending question to write the reason why something happens.</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 write the new words in cursive way</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>Teacher to provide helping words as clues. To help students think in the right direction.</p>
			<p>*Picking out rhyming words and contractions from the poem</p> <p>*Word building: forming words by adding suffix-less</p>	<p>Enid Blyton series- The secret seven, The Famous five etc.</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 *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 & expressions in cursive way *Collecting slogans on "FRIENDSHIP" *Writing about his/her best friends.</p>	<p>Sample cursive style transcription for ready reference</p>
<p>Problems of growing up. The evils of bullying, Familiarity with the animal world</p>	<p>The Little Bully (story)</p> <p>Language item :Adverb Words ending with- 'ly' [loudly, eagerly...] -Use of articles- a, an the -Use of won't,</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>*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</p>	<p>Visuals of sea life.</p> <p>Story-The Naughtiest girl in school-by Enid Blyton. The Little Bully –Enid Blyton</p>

		couldn't etc		
			<p>*Finding opposite of the words given from the lesson</p> <p>*Word formation-drilling of making new words using suffixes `ly`</p> <p>*Drilling of the use of articles a/an/the followed by production in a meaningful paragraph</p> <p>*Drilling of the Use of “ing forms of verb In sentences</p> <p>*To write a paragraph on “SEA WORLD”</p>	<p>Some flash cards of verbs</p>

			<ul style="list-style-type: none"> *To write a report on a picnic *Write about actions which would make a friendly persons *Making Puzzles with of opposites 	Clues are given
Jan	<p>Travel, Regards for others, Adventure, Imagination, Familiarity with reading maps.</p>	<p>Sing a song of People (Poem)</p> <p>Language item : Opposite words Verbs[- 'ing' words in the poem]</p>	<ul style="list-style-type: none"> *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 about them *Children to interview their teacher, HM and Principal and write a paragraph about them with the information they have gathered 	A poster
			*Drilling of the use of new words in proper context	Dictionary
	Around the		*Children to read aloud with proper	Various means of transports used in

	<p>Travel Regard for others Adventure Imagination Familiarity with reading maps</p>	<p>world</p> <p>Language item :Adjectives -Use of verbs like- go, turn, cross. -Use of prepositions- across, between, in front of -Adverb</p>	<p>pronunciation, expression and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Group discussion with partners *Children to describe A Journey by Train</p> <p>*Drilling of the use of new words in proper context</p>	<p>ancient and modern time</p> <p>Maps, signs and landmark</p>
			<p>*To pick out the adjective from the passage</p> <p>*Drilling of the use of go, turn, cross in an meaningful context *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 collective nouns-</p>	<p>Library books</p>



Children to study of the world and identify and discuss different countries of the world.-the people , their dress, their food habits etc.

*Questions based on map reading
*Children to create a map of their school campus/ colony showing all the important land marks

This lesson may be integrated and correlated with EVS lesson” A Shelter So High”

To discuss and write a paragraph on “How Messages were sent in olden days? and how

Flash cards

Atlas

Extra reading material:
Around the World in Eighty Days by Jules Verne

Visuals on the
Seven Wonders of the world (TLM)

Feb	<p>Girl child - Gender Awareness, Multi-lingualism, Leadership qualities.</p>	<p>Malu and Bhalu (poem) Language item : Use of pronouns</p>	<p>are located in</p> <p>* discussion on animals and birds living in the polar region *Children to recite the poem with proper intonation</p> <p>*Listening comprehension – Recite a related poem 2 -3 times and ask questions based on it.</p>	<p>OF THE WORLD” –Referring to the encyclopedia</p> <p>Visuals and picture book of animals on polar region</p>
			<p>*Write a character sketch of Malu Bhalu after a discussion on the nature, feature of Malu Bhalu * Write a character sketch of a friend or brother/sister. *Write about one self – name, place you live, physical features, habits, likes and dislikes things you like and do not like to do. *Giving practice through work sheets on the usage or Pronouns. *Drilling of the use of pronouns in proper context</p>	<p>Adjectives clues</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
Feb	<p>Multi Lingual. Leadership qualities</p>	<p>Who will be Ningthou?</p> <p>Language item : Exclamatory words & sentences. E.g. Ah! , Hurrah! , etc. -Action word ending with – ed . -Tense</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>*Reading story about other great people's lives and their childhood.</p> <p>*Drilling of new words in proper context</p> <p>*To punctuate the passage and underline exclamatory words.</p> <p>*Drilling of action word ending with -ed</p> <p>*To make a list of irregular action words, Identify and</p>	<p>CIEFL READING CARDS,STORY BOOKS from class library</p> <p>Word cards</p>

		<p>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 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>
March		Revision	

*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.