

TERM – WISE SYLLABUS 2019-2020

CLASS-V

SUBJECT-ENGLISH

Term - I (Upto September 2019)

UNIT	TITLE	Learning outcomes	CONTENT	SUGGESTIVE ACTIVITIES
1	Ice-cream Man (Poem)	-Learner answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read.	<ul style="list-style-type: none"> • Definition of Noun and Adjectives • Helping verbs (is, are, am, was, were) • Rhyming Words • Report Writing 	<ul style="list-style-type: none"> • Poem Recitation by the Teacher and then by the students. • The students to draw or make a big cut- out of an ice cream and write a few lines about their favorite ice cream. • Role play on Ice cream man/Vendor selling ice creams.
	Wonderful Waste! (Story)	-Learner acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc.	<ul style="list-style-type: none"> • Degrees of Comparison of Adjectives • <u>Paragraph on ‘Rainy Season’</u> • Kinds of Noun (Common & Proper) 	<ul style="list-style-type: none"> • Students to make a list of vegetables that they can eat raw and another list of the vegetables which must be cooked before being eaten.
	Bamboo Curry (Story)	-Learner reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs - Learner recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.	<ul style="list-style-type: none"> • Tenses – (i) Simple Present Tense (ii) Present Continuous Tense • Homonyms • Suffix (-ed, ing, er, est) 	<ul style="list-style-type: none"> • Provide story books for encouraging and improving reading skills. • Emphasis on pronunciation should be done.
2	Teamwork (Poem)	-Learner conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc.	<ul style="list-style-type: none"> • Contractions • <u>Paragraph on ‘Summer Vacations’</u> • Picture Compositions • Compound words 	<ul style="list-style-type: none"> • Students to speak on the topic-‘My Favourite Game’. • (Pair work) Students will discuss about how they spent their summer vacation and will then complete the given passage on the basis of what they heard from their friends. My friend _____went to_____ • Enrich Vocabulary through crossword puzzles and word chain.

	Flying Together (Story)	- Learner uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions	<ul style="list-style-type: none"> • Joining Words • Prepositions • Proverb • Framing questions of 'Wh' Family • Describing Words • Tense – (i) Simple Past Tense (ii) Past Continuous Tense 	<ul style="list-style-type: none"> • Dramatization or Role Play on the Lesson focusing on understanding and interpersonal relationships. • Dictation of short texts or paragraphs.
	My Shadow (Poem)	- Learner uses synonyms such as 'big/large', 'shut/close', and antonyms like inside/outside, light/dark from clues in context	<ul style="list-style-type: none"> • <u>Paragraph on 'My Pet'</u> • Articles – a, an, the • Seen passage for comprehension • Present Perfect Tense 	<ul style="list-style-type: none"> • Poem recitation with actions performed by the teacher and then by the students. • 'Say Aloud' activity to improve pronunciation.
3	Robinson Crusoe Discovers a footprint (Story)	-Learner reads text with comprehension, locates details and sequence of events	<ul style="list-style-type: none"> • Jumbled Sentences • Subject and Predicate • Joining words like, 'and, but, because, so'. • Past Perfect Tense • Use of is, am, are (helping verbs) • Multiple Choice Questions 	<ul style="list-style-type: none"> • Provide some other adventure stories for reading to the students. • Develop and encourage writing skills- Pyramid Activity for 2, 3, 4, 5, 6 letter words. • Talk about benefits of "Morning Walk". • Make a conversation based on Present Perfect and Past Perfect Tense.
4	Crying (Poem)	-Learner connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences	<ul style="list-style-type: none"> • Feeling words • Suffix: '- ness' and '-ly' • Unseen passage 	<ul style="list-style-type: none"> • Recite the Poem aloud in the class with actions. • Discussion on feeling words.

	My Elder Brother (Story)	-Learner takes dictation for different purposes, such as lists, paragraphs, dialogues etc.	<ul style="list-style-type: none"> • Format of Informal Letter- 'Letter to brother telling him about an event held in school'. • <u>Paragraph on Dussehra</u> • Seen Passage • Arranging Words in alphabetical order • Use of 'Since or for' 	<ul style="list-style-type: none"> • The Teacher to read out the daily routine list and the student will note down the things that they do. • Make a time table of the daily routine as well as a class time table. • A discussion on how to use a dictionary and its benefits. • Student to speak a few lines on how they celebrated the <u>Dussehra Festival</u>.
Revision and Mid Term Examination				
TERM-II (October 2019 to March 2020)				
	The Lazy Frog (Poem)	-Learner uses the dictionary for reference -Learner identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs	<ul style="list-style-type: none"> • Rhyming words • Silent Letters • Paragraph on 'My Hobby' or 'My Teacher' • Action Words • Polite Words • Personal Pronouns 	<ul style="list-style-type: none"> • Recitation of the poem aloud in the class. • A discussion on 'laziness' in the class. • 'Say Aloud' activity for improving pronunciation. • Listen to the words and point out the silent letters.
5	Rip Van Winkle (Story)	-Learner writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers	<ul style="list-style-type: none"> • Describing words by joining two words (Compound Adjective) • Opposites • Paragraph on 'A Visit to the Zoo'. • Word used both as verb and noun 	<ul style="list-style-type: none"> • Help the students to use the dictionary on their own. • Provide some time for 'Silent Reading'.
6	Class Discussion (Poem)	-Learner writes a 'mini biography' and 'mini autobiography'	<ul style="list-style-type: none"> • Notice Writing • Notice to the Drama Committee about the Annual Function in School. • Describing Words (Adjectives) 	<ul style="list-style-type: none"> • Model recitation by the teacher and then by the students. • Group discussion on the relevance of festivals in our life.

	The Talkative Barber (Story)	-Learner writes informal letters, messages and e-mails. -Learner reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries.	<ul style="list-style-type: none"> • Opposites by using un-, im- and dis- • Joining words like ‘if, or, till, where, unless, so and while’ • Informal Letter to Uncle thanking him for a gift. <u>Paragraph on Diwali</u> 	<ul style="list-style-type: none"> • Role Play on the Barber and the King. • Listen to the character descriptions and name the characters. • Role play: Student to thank the uncle for a gift received from him.
7	Topsy-turvy Land (Poem)	-Learner attempts to write creatively (stories, poems, posters, etc)	<ul style="list-style-type: none"> • Jumbled Sentences • Rhyming Words • Use of this, that, those and these 	<ul style="list-style-type: none"> • Speak a few lines about the ‘Means of Transport’ by using Flash Cards or any other Teaching Aid.
	Gulliver’s Travels (Story)	-Learner attempts to write creatively (stories, poems, posters, etc)	<ul style="list-style-type: none"> • Flip – Flop Words (Reduplicative Words) • Picture Reading 	<ul style="list-style-type: none"> • Gap filling exercises based on the lesson to assess the comprehension of the students.
8	Nobody’s Friend (Poem)	-Learner suggesting personal views	<ul style="list-style-type: none"> • ”No” words like no, nobody, no one, none, nothing etc. • Unseen Passage • <u>Paragraph on ‘My Best Friend’</u> • Opposites • Prefix, Suffix 	<ul style="list-style-type: none"> • ‘Say Aloud’ activity to improve pronunciation. • Group Recitation of the Poem.
	The Little Bully (Story)	-Learner writes and speaks on peace, equality etc	<ul style="list-style-type: none"> • Contractions • Articles • Sounds • <u>Format of formal Letter</u> -Letter to the Principal for issuing SLC 	<ul style="list-style-type: none"> • Writing Word building - making as many words as possible by rearranging the letters in a given word e.g. ELEPHANT-PEEL, PANT and ANT etc. • Dictation- Paragraph with proper punctuation marks (3-4 sentences) • Fill the gaps by using Articles - a, an, the
9	Sing a song of People (Poem)	- Learner appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/ heard in his/her day-to-day life, in storybooks/ heard in narratives/ seen in videos, films etc.	<ul style="list-style-type: none"> • Opposites • Picture Comprehension • Guided Writing 	<ul style="list-style-type: none"> • Picture Comprehension • A discussion on Village and City Life • Role Play–Students gather the information through an Interview of their teacher and then write a paragraph on it. • Find a folk song from another State and

				present it in the class.
	Around the World (Story)	- Learner appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/ heard in his/her day-to-day life, in storybooks/ heard in narratives/ seen in videos, films etc.	<ul style="list-style-type: none"> • Collective Noun • Polite Words • <u>Paragraph on 'My Teacher'</u> • Describing words (Adjectives) Multiple Choice Questions • Suffix :- 'ly' • Sound 'e' 	<ul style="list-style-type: none"> • A discussion on 'Wonders of the World'. • Practice to pronounce the words when 'e' is added at the end of the word e.g. Cap-Cape, Kit-Kite etc. <p>NOTE: This unit (including "Sing a song of People" & "Around the World") is for reading purpose only, not for Assessment.</p>
10	Malu Bhalu (Poem)	- Learner recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.	<ul style="list-style-type: none"> • Forms of the Verbs • Regular Verbs • Character Sketch • Pronoun 	<ul style="list-style-type: none"> • Listen to the sentences about Polar Bear and complete the passage. • Gap filling exercises by using Pronouns. • Map reading.
	Who will be Ningthou? (Story)	-Learner reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs	<ul style="list-style-type: none"> • Picture Comprehension • <u>Paragraph writing on Republic Day</u> • Tenses – Simple Present & Simple Past Tense • Exclamation mark 	<ul style="list-style-type: none"> • The students find out about a famous freedom fighter and tell the class about him/ her (3-4 sentences). • A discussion on States of India known as 'The Seven Sisters' in India. • Dumb Charades- A child enacts an action word/a sentence and the rest of the class guesses what it is. • Provide folk tales to students for reading. <p>NOTE: This unit (including "Malu Bhalu" & "Who will be Ningthou?") is for reading purpose only, not for Assessment</p>
*Reading: Practice of Seen and Unseen Passages for comprehension followed by short answer questions				
Revision and Annual Examination				