

Subject : English	Level : A 2	Class : V	Lesson : 1 Wonderful Waste
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Skill Focussed	Target Learning Outcomes	Suggested Strategies
<ul style="list-style-type: none"> Vocabulary and Spelling Writing 	<ul style="list-style-type: none"> To be able to understand the difference in spelling of words which are very closely spelt and apply them in proper context To be able to locate words based on the clues given To be able to become aware of word similarities based on their spellings To be able to solve puzzles based on the clues provided 	Individual Pair individual

ACTIVITY: 1

TLO: To be able to understand the difference in spelling of words which are very closely spelt and apply them in proper context.

Focus words:

strips/strip	palace/place	bit/bite	scrap/scrape
hug/huge	past/paste	fast/feast/fist	quit/quit

Read the above words with proper stress and accent clearly.

Discuss the meaning of each word and circle the letter which is different.

ACTIVITY: 2

TLO: To be able to locate words based on the clues given

Read aloud the paragraph mentioned in the bracket and help your partner fill in the blanks

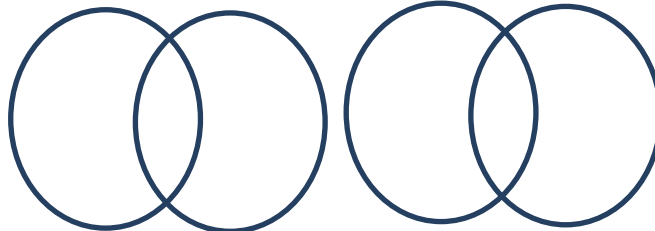
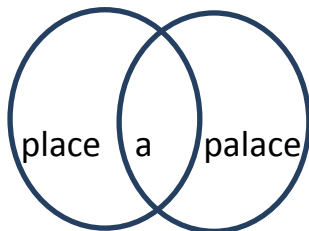
- The man is wearing a _____ dress.(10)
- The cook _____ the eggs(7)
- A _____ smell was coming from the bakery.(7)
- The _____ were served hot food.(8)
- We _____ our school for the Annual Day.(7)

TLO: To be able to become aware of word similarities based on their spellings.

ACTIVITY:3

Add one letter to the word in the first circle and make a new word and write in the second circle. Write the letter which have added in the middle

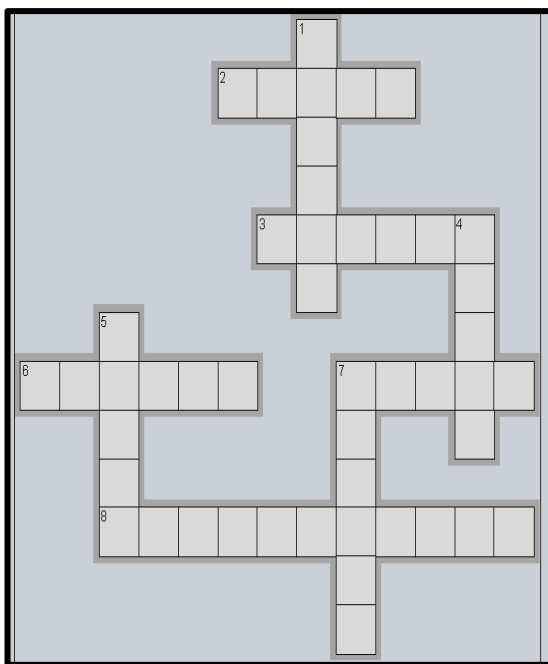
Example:



TLO: To be able to solve puzzles based on the clues provided

ACTIVITY:4

Solve the crossword puzzle based on the clues given.



Across

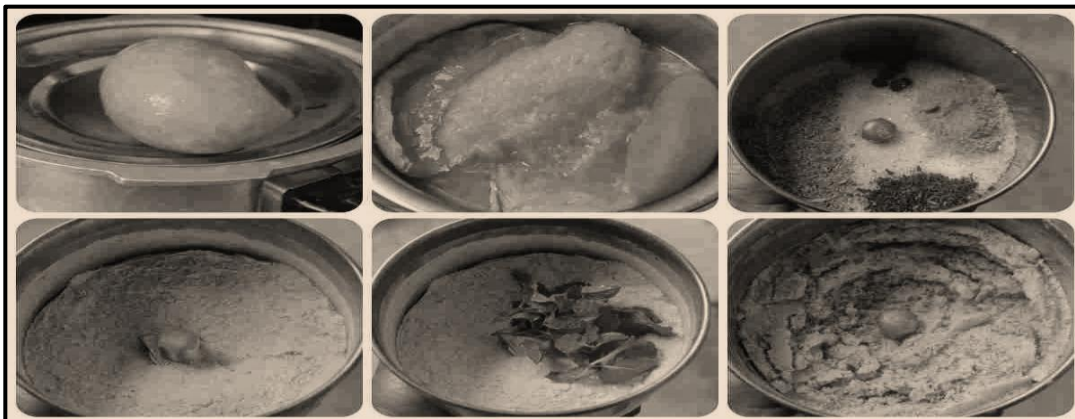
- 2. a grand meal served during celebrations or marriages
- 3. small pieces of vegetable skin
- 6. crushed to make a fine paste or chutney
- 7. look at something for a long time with eyes open widely
- 8. some things like dress, food which has been followed for many years

Down

- 1. palace
- 4. serious and strict
- 5. showing something with the finger
- 7. long narrow pieces of paper or cloth

ACTIVITY: 5

(The teacher reads aloud the recipe of 'AamPanna'. Students listen to the recipe).





1. Pressure cook raw mango.
2. Grind sugar, cardamom powder, roasted cumin powder, pepper and black salt to fine powder.
3. Next add Mint leaves, grind again and keep aside.
4. Now, remove the pulp from the cooked mango.
5. Add this pulp to the ground mixture and grind again to smooth paste.

6. Add 2 tbsp of this pulp to a glass of chill water and mix well. Add ice cubes and serve chilled.

7. Refreshing summer drink Aam ka Panna is ready.

Your friend is going home and telling the recipe of Aam Panna to his mother .

This is what he has said:

1. Add mint leaves, grind and keep aside.
2. Remove the pulp from the cooked mango.
3. Pressure cook raw mango.
4. Grind sugar, cardamom powder, roasted cumin powder, pepper and black salt.
5. Pour a glass of chilled water and add all the above things and mix.
6. Refreshing summer drink Aam ka Panna is ready.

Is the order correct? Now you put them in correct order.

ACTIVITY: 6

- **TLO:** To be able to engage in conversation with friends on day to day activities

Describe the activities you do on a holiday to your friend.

Get up late, take bath after 10 a.m, eat breakfast, chat with mother, fight with sister, watch TV, get scolding from mother, do homework, colour pictures, play with friends,

- **TLO:** To be able to reproduce proverbs related to Teamwork

ACTIVITY: 7

Quotes on teamwork

Learn any 8 quotes and present in the class

1. Coming together is a beginning. Keeping together is progress.
Working together is success.
2. Talent wins games, but teamwork and intelligence wins championships.
3. **TEAM**
T- Together
E- Everyone
A- Achieves
M- More
4. Alone we can do so little; together we can do so much.
-Helen Keller
5. Teamwork is the fuel that allows common people to attain uncommon results."
6. Teamwork divides the task and doubles the success
7. The whole is greater than the parts.
8. The strength of the team is each individual member. The strength of each member is the team.
9. Unity is strength. When there is teamwork and collaboration, wonderful things can be achieved.
10. Individually, we are one drop. Together, we are an ocean.

Subject : English	Level : A 2	Class : V	Lesson : 2 Flying Together
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Skill Focussed	Target Learning Outcomes	Suggested Strategies
Vocabulary and Spelling	<ul style="list-style-type: none"> To be able to form the plural forms of words To be able to Identify words related to teamwork and unity in a word puzzle To be able to learn the spelling of commonly misspelt words 	Individual

ACTIVITY: 1

TLO: To be able to form the plural forms of words

a. *Words which end with 'ch' are made into their plural form by adding 'es'*

1. branch –

b. *Words which have 'oo' are made into their plural by changing 'oo' into 'ee'*

1. goose-

Rewrite the sentences with the plural form of the words in the brackets

1. The _____ (goose) sat on the _____ (branch) of the tall tree. They have webbed _____ (foot)

2. The _____ (bunch) of grapes were fresh. But they were sour . Our _____ (tooth) started to rattle when we ate them.

ACTIVITY:2

TLO: To be able to identify words related to teamwork and unity in a word puzzle

V	V	K	O	R	E	H	T	E	G	O	T	B	G	A	
L	V	T	S	D	W	F	S	T	G	L	L	M	Q	J	
S	D	Q	S	O	Z	W	H	P	G	L	U	F	G	Y	
E	O	L	J	Z	E	A	A	I	N	D	S	B	E	Z	
P	X	Q	T	L	E	N	R	D	S	N	E	S	P	C	
L	N	L	X	Q	T	M	E	E	K	S	R	C	M	A	
I	Z	E	U	X	Q	C	F	A	O	I	P	Z	N	P	
A	A	A	D	D	V	O	P	S	S	U	C	S	I	D	
H	L	P	U	E	L	O	A	Q	M	N	A	T	P	S	
E	G	H	F	S	U	P	P	O	R	T	X	C	S	I	
L	X	P	L	T	U	E	Y	B	M	J	G	E	Y	A	
P	S	U	U	N	I	R	O	V	W	X	C	P	L	L	
U	O	Y	I	P	L	A	G	U	P	C	B	S	P	V	
C	Z	T	E	U	B	T	K	P	U	Q	C	E	K	V	
P	Y	G	H	B	V	E	I	S	U	G	N	R	U	T	

SHARE
COOPERATE
SUCCESS
IDEAS
UNITY
EQUAL
HELP
SUPPORT
DISCUSS
TOGETHER
RESPECT
RESULT

ACTIVITY: 3

TLO: To be able to learn the spelling of commonly misspelt words

Learn the spelling of these words :

- friend (A friend is a person who comes with us till the end , so the word 'friend' is spelt ' f r i e n d ')
- tomorrow (1 'm' and 2 r)
- listen – 't' silent

ACTIVITY: 4

TLO: To be able to learn to pronounce homographs correctly

What is the meaning of the underlined words in the sentences

- I sat still when the dentist checked my teeth
 - Without moving
 - angrily
 - moving the head up and down
- It is 8.30 a.m. The bell has not rung still.
 - Quietly
 - not yet
 - loudly
- The wind blew softly.
 - Cyclone
 - rain
 - air
- Climbers wind up on poles.
 - Move up in a circular way
 - make a bundle
 - fall down

ACTIVITY: 5

TLO: To be able to speak incorporating quotations, proverbs etc in the speech

Can you say these proverbs in Hindi?

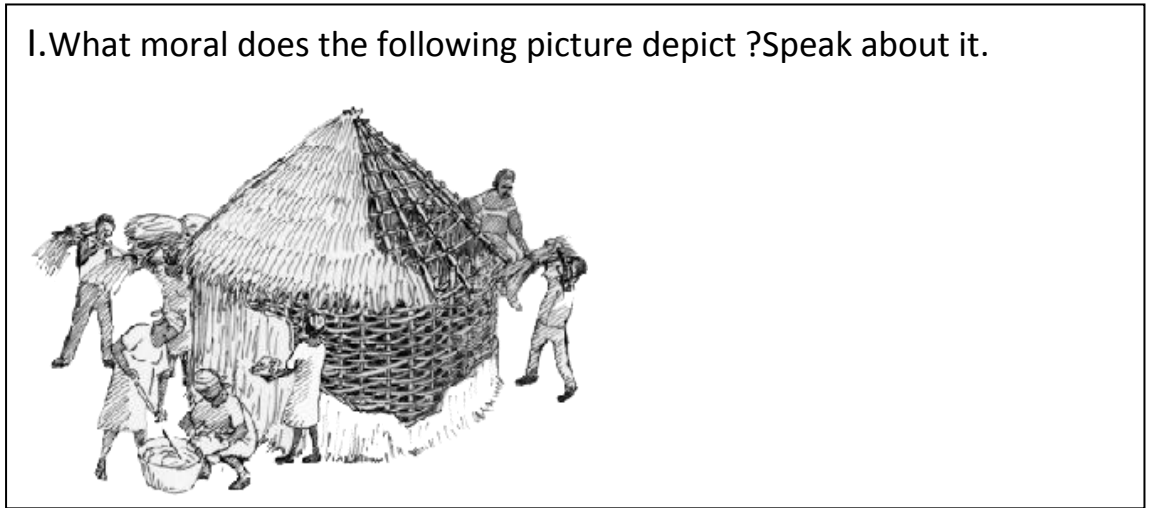
1. United we stand divided we fall
2. As you sow so shall you reap.
3. A bad workman blames his tools .
4. Barking dogs seldom bite.
5. Where there is a will there is a way

ACTIVITY: 6

TLO: To be able to speak incorporating quotations, proverbs etc in the speech

What do the above proverbs mean? Explain with examples.**ACTIVITY: 7**

I. What moral does the following picture depict ? Speak about it.

**ACTIVITY: 7**

TLO : To be able to write short imaginary stories

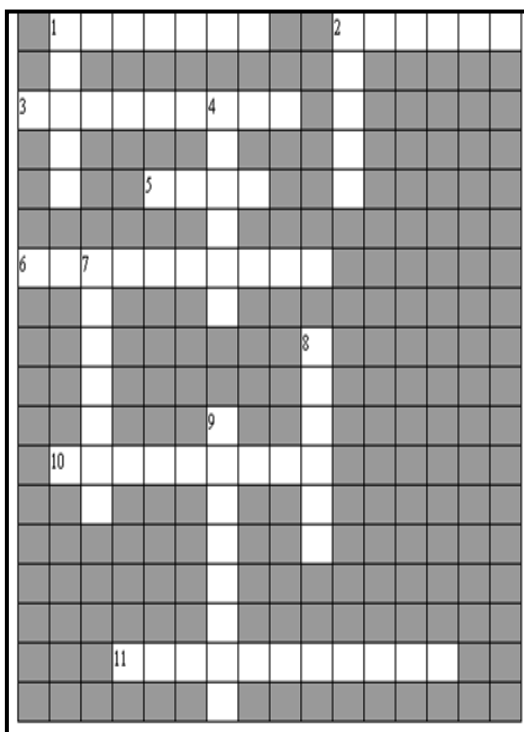
The wise bird saved the birds from the hunter in the story. Imagine what would have happened if the wise bird had not saved the flock of geese. Write it in about five sentences.

Subject : English	Level : A 2	Class : V	Lesson : 3 Robinson Crusoe
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Skill Focussed	Target Learning Outcomes	Suggested Strategies
Vocabulary and Spelling Reading	<ul style="list-style-type: none"> • Solve puzzles based on the clues provided • Write synonyms for words • Expresses feeling about environment through speech 	Individual

TLO: Solve puzzles based on the clues provided

ACTIVITY: 1



ACROSS

- 1. wild ,violent primitive people
- 2. a large fort like building
- 3. the impression left by a foot
- 5. confident
- 6. happening many times
- 10. place with people living in
- 11 inquire to find out the truth

DOWN

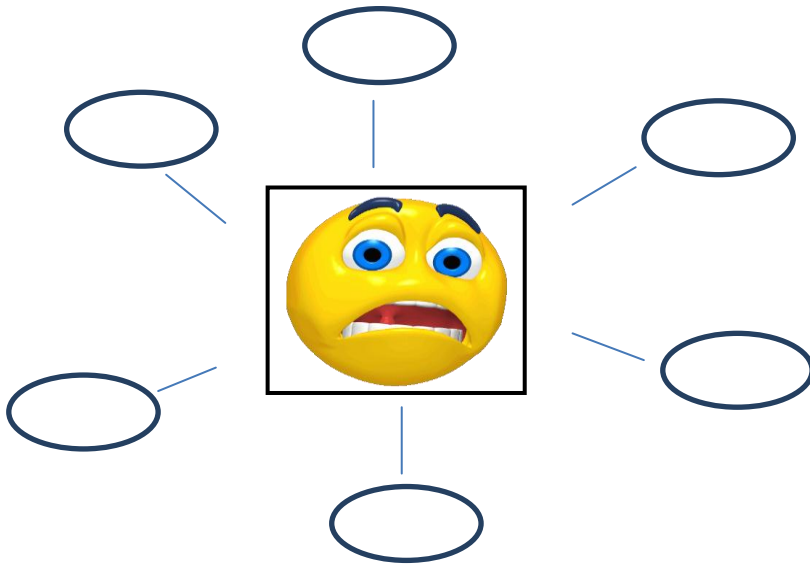
- 1.land along the sea
- 2. to follow and catch
- 4. land covered by water on all sides
- 7. observe or study carefully
- 8. roam from place to place
- 9. to notice something which was already there

TLO: Write synonyms for words

ACTIVITY :2

Help box: panic, happy, frightened, afraid, joyful, fear, greedy, sorrow, nervous, scared

Write other words which mean 'afraid'.



TLO: Expresses feeling about environment through speech

ACTIVITY : 3

Footprint is the print of a man's foot. Look at the tracks of the animals in the picture. Where do you think are they going? Why?



ACTIVITY 4

- **TLO:** Performing language functions such as translation from Hindi to English and vice versa

Pick one word from the lesson and add to the group of words which have similar meaning:

1. afraid, scared, feared, panic , _____

2. footprint, track, pugmark , _____

3. often, repeatedly, many times, _____

4. examine, search, study, explore , _____

5. beach, coast, sands , _____

6. break, damage, spoil , _____

7. brave, courageous, daring , _____

ACTIVITY: 1

TLO: Performing language functions such as translation from Hindi to English and vice versa

Translate the following Hindi sentences into English.

1. अगर नींव मजबूत है तो इमारत भी मजबूत हो जाएगा।

2. अंग्रेजी सीखने के लिए काफी प्रयास आवश्यक है।

3. एकता में बल है।

4. परछाई प्रकाश की उपस्थिति में बनते हैं।

5. हम आलसी नहीं होना चाहिए ।

ACTIVITY: 2

TLO: To be able to read texts with comprehension , locate details and answer questions

Translate this Hindi poem into English



ACTIVITY: 3

TLO: To be able to read texts with comprehension ,locate details and answer questions

Read the given passage and answer the given questions:-

Once there lived a carpenter named Kasi. He had a five year old son. His name was Vasu. Kasi's father Ramu was too old and he also stayed with them. Kasi began to think that his father was of no use to him because he was too old to do any work. Kasi always spoke angrily to his father. One day, Kasi gave food in a mud plate to his father. Being too old, Ramu was not able to hold the mud plate. He dropped it down and broke it. Kasi became very angry and scolded his father. Vasu observed this. The next day, Kasi gave a new mud plate. He went out to work. When he came back, he saw the new mud plate also broken into pieces. He scolded his father badly and warned him, "Old man, if you break the next plate also, there will be no food for you". Vasu was listening to his father's words. Next day, in the evening, when he came back home he saw his son doing some work with his carpentry tools. He was surprised to see this and happily went near him; Kasi asked Vasu "What are you doing my son?" Vasu replied "Dad, I am making a plate of wood for you. When you become old, I will give you this wood plate so that you will not break it and I need not send you out of the house" Kasi realized his mistake and apologized to his father for his mistakes. He never ill-treated his father after that.

Answer the questions:

1. Why did Kasi always speak angrily to his father?
2. Was Kasi right/wrong in being rude to his father? Give reasons
- 3 Why did Vasu make a wooden plate? What lesson did he teach his father?

4. What moral do you get from this story?
5. Suppose you were Kasi how would you have treated your father?
6. Suggest a suitable title for this story.

ACTIVITY: 4

TLO: To be able to demonstrate formation of suitable word collocations

Make suitable collocations

idle	
gentle	
hard	
tremendous	several

times	
breeze	
effort	
away	earned

ACTIVITY: 5

TLO: Make meaningful sentences

Learning English	was	working hard to master the game of football
The students	is	thinking who should bell the cat?
The girl	were	no child's play
The children	are	trying to catch the bus, but in vain.

Make as many meaningful sentences using the table. Underline the idioms in each sentence.

Subject : English	Level : A 2	Class : V	Lesson :5 The Talkative Barber
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Skill Focused	Target Learning Outcomes	Suggested Strategies
Speaking	To be able to deliver an oral presentation on an imaginary theme .	Individual

ACTIVITY: 1

TLO: To be able to deliver an oral presentation on an imaginary theme .

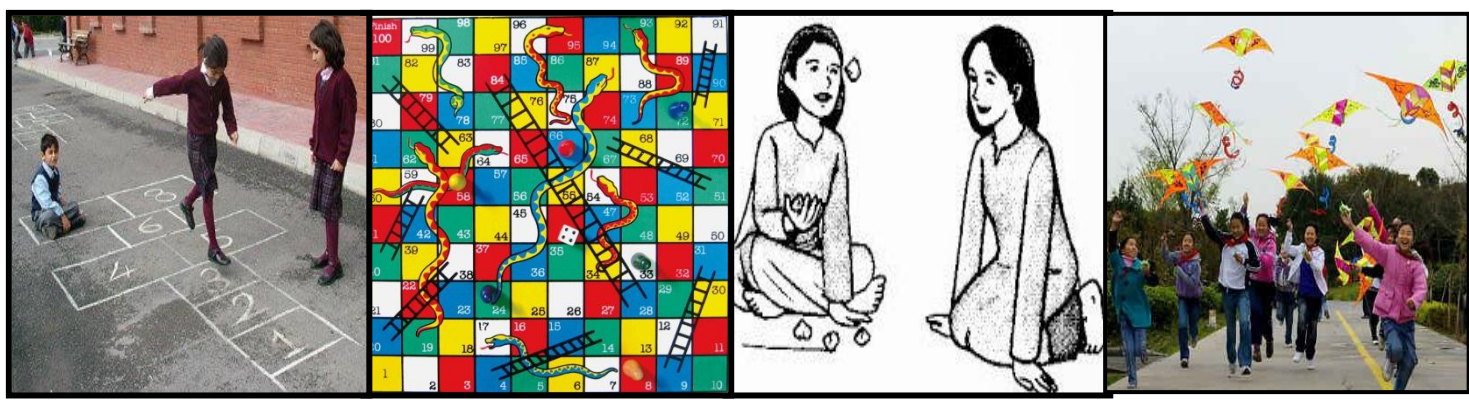
Imagine that you had slept away in the school for 20 years just like Rip did in the mountains. You wake up after that. What changes will you find around you? Narrate it in the class.

ACTIVITY: 2

TLO: To be able to identify and name the pictures

Mime the following games in the class. What do you learn while playing these games ?Speak about it in the class . Use the words from the help box.




Concentration, breeze, fun, counting, hopping, jumping, careful, outdoor, indoor



ACTIVITY: 3

TLO: To be able to write a notice about a missing person

Sample notice

<p style="text-align: center;">Missing</p>  <p style="text-align: center;">Name: Hirantra Nath Mukherjee Age: 70+ Height: 6 feet</p> <p>Last Seen: Near Viman Nagar wearing White shirt and white pant.</p> <p>Please contact Shivajit on 9011076701 if you have seen him or have any information about him.</p> <p><small>POWERED BY: Team-BHP.com</small></p>	 <p style="text-align: center;">Missing Person MPS #12/7623 CIRC #12/147 (7/20)</p> <p>Name: Natoya Stephens</p> <p>Description: Female, Black, 29 years of age, 5' 1", 130 lbs., medium build, dark complexion, black hair, brown eyes.</p> <p>Clothing & Jewelry: Unknown. Tattoo on hand. (flower)</p> <p>Last seen: At 0700 hours on 7/10/12 in the vicinity of 501 Lefferts Ave #5J in Brooklyn within the confines of the 71 Precinct.</p> <p>ANY INFORMATION: Contact nearest Police Officer or Missing Person Squad at: Tel: 212-694-7781/7782/7783 or 718-735-0501 Det. Santos & Det. Coffey 71st Squad</p>	
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Rip slept away after drinking the contents from the barrel. His family started searching for him. They wanted to give a notice about him in the newspaper. Help them make a notice about the missing Rip.

ACTIVITY: 4

TLO: To be able to read words correctly

know, doubt, often, column, comb, honour, scent, autumn, island, sandwich, answer, assignment, honest, knife, chalk, aisle, handkerchief, scene, sign, listen, palm, write

No.	Letter	word
1	b	
2	c	
3	d	
4	g	
5	h	
6	k	
7	l	
8	n	
9	s	
10	t	
11	w	

Read the words aloud. Identify the silent letter in each word and write under the correct heading

ACTIVITY: 5

TLO: To be able to make inferences from a given text and construct simple sentences

Ravi is fond of fruits. He eats a fruit after lunch. His brother likes to eat chips after lunch. Ravi also likes chips but does not do eat daily. But he does not skip the fruit.

Use *always, never and sometimes* and write three sentences about Ravi.

TEST YOURSELF:

1. Analyse the word relations and fill in the blanks

1. breakfast : Morning
dinner: _____

3. shine: shone
drive: _____

2. investigate : enquire
bold: _____

4. traditional : Modern
foolish: _____

2 What is common in the following groups

1. listen often castle tsunami - _____

2. boat shore sand footprint - _____

3. where what why who - _____

4. cut whip grind pour - _____

5. afraid fear scared nervous - _____

3 Circle the word which is different in each group:

1. cave chase call could

2. to of so on

3. wise bed geese boat

4. sometime honeybee anyone carpet

5. we I our all

4. Read the following words aloud by pronouncing them correctly

palace/place except/expect antenna/antennae

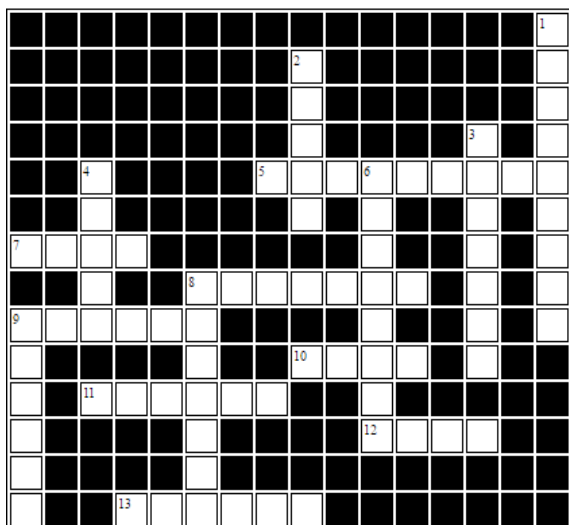
wander /wonder quit/quite

5. The school captain announced that Sunitha has got the first prize in the CCA Competition. He spoke the following lines in the assembly:

Sunitha has won the drawing competition. She is a very good artist .Her hobby is to practice sketches. We wish her all the best.

But it was a mistake. It was Sunith who got the prize. Now edit the above lines.

General Word Power



Across	Down
5. activity where words are dictated and students write the words	1. to stand without movement
7. a song ; rhyme or verse	2. belonging to someone
8. children blow this and play	3. a painting or drawing
9. a promise you take every day in the assembly	4. opposite of here
10. past tense of are	6. the next day
11. scared	8. reason
12. to put on a dress	9. 'Daya kar Daan' is the KVS _____
13. beautiful	

Fill with suitable question words .Add other words if required

- | | |
|--------------------------------|------------------------------|
| 1. _____ ? At 5.45 | 11. _____ ? Mary |
| 2. _____ ? Sita's | 12. _____ ? Yes,she has. |
| 3. _____ ? In May. | 13. _____ ? No, I won't. |
| 4. _____ ? Our teacher. | 14. _____ ? Yes, I know. |
| 5. _____ ? Rupees ten. | 15. _____ ? I am fine. |
| 6. _____ ? The red one. | 16. _____ ? This book. |
| 7. _____ ? In the garden. | 17. _____ ? No,they aren't. |
| 8. _____ ? Five. | 18. _____ ? Yes,I am coming. |
| 9. _____ ? Because it is good. | 19. _____ ? Yes,we have. |
| 10. _____ ? No, I can't. | 20. _____ ? Yes,you may. |

V. Mayas's pet 'Lolo' is lost. She has gone to the newspaper office to give an advertisement about her missing pet. Help her describe her pet .



Clue :

Write about his look, tail, name, his nature, age, date since he is missing, reward you will give to the person who finds him etc

Subject : English	Level : A 2	Class : V	Lesson :6 The Talkative Barber
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Skill Focussed	Target Learning Outcomes	Suggested Strategies
<ul style="list-style-type: none"> • Spelling • Writing 	<ul style="list-style-type: none"> • To be able to spell words correctly • To be able to take dictation of sentences which consist of homophones. • To be able to use punctuation marks while writing 	<ul style="list-style-type: none"> • Visual • Custom made sentences

ACTIVITY: 1

TLO: To be able to spell words correctly .

Look at the picture and tick the correct word



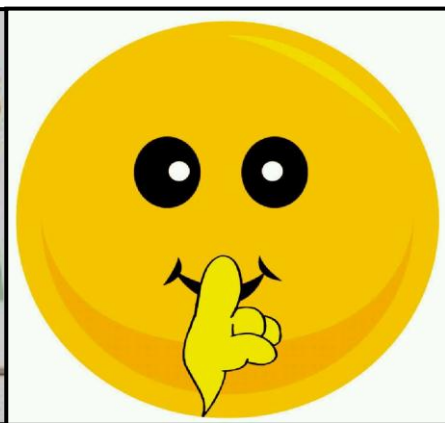
dessert / desert

piece/peace



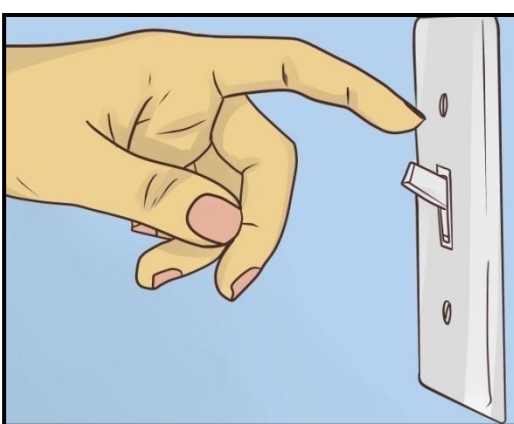
patience/ patients

off/of



quiet/ quite

shave/save



ACTIVITY: 2

TLO: To be able to take dictation of sentences which consist of homophones.

Write the following sentences using capital letters and full stop.

1. The patients lost their patience.
2. The quiet boy was quite good.
3. The loose bag was losing its strength.
4. Our bus will come after an hour.
5. As you sow ,so shall you reap.

ACTIVITY: 3

TLO: To be able to speak in a sequential manner.

To be able to narrate events in simple past tense.

Narrate the story in the lesson, you just completed learning. The child in the first bench starts the story. The next student follows the sequence of the story and adds a sentence to it. This will be done by all the students in the class till the story is complete. Use sentences of your own. Do not try to read out the sentence directly from the book or repeat the sentence as in the lesson.

**Sample:**

Student 1: The Sultan of Cashgar called a barber to get his head shaved.

Student 2: The barber was a great talker.

Student 3: The barber spoke continuously instead of shaving.

Student 4: The Sultan did not like this and scolded him.

Student 5: The barber told the king that he was hurting him by calling him a chatterer.

Student 6: The barber told him that he had six brothers who spoke a lot.

Student 7: He told their names to the Sultan.

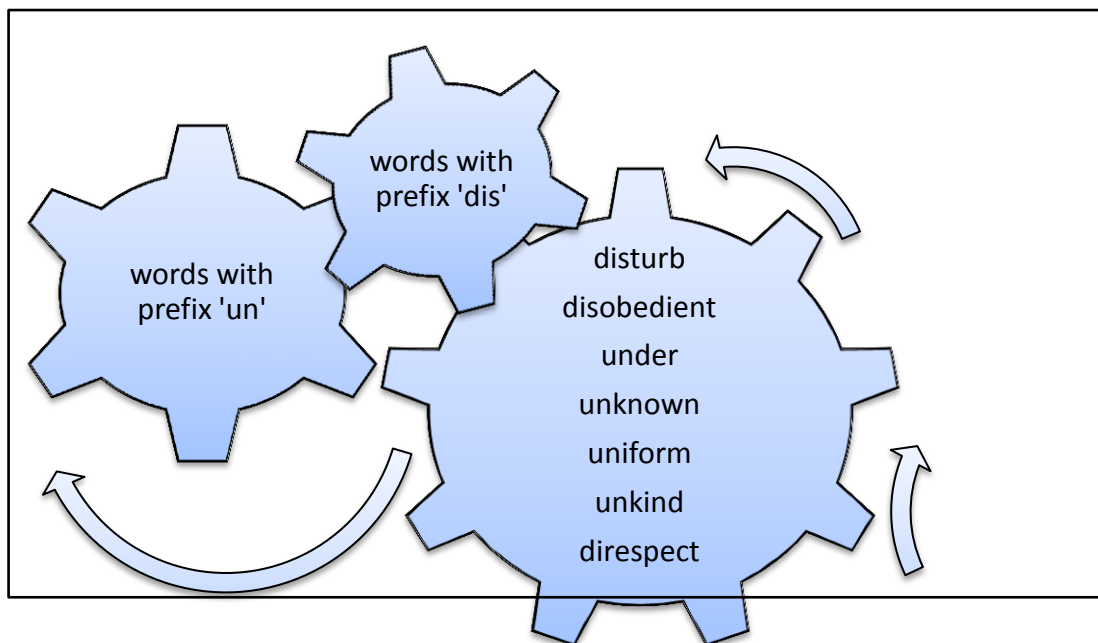
Student 8: He said that he was the quietest among his brothers.

(The students continue till the story comes to an end.)

ACTIVITY: 4

TLO: To be able to understand that a **prefix** is a group of letters that comes before a root or base word.

Given below are a few words which begin with 'un' and 'dis'. Identify the words in which 'un' and 'dis' are prefix.



TLO: To be able to identify the conjunctions in a sentence.

ACTIVITY: 5

and

but

or

so

because

Example: Felix **and** Tim went home.

And is the conjunction. It connects two people: Felix **and** Tim.



Circle the conjunction in each sentence below. Underline the word or words the conjunction is connecting.

1. They walked and played in the park.
2. I like popcorn, but my sister likes chips.
3. Jack hoped he would get a baseball or a game for his birthday.
4. The cat is in my room because it is raining.
5. Their mother was late, so they waited at the library.
6. Nina knocked on the door, but no one answered.
7. We saw clowns, horses, and elephants at the circus.
8. Celia or Grace will go with us.



Why do you think there are pictures of glue all around the exercise?

Subject : English	Level : A 2	Class : V	Lesson :7 Gulliver's Travels
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TLO: To be able to listen for specific information and apply it immediately.

TLO: To be able to make simple Mathematical calculations

ACTIVITY: 1

TLO: To be able to represent facts pictorially

Listen to the text dictated by the teacher and draw suitable pictures or circle the pictures after every line :

Teacher dictates: The captain went with one dozen men to the ground.

Students write and draw: _____
men)_____.



(draw one dozen

Teacher dictates : Each one had two pairs of shoes.

Students write and draw : _____



(draw two pair of shoes)

Teacher dictates: They put their thumbs up and walked.

Students write and point at the thumb: _____
thumb)_____



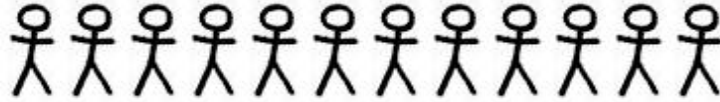
(point the

Teacher dictates: The leader pointed at the fort with his forefinger.

Students write and point at the forefinger: _____



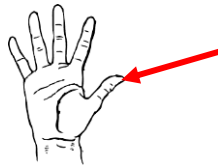
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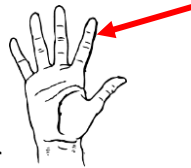
1. The captain went with a _____ to the ground.



2. Each one had



3. They put their thumb up and walked



4. The leader pointed at the fort with his forefinger

ACTIVITY: 2

TLO: To be able to read the story and organize its features

Organise the story 'Gulliver's Travels' in the boxes given below.

(Who are the characters?)

(Where did the story take place?)

(Why did Gulliver come to that place?)

(What kind of people did he meet there?)

(How would he have gone back?)

TLO: To be able to write imaginary sentences about a story using picture clues

ACTIVITY: 3

1



2



3



1. _____
2. _____
3. _____

ACTIVITY: 4

TLO: To be able to read and comprehend simple text.

To be able to make sentences using the degrees of comparison

Meet Amar, Akbar and Antony . Read the notes given about them and write five sentences using the word clues.

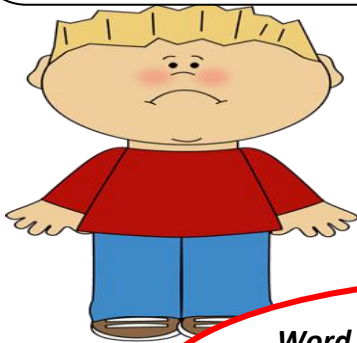
Amar

1. weighs 22 kgs
2. gets A⁺ grade in handwriting
3. is 120 inches tall



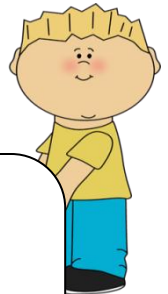
Akbar

1. weighs 17 kgs
2. gets A grade in handwriting
3. is 130 inches tall



Antony

1. weighs 13 kgs
2. gets B grade in handwriting
3. is 110 inches tall



Word clues

fat, good, tall, than, the ,better,
best, taller, tallest

ACTIVITY: 5

TLO: To be able to learn the spellings of words with 'ie' and 'ia'

Draw a flower in the blank if the answer is 'ie' .Draw a leaf in the blank if the answer is 'ia'

1. g_____nt
2. kerch_____f
3. d_____meter
4. tr_____d
5. exper_____nce
6. d_____l

Subject : English	Level : A 2	Class : V	Lesson :8 The Little Bully
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Skill Focussed	Target Learning Outcomes	Suggested Strategies
<ul style="list-style-type: none"> • Speaking • Writing 	<ul style="list-style-type: none"> • To be able to speak adapting the given information • To be able to write narratives using the given clues 	<ul style="list-style-type: none"> • Autobiography construction

ACTIVITY: 1

TLO: To be able to write narratives using the given clues

TLO: To be able to speak adapting the given information

The lesson, 'The Little Bully' has been written by Enid Blyton. Given below is some information about her. Read them and speak five sentences imagining yourself to be Enid Blyton.

Enid Mary Blyton-11 August 1897-London, England

English children's writer -books are still popular, and have been translated into almost 90 languages

first book, *Child Whispers*-published in 1922

wrote fifty books a year

The Famous Five and ***The Secret Seven***-famous books

created the cartoon character ***Noddy***

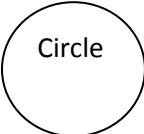
TLO: To be able to read the given text with comprehension and locate details

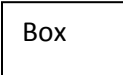
ACTIVITY: 2

Read the given text about Sri Abdul Kalam and do as directed

- **Abdul Kalam** was born on 15 October 1931 in [Rameswaram](#), Tamil Nadu . He was the [11th President of India](#) from 2002 to 2007. He studied at the Schwartz Higher Secondary School, Ramanathapuram, Kalam went to [Saint Joseph's College, Tiruchirappalli](#). Then he studied aerospace engineering in [Madras Institute of Technology](#), Madras . He was a scientist and also a great writer. He wrote the books , *India 2020*, *Wings of Fire* and *Ignited Minds*. He received the *Padma Bhushan* , *Padma Vibhushan* and the *Bharat Ratna Award* from the Government of India. He passed away on 27th July 2015.

1. Underline Kalam's birth date and the date on which he died.

2.  the books he wrote.

3.  the places where he studied.



4. Tick mark the awards he received.

TLO: To be able to use the articles ' A, An and The' correctly.

ACTIVITY: 3

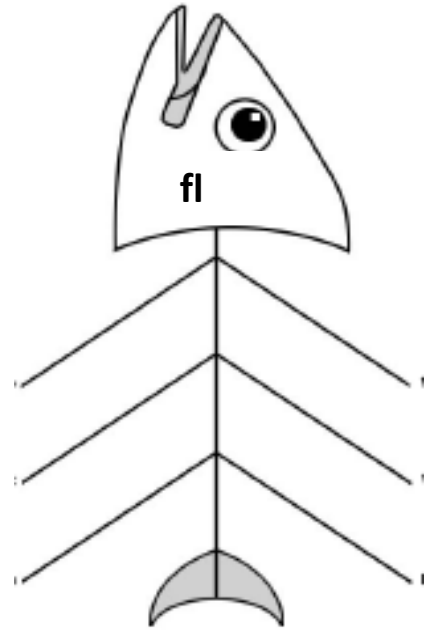
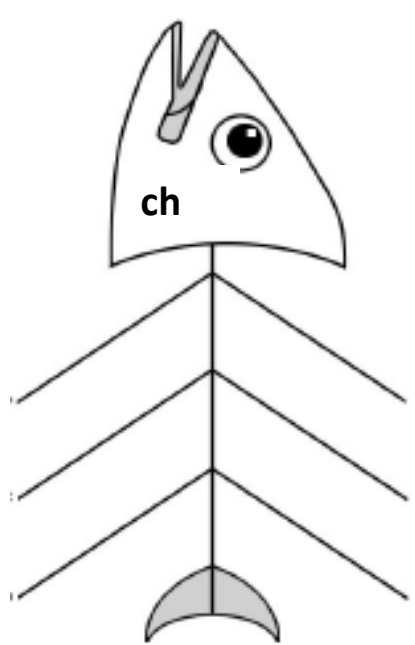
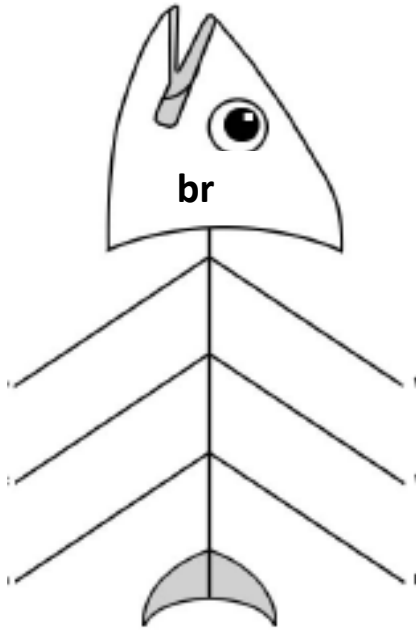
Make sentences from the substitution table

I	II	III	IV
Rita	likes to look at	a	moon
	reads		ice cream once every week
	wants to eat		story everyday
	bathed in	an	Ganges when she was young
	bought	the	kite yesterday

TLO: To be able to write words starting with different blends.

ACTIVITY: 4

Write words starting with :



Subject : English	Level : A 2	Class : V	Lesson :10 Who will be Ningthou?
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Skill Focussed	Target Learning Outcomes	Suggested Strategies
<ul style="list-style-type: none"> • Listening • Speaking 	<ul style="list-style-type: none"> • To be able to make inferences from the information given in a spoken text 	<ul style="list-style-type: none"> • Text reading

ACTIVITY: 1

- **TLO** To be able to make inferences from the information given in a spoken text

Read the following sentences

Read the following sentences

1. Margaret Thatcher was the first female Prime Minister of Britain.
2. Indira Gandhi is the only female Prime Minister of India.
3. Indira Nooyi is the current Chairperson and Chief Executive Officer of PepsiCo, the second largest food and beverage business in the world .
4. Kiran Bedi is the first woman to join the Indian Police Service in 1972.
5. Kalpana Chawla was the first woman of Indian origin in space.

Now use the following clues and speak a sentence each in turns

gender equality **empower women** **powerful** **education** **position** **gender**
bias **respect** **capable** **strong**

ACTIVITY: 2

TLO : To be able to receive, interpret and respond accurately using simple language.

- To be able to speak clearly on a topic.

Select a partner. Together decide on two imaginary characters which you would like to choose and enact them with dialogues of your own. Prepare for a role play with dialogues and enact in the class.



Sample:

Conversation between a new student and a classroom

Student : Wow! This is my classroom in my new school.

Classroom : Hello! Welcome!

Student : Hello! Strange! A classroom speaks?

Classroom : I am unhappy. I wanted to talk to someone.

Student : Is it? Go ahead. Tell me what is bothering you.

Suggested Topics:

1. Tree and the Rain
2. Bird and the Butterfly
3. Child and the food plate
4. Paper and Pen
5. Waves and Sand








Word Power:

- Vocabulary items suited to the topic chosen.
- Polite words- Hello, Pardon me, Sorry, Excuse me etc.

ACTIVITY: 3

TLO : To be able to understand simple functional rules of sentence construction .

Draw a comic strip of the above activity and write the dialogues:

TEST YOURSELF:

There are many words in your textbooks or readers whose sound you are not sure of. Given below is a list of such words which feature in your lessons in the textbooks or readers. Given along with them are tips to help them pronounce correctly. Read them aloud with correct pronunciation.



Sample 1 : Words which appear in the Environment Science Textbooks

1. deer- 'de' as in deep and 'er' as in arithmetic
2. beast- 'be' as in bee and 'ast' as in east
3. environment- enviment ('r' and 'n' to be silent)
4. famine- 'fam' as in family 'ine' as in 'in'
5. drought- 'dro' as in drown 'ught' as in fought
6. vitamins- 'vi' as in village
7. Richter – ri-k-ter
8. hibiscus- 'hi' (as in hill) –bis-cus
9. flower- flaw-r
10. plateau- pla(as in plan) –toe

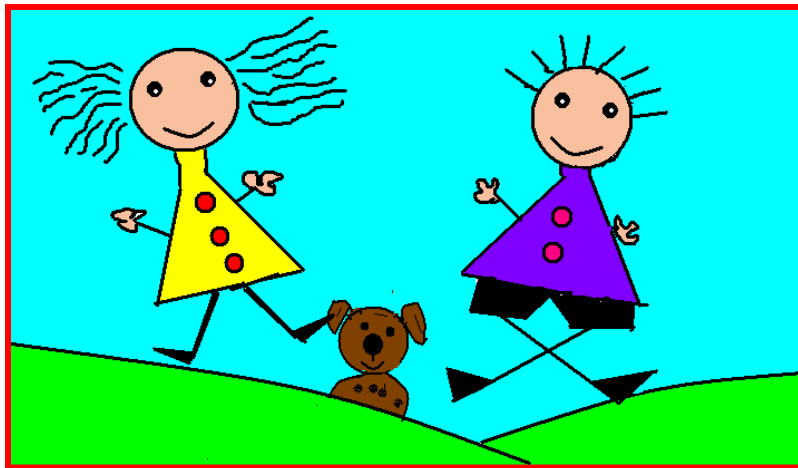
Sample 2 : Words which appear in the English Readers

1. quay-key
2. queer-‘ku’ and ‘er’ as in teacher
3. bellow- ‘be’ as in ‘bay and ‘low’
4. purr- ‘pur’ (rhyming with fur)
5. delicious- ‘deli’ and shus
6. freight- ‘frei’ as in friend and ‘ght’ as in fight
7. moustache-‘mus’ as in Muslim and ‘tash’
8. gesture- ‘ges’ as in Jessy and ‘ture’ as in furniture
9. archives-‘ar’ as in are , ‘ki’ as in sky and ‘ves’ as in strives
10. pheasant- feasant

Use the words in simple sentences to check the fluency and accuracy in pronouncing the words.

Activity:

Build your own creative story by contributing a sentence each in turns. A student will volunteer to start a story with a sentence of his or her choice. The other students will add a relative sentence in turns and thus build an interesting and original story.



Sample:

Student 1: One morning Hari went to the park.

Student 2: He saw a little pup there.

Student 3: The pup was shivering out of cold.

Student 4: Hari felt sad

Student 5: He thought for a while.

Student 6: He bought a pack of biscuits from a nearby shop.

Student 7: The shopkeeper did not give him the exact change.

Student 8: Hari started to calculate in his mind.

Student 9: He understood that the shopkeeper had cheated him.

(The story continues thus till all the students have contributed a sentence each. The last student should plan a sentence in such a way that it spells the conclusion of the story.)