



BAL BHARATI PUBLIC SCHOOL, PITAMPURA


Detailed Syllabus

Class: V

Subject: English



Month: April-May 2024-25

Month No.of working days	Topic/ Subtopics Teaching Points	Learning Outcomes	Pedagogy	Technology	Instructional tools/ Virtual tour/ Flipped Learning/ Field trips	Project/Activities/ Transdisciplinary/ Art integration	Assignment	Assessment
April - May 2024 Teaching Days:27 No. of blocks: 27 Lifeskills: Be more sensitive towards nature Gender: Education is a birthright irrespective of gender.	Topic- Literature 1.<u>Alice and the Mouse (8 blocks)</u> Teaching Points- a)Read and comprehend the text independently and answer at least three questions based on it. b)Role of imagination in our life.	Each child will be able to: -read and comprehend the text independently scan the given text and find specific information -critically analyze the text -make at least two sentences using the following words: >denial >offended	Pair and Square Students will list at least five common characteristics of humans and animals. 'Thumbs Up or Down' for the correctness of sorting. AMP BOX This	<ul style="list-style-type: none"> • Google Classroom • Quizziz.com • Kahoot Quiz • Word Wall • YouTube videos • https://youtu.be/KZiYflms-w 	FLIPPED LEARNING: The students will be encouraged to watch the movie based on the novel 'Alice in Wonderland' using the given link: - https://youtu.be/KZiYflms-w Follow up: Students will be asked to write down the part that they found most adventurous in the	\>Virtual Tour to a zoological park >Live Worksheets Flash Cards Imagine you are Alice. Write a diary entry describing your feelings when you met the Mouse in the Wonderland. Students will be encouraged to read out their diary entry in the class. INDEPENDENT LEARNING: -Reading aloud the lesson . -Retelling the story	A-Analyse E-Evaluating C- Creating CP- Competency based For reference ASSIGNMENTS: Q1.Read aloud the lesson. -Retell the story by sequencing of the text. Q2. If you were in Alice's place, how would you have reacted after hearing the Mouse's story? Q3. If you were the Mouse, how would you have reacted to the strange girl you met?	-Objective Assessment This will be taken on the completion of each topic. End term Assessment This will be conducted to assess the understanding of all the topics taught. Assessment Criteria: Recitation- 10 Marks Echoing Green Conversation: 10 Marks

<p>Health & Wellness: Poster making on 'Only One Earth'</p> <p>Value: Appreciating Nature</p>		<p>>lonely >eagerly >patience</p> <p>- tell at least two distinct human characteristics displayed by the different animals in the story.</p>	<p>technique will be used to test the students' understanding of the topic by keeping the whole class mentally alert for active participation.</p> <p>TOY PEDAGOGY</p> <p>Class will be divided into groups of 5 students in each. Using face mask they will narrate any one interesting part of the story.</p>		<p>story.</p>	<p>-Sequencing the events of the story</p> <p><u>TRANSDISCIPLINARY:</u></p> <p>Imagine you are Alice. After your visit to Wonderland, you go back home and tell your friends about your experience. Role-play the situation. Tell your friends about the plants and animals that you saw there and state one unique feature of each one of them.</p> 	<p>Q4. What happened when Alice wished she could have Dinah to get the Mouse back?</p> <p>Q5. If you were Alice what would you have told your friends and family after your visit to Wonderland?</p> <p>Q5. Alice loved her pet, Dinah a lot. Prove it through examples from the story.</p> <p><u>MCQs and RTCs</u></p>	<p><u>Vocabulary and Spellings:</u></p> <p>10 Marks</p> <p>Two per term from the given vocabulary lists.</p> <p><u>Comprehension:</u></p> <p>10 Marks: -</p> <p>1 Reading</p> <p>1 Listening</p> <p><u>Creative Writing:</u></p> <p>10 Marks</p> <p><u>Notebook Assessment:</u> 10 Marks</p> <p><u>CYCLE TEST -</u></p> <p>30 Marks</p> <p><u>Holiday Homework-</u></p> <p>05 Marks</p>
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	<p>l) <u>Types of Sentences (6 blocks)</u></p> <p>Sub-topics:</p> <p>>Declarative >Interrogative >Imperative >Exclamatory</p> <p>Teaching points:</p> <p>>A sentence is a group of words which makes complete sense and has a verb in it. Sentences are of four types.</p> <p>>Identification of the Types of</p>	<p>Each child will be able to-</p> <p>➤ state the four types of sentences.</p> <p>➤ identify the punctuation marks to be used in each of these kinds.</p> <p>➤ define the different types of sentences using at least two correct examples of each.</p> <p>➤ convert one type of sentence into another form correctly.</p>	<p><u>Pair and Share</u></p> <p>The learners will work in pairs and create a simple rap song on different kinds of sentences.</p> <p><u>Pair,Share and Square</u></p> <p>1) Write your daily routine during the vacation using different types of sentences.</p> <p>2)Write in short about your future plans (for</p>	<ul style="list-style-type: none"> • Google Classroom • Quizziz.com • Kahoot Quiz • Word Wall • YouTube videos 	<p><u>FLIPPED LEARNING:</u></p> <p><u>Declarative Sentences:</u></p> <p>A detailed YouTube link based on the topic will be shared on Google classroom beforehand for the students to watch.</p> <p>https://youtu.be/opjHnkG2U_o</p> <p>https://youtu.be/kgT5-Fpjgmg</p> <p>Follow up:</p> <p>Students will be asked to list down five declarative sentences that they mostly use in their daily life.</p> <p><u>Interrogative</u></p>	<p>A paragraph will be shared with the students. They will be encouraged to identify the type of each sentence of the paragraph and place the same in correct columns.</p> <p><u>INDEPENDENT LEARNING:</u></p> <p>The students will listen to the explanation in the modules as well as to the teacher and provide sentence examples on each of these types.</p> <p>The children will listen to the group of words spoken by the teacher and identify whether it's a sentence or not.</p>	<p><u>ASSIGNMENTS</u></p> <p>State at least two examples of each type of sentence and circle the end punctuation mark.</p> <p>Identify the correct type of sentences.</p> <p>Identify the errors in the given sentences and rewrite them correctly.</p> <p>Q1. Classify the given sentences into different types.</p> <p>Q2. Transform the following sentences into the type of sentence mentioned in the bracket.</p>	

	<p>Sentences and using them appropriately in correct context.</p> <p>>Differentiating among the different Types of Sentences with examples.</p>		<p>the next month) with these four types.</p> <p>Now share with your partner or class your routine / future plan .</p>		<p><u>Sentences</u></p> <p>A detailed You tube link based on the topic will be shared on Google classroom beforehand for the students to watch.</p> <p>https://youtu.be/hqxYBSVLXtc</p> <p>Follow up: Students will be asked to list down five Interrogative sentences that they commonly use during the school time.</p> <p><u>Exclamatory Sentences</u></p> <p>A detailed You tube link based on the topic will be shared on Google classroom beforehand for the students to watch.</p>	<p>Each student will identify the correct type of sentence from the given sentences.</p> <p><u>TRANSDISCIPLINARY:</u></p> <p>The students will be asked to write a paragraph sharing their experiences during the summer vacation and the life lessons learnt. They will further be asked to speak about any one interesting person they met and what they discussed with him / her. The other students will be encouraged to ask questions from the speaker. They will further be asked to note the types of sentences they are using.</p> <p>Mental-Visual Imagery: Listening to each other’s travelling experiences.</p>	<p>to justify why a particular article is used with a given word in the article.</p> <p>Brainstorming</p> <p>Q1. Pick any five Food items from your kitchen</p>	
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	<p>Topic: Articles (4 Blocks) Sub Topics: >Definite & Indefinite Articles, >Omission of articles.</p> <p>Teaching Points: Articles are quite important in English as they provide certain information about the noun they proceed. Absence or misuse of an article will make a sentence look/sound very strange to an English</p>	<p>a. Identify the three articles and use them in at least 3 sentences correctly.</p> <p>b. State the difference between definite and indefinite articles.</p>	<p>'Thumbs Up or Down' For the Correctness of usage of suitable article .</p> <p>AMP BOX</p>	<p>- Kahoot Quiz - Youtube videos - Quizizz.com - Live Worksheets -YouTube link https://www.youtube.com/watch?v=QJ_ibytD6Qc -AMP Box - Flashcards The teacher will show flash cards of various objects and students will choose a</p>	<p>https://youtu.be/jXBJe6vVlcg</p> <p>Follow up: Students will be asked to list down five Exclamatory sentences that they use.</p> <p><u>FLIPPED LEARNING:</u></p> <p><u>Imperative Sentences</u></p> <p>A detailed YouTube link based on the topic will be shared on Google classroom beforehand for the students to watch.</p> <p>https://youtu.be/zu2M83WgLZA</p> <p>https://youtu.be/0qFs2Curp0M</p> <p>Follow up: Students will be</p>	<p></p> <p>▪ News Clippings</p> <p></p> <p>Find a piece of news from the newspaper and identify the use of different types of sentences. (Using AMP Box): The selected child will speak one sentence using the given article on his/her own. Others can use the English notebook to write their answers.</p>	<p>which don't take articles before them.</p> <p>Q2.Complete The paragraph using 'a', 'an', 'the' or '(x)' articles</p> <p>Q3. Spot the errors in article usage in the sentences and rewrite them correctly.</p> <p>Skill Practice: The student will find errors in sentences and complete sentences using correct articles</p>	
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	speaker.			suitable article to go with it.	asked to list down five Imperative sentences that they use FLIPPED LEARNING: 1)A detailed You tube link based on the topic will be shared on Google classroom beforehand for the students to watch. Follow-up: The children will listen to the modules and the content discussed by the teacher and will identify the two types of articles. 2) A newspaper article will be shared on Google Classroom Follow-up:			
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	<p>Topic: Punctuation (4 blocks)</p> <p>Teaching Points: Punctuation marks are Symbols used to clarify and comprehend written and spoken language.</p>	<p>*identify the different punctuation marks and state their uses correctly.</p> <p>*punctuate at least four sentences correctly.</p> <p>* use capital letters correctly in at least three sentences.</p>	<p>Pair and Share In pairs students will identify the correct usage of the four punctuation marks.</p> <p>Pair and Square Students will work in groups of four and create a story and</p>		<p>The students will be asked to justify why a particular article is used with a given word in the article.</p> <p>FLIPPED LEARNING: 1)A YouTube link will be shared with students on Google Classroom. https://youtube.com/watch?v=DTA0PeVz4</p> <p>Follow up: Hands-on</p>	<p>1)Finding and circling the punctuation marks from the treasure box.</p> <p>2)Students will work in groups of four and create a story and highlight all the punctuation used in it.</p> <p>3)Students will find out the various rules of</p>	<p>Q1. Find the errors in the given sentences with regard to punctuation marks and rewrite them correctly.</p> <p>Q2. Punctuate the given Paragraph using full stop, comma, question mark and capital letters and rewrite in your notebook correctly.</p> <p>Q3 Rewrite the given sentences correctly. -i help my mother every day -Is she a singer -They watch</p>	
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			<p>highlight all the punctuation used in it.</p> <p>'Thumbs Up or Down'</p> <p>For the Correctness of usage of suitable punctuation marks .</p> <p>AMP BOX</p> <p>Joyful Learning</p> <p>Finding and circling the punctuation marks from the treasure box. Students will work in groups of four and</p>		<p>Activity: Punctuation flash cards activity.</p>	<p>using a comma and share them with their partners.</p> <p>Using various flashcards- An action word will be written on each flashcard. The learners will frame a sentence with the word written on their flashcard and end it with a suitable punctuation mark.</p>	<p>television every tuesday wednesday friday and sunday -how are you today</p> <p>Q4. Live worksheets and quizzes will be attempted by the students.</p>	
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	TOPIC >Creative Writing (2 blocks) >Vocabulary Building (2 blocks) >Internal Assessment (4 blocks)		create a story and highlight all the punctuation used in it.					
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