

Integrated Annual Curriculum 2025-2026

Subject : English

Class : V

TERM-1

Topic	Learning Objectives Students will learn	Methodology	skills to be developed	Assessment	Learning Outcomes Students will be able to
Lesson – Monkey Trouble •Introduction, model reading •Textual exercises (discussion+ notebook exercises) •Extra exercises (Vocabulary exercises like	FA-1(a) SA-I *To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story.	• Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. Listen and answer	• Listening • Speaking • Cognitive • Reading	➤ Oral and Written Test, ➤ Revision	➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words.

<p>antonyms, synonyms, frame sentences)</p> <p>●Silent reading and Dictation</p>	<p>*To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve thekey words. *To encourage reading habit.</p>	<p>ACTIVITY- Writing Integrated with Moral Values]</p> <p>Fun and frolic:</p> <p>Time spent with pet Write a short paragraph expressing your experience. Paste the picture of the pet.</p> <p>1. Content-(2 marks) 2. Creativity-(1 mark) 3. Original idea-(2 marks)</p>	<p>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. ➤ logically thinks about how to take care of pets.</p> <p>Value: Empathy Respect for life Self awareness and reflection</p>
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<p>Grammar-Verbs (Introduction and Explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<div>FA-1(a)</div> <div>SA-I</div> <p>*To enable the learners to recall the definition, examples of verbs.</p> <p>* To enable the students understand that the subject and the verb in a</p> <div>* Interactive</div> <div>* Lecture</div> <div>*Written exercises</div> <div>Audio Visual aids</div> <div>Worksheets</div> <div>* PPts</div> <div>* Grammar games</div> <div>* Oral and written drills</div> <div>ACTIVITY- Writing</div> <div>Integrated with language]</div> <div>*Logical reasoning</div> <div>*Cognitive</div> <div>* Interaction</div> <div>* Oral and written</div> <div><ul style="list-style-type: none">• define and identify the types of verbs.• demonstrates correct usage of verbs.• identify and use doing, being and possession verbs.• construct their own sentences using correct Subject- Verb Agreement</div>

	<p>sentence must agree in number.</p> <p>*To enable the learners to understand that verbs are doing , being and possession words.</p> <p>* To use verbs correctly .</p>	<p>In Verb Charades Relay, divide the class into teams. One student acts out a verb from a card, and their team tries to guess it within a minute. If they succeed, they create a grammatically correct sentence using that verb within another minute. Teams alternate, earning points for correct guesses and sentences. The team with the most points wins.</p> <p>1. Verb Selection and Usage (1 ½ marks)</p> <p>2. Sentence Construction and Grammar (1 ½ marks)</p> <p>3. Teamwork and Collaboration (1marks)</p> <p>4. Time</p>	<p>value</p> <p>1. Teamwork</p> <p>2. Time Management</p>
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	Management and Efficiency (1 mark)					
Comprehension Passage	SA-I	*To develop the learner's comprehension and analytical skills and logical reasoning.	<ul style="list-style-type: none">• Silent reading• Comprehending• Analysis• Logical answering ACTIVITY- Asking Questions Integrated with language] The teacher will divide the class in four groups. A student from	<ul style="list-style-type: none">• Reading• Cognitive• Logical reasoning• writing	Written	Answer the given questions from the given passage. Students are able to think logically. Values Teamwork and Collaboration Respect for Language and Learning Responsibility and Accountability

	<p>each team will frame question from the passage. The team, which frames grammatically correct questions wins.</p> <p>The students can later write answers too.</p> <p>1. Grammatical Accuracy (4 marks)</p> <p>2. Relevance to Passage (2 marks)</p> <p>3. Creativity and Originality (2 marks)</p> <p>4. Teamwork and Collaboration (1 mark)</p> <p>5. Time Management and Efficiency (1</p>
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	mark)					
<p>Grammar</p> <p>Collective Nouns (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>FA-1(a)</p> <p>SA-I</p>	<p>To enable the students understand the names given to a group of people, animals or things of the same kind spoken of as one whole.</p>	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPts</p> <p>Grammar games</p> <p>Interactive sessions</p> <p>ACTIVITY (Integrated to Art)</p> <p>The teacher will divide the class into five groups each group has to pick a category like farm animals/forest animals insects birds /people things etc. Each group will draw 5 pictures of their category. Once</p>	<p>* Cognitive</p> <p>* Logical reasoning</p>	<p>* Interaction</p> <p>* Oral and written</p>	<ul style="list-style-type: none">• *use collective nouns in an efficient manner.• Expand vocabulary• identify collective nouns• construct sentences using collective nouns <p>Teamwork and Collaboration</p> <p>Respect and Appreciation</p>

everyone has finished drawing, a member of each group will come in front and show the picture, the members of the other team will guess the collective noun for the animal/ bird/ insect/thing/ people in the picture.

1. Creativity and Originality (3 marks)

2. Collective Noun Accuracy (3 marks)

3. Teamwork and Collaboration (2 marks)

4. Presentation and Communication (1 mark)

5. Participation and Engagement (1 mark)

<p>Lesson: The boy and the apple tree – I (New Radiant Readers)</p> <p>●Introduction, model reading</p> <p>●Textual exercises (discussion+ notebook exercises)</p> <p>●Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>●Silent reading and Dictation</p>	<p>L/S/ R/ W</p> <p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English</p>	<ul style="list-style-type: none"> ● Reading aloud by the teacher. ● Interactive ● Listen and answer <p>ACTIVITY- Writing and speaking Integrated with Moral Values]</p> <p>Baloo’s friend, the apple tree, misses Baloo and is weeping. Write and speak an imaginary conversation between the apple tree and another neighbouring tree. You can make it creative by drawing illustrations.</p>	<ul style="list-style-type: none"> ● Listening ● Speaking ● Cognitive ● Reading 	<p>➤ Oral and Written</p>	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. ➤ logically thinks about trees are like our parents. <p>Value</p>
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		literature. *To retrieve thekey words. *To encourage reading habit.	1. Creativity and Originality (1 mark) 2. Language and Communication (1 mark) 3. Illustrations and Visuals (1 mark) 4. Empathy and Understanding (1 mark) 5. Overall Presentation (1 mark)			Empathy and Compassion Friendship and Loyalty
Lesson: The boy and the apple tree – II (New Radiant Readers) •Introduction, model reading •Textual exercises (discussion+ notebook	L/S/ R/ W	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the	<ul style="list-style-type: none">• Reading aloud by theteacher.• Interactive Listen and answer ACTIVITY- Writing Integrated with Science] Make a list of things that give us shelter	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading	➤ Oral and Written	<ul style="list-style-type: none">➤ make inferences based on the comprehension of the text➤ apply the understanding of the story to answer the questions.➤ identify the speaker and apply comprehension skills.➤ interpret, evaluate and analyse the situations occurring in the lesson to

<p>exercises)</p> <ul style="list-style-type: none">•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)•Silent reading and Dictation	<p>characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve thekey words. *To encourage reading habit.</p>	<p>against rain and sun. Draw and colour them.</p> <p>1. Creativity and Originality (1 mark) 2. Accuracy and Relevance (1 mark) 3. Colouring and Presentation (1 mark) 4. Completeness and Variety (1 mark) 5. Neatness and Organization (1 mark)</p>	<p>answer in grammatically correct sentence.</p> <ul style="list-style-type: none">➤ summarise the story in their own words.➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.➤ expresses verbally his/ her opinion about the characters of the story.➤ logically thinks about trees thinks about true friendship.
<p>Poem- The Fly</p> <ul style="list-style-type: none">• Introduction, poet’s biography	<p>FA-1(b) SA-I</p> <ul style="list-style-type: none">• To enable the learners to appreciate	<ul style="list-style-type: none">• Interactive-to bring the learners to the central	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading• Interactive• Oral and written <p>Recite poems with appropriate expression and intonation to demonstrate understanding of poem. Voice Modulation.</p>

<p>and model recitation</p> <ul style="list-style-type: none">• Interaction and explanation and reference to the context• Recitation by the students	<p>poetry.</p> <ul style="list-style-type: none">• To develop learner’s expressions.• To enable learners to interpret the central idea of the poem.• To enable learners to recite with proper voice modulation .	<p>idea of the poem.</p> <ul style="list-style-type: none">• Reading aloud by the teacher.• Interactive• Silent reading by the learners.• Listen and answer <p>ACTIVITY (Integrated with Music) Listen to the song. Now answer the questions raised on the song. (Pg 68)</p> <p>1. Listening Comprehension (1 mark) 2. Accuracy of Answers (1 mark)</p>	<p>Respect for Art and Culture:</p>
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						3. Critical Thinking (1 mark) 4. Attention to Detail (1 mark) 5. Participation and Engagement (1 mark)
Grammar Pronouns (Introduction and explanation) *Explanation and textual exercises *Extra exercises in the notebook	FA-1(b) SA-I	<ul style="list-style-type: none"> To enable the learners to recall types of pronouns. To enable the learners to use pronouns in their language. To enable the learners to apply pronouns in an appropriate manner. To use pronouns practically. 	<ul style="list-style-type: none"> Interactive Lecture Audio-Visual aids Worksheets PPTs Grammar games Written and oral drills <p>ACTIVITY (INTEGRATED WITH language)</p>	<ul style="list-style-type: none"> Cognitive Logical reasoning 	➤ Oral and written	<ul style="list-style-type: none"> identify all kinds of pronouns. use the correct pronoun in a sentence. <p>Values</p> <ol style="list-style-type: none"> Appreciation and Respect for Others Empathy and Understanding Positive Communication Confidence and Self-Esteem

The teacher will call each student in front of the class by turns. The students then have to describe one of their classmates using personal pronouns, without taking their names. The student can describe their appearance, their hobbies, their special qualities, your friendship with them and so on.

- 1. Use of Personal Pronouns (2 marks)
- 2. Description and Details (3 marks)
- 3. Positive and Respectful

			Language (2 marks)			
			4. Creativity and Originality (2 marks)			
			5. Confidence and Public Speaking (1 mark)			
Lesson – An encounter in the woods ●* Introduction, model reading ●Textual exercises (discussion+ notebook exercises) ●Extra exercises (Vocabulary exercises like	FA-1(b) SA-I	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the	● Interactive-to bring the learners to the central idea of the lesson. ● Reading aloud by the teacher. ● Written exercises ● Interactive Silent reading by the learners. Listen and answer ACTIVITY- Integrated with	● Listening ● Speaking ● Cognitive ● Reading	➤ Oral and Written Test, ➤ Revision	➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed,

antonyms, synonyms, frame sentences) ●Silent reading and Dictation	learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve thekey words. *To encourage reading habit.	Science and Computer] Illegal hunting of animals is a great threat to wildlife. Many animals are cruelly killed for their skin, bones or teeth, which are sold at very high price. This criminal practice is called poaching. Look up newspapers, magazines and articles on internet to find out more about poaching and the measures being taken to stop it. Prepare a power point presentation using this information and present it to the class.	expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. ➤ logically thinks about how clever, kind and brave animals can be . Values Awareness and Activism Responsibility Compassion and Empathy
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						1. Research and Content (3 marks) 2. Organization and Structure (2 marks) 3. Design and Visuals (2 marks) 4. Presentation Skills (2 marks) 5. Depth of Understanding (1 mark)
Grammar Nouns- Possession (Introduction and explanation) *Explanation and textual exercises *Extra exercises in the notebook	SA-I	<ul style="list-style-type: none">• To enable the learners tonouns- possession. To enable the learners to use nouns – possession in theirlanguage. To enable the learners to apply nouns- possession in an appropriate manner.	<ul style="list-style-type: none">• Interactive• Lecture• Audio-Visual aids• Worksheets• PPs• Grammar games• Written and oral drills	<ul style="list-style-type: none">• Cognitive Logical reasoning	Oral and written	<ul style="list-style-type: none">• Identify nouns possession and use them efficiently.• write possessive nouns using apostrophes in appropriate place. Values: Teamwork and Collaboration

	<p>ACTIVITY- Writing Integrated with language]</p> <p>The class will be divided in five groups. The students will collect nouns from the first page of day's newspaper. Each group should then list the nouns in different categories- Proper, Common, Collective and Possession.</p> <p>1. Accuracy and Completeness (1 mark) 2. Teamwork and Collaboration (1 mark) 3. Organization and Categorization (1 mark) 4. Creativity and Originality (1 mark) 5. Time Management and Efficiency (1 mark</p>
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<p>Grammar Nouns- Gender (Introduction and explanation)</p> <p>*Explanation and textual exercises *Extra exercises in the notebook</p>	<p>SA-I</p> <p>To enable the students replace the opposite gender in crosswords / puzzles/ sentences</p>	<ul style="list-style-type: none">• Audio Visual aids• Worksheets• PPts• Grammar games• Oral and written drills <p>ACTIVITY- Speaking Integrated with language]</p> <p>In this activity, students will work in pairs. The teacher will give each pair a list of words that are scrambled up. They have to unscramble the words and categorize them into masculine, feminine, common and neuter genders.</p>	<ul style="list-style-type: none">* Cognitive* Logical reasoning	<ul style="list-style-type: none">* Interaction* Oral and written	<p>*use nouns gender confidently in the grammar games.</p> <p>Teamwork and Collaboration Time Management and Efficiency</p>
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			<div>1. Accuracy and Completeness (1 mark)</div> <div>2. Teamwork and Collaboration (1 mark)</div> <div>3. Language and Grammar (1 mark)</div> <div>4. Creativity and Originality (1 mark)</div> <div>5. Time Management and Efficiency (1 mark)</div>			
<div>Informal letter writing</div>	<div>SA-I</div>	<div>To promote brainstorming among the learners.</div> <div>To enhance learners' critical thinking.</div> <div>To boost their confidence and enhance their expressions.</div>	<div><div><div><div>• Discussion</div><div>• Analysis</div><div>• Writing</div></div><div>ACTIVITY</div><div>(Integrated with Art)</div></div><div>The students will be asked to make a greeting card expressing their love for their brother or sister. Make your</div></div>	<div><div><div><div>• Cognitive</div><div>• Critical thinking</div><div>• Writing</div></div></div></div>	<div>Written</div>	<div><div><div>•identify the elements of a letter.</div><div>•apply the elements to compose an informal letter.</div></div><div>Values</div><div>Sibling Love and Appreciation</div><div>Empathy and Understanding</div><div>Gratitude and Thankfulness:</div></div>

greeting card colourful
and attractive with
drawings, stickers,
cut-out patterns, etc.
They can also write a
poem/message in the
card expressing their
feelings.

1. Creativity and
Originality (3 marks)

2. Artistic Skills (2
marks)

3. Message and
Content (2 marks)

4. Craftsmanship and
Neatness (2 marks)

5. Emotional
Expression (1 mark)

<p>Lesson – At the games</p> <ul style="list-style-type: none"> •Introduction, model reading •Textual exercises (discussion+ notebook exercises) •Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) •Silent reading and Dictation 	<p>SA-I</p> <p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English</p>	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. Listen and answer . <p>ACTIVITY (Integrated to Art)</p> <ul style="list-style-type: none"> • There are many games that many people do not play. Here is the list of a few such games: <ol style="list-style-type: none"> 1. hopscotch 2. trampolining 3. tag of war 	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story.
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	<p>literature. *To retrieve thekey words. *To encourage reading habit.</p>	<p>4. skipping 5. marbles 6. cats cradle</p> <p>Choose any two from this list. Collect pictures and gather information about your chosen game. Make sure you cover these points in your research</p> <p>1. How many players are there per team?</p> <p>2. How does the player or team win the game?</p> <p>3. Is the game played in India?</p> <p>Make a chart Display and put it up in the</p>
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classroom.

- 1. Research and Information (2 marks)
- 2. Chart Preparation (1 mark)
- 3. Display and Presentation (1 mark)
- 4. Teamwork and Collaboration (1 mark)

Teamwork and Collaboration:

<p>Grammar Articles</p> <p>(Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>SA-I</p> <p>To enable the students differentiate between definite and indefinite articles.</p> <p>To enable students use definite in articles in an appropriate</p>	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Interactive sessions</p> <p>ACTIVITY- Writing Integrated with Art and language]</p> <p>Form 5 groups.</p>	<p>* Cognitive</p> <p>* Logical reasoning</p>	<p>* Interaction</p> <p>* Oral and written</p>	<ul style="list-style-type: none">• state the definition of an article.• identify definite and indefinite article.• choose proper article for a given noun.• Identify articles and use them correctly in a sentence	

	<p>way.</p> <p>To enable the learners to apply articles in an appropriate manner.</p>	<p>Each group will make five-finger puppets. You can make people, animals or objects. You can even make fairy tale characters. Now, using these puppets narrate a short story using correct articles. The team which narrates the most interesting story is the winner.</p> <p>1. Creativity and Originality (2 marks)</p> <p>2. Storytelling and Narrative (1 mark)</p> <p>3. Use of Articles (1 mark)</p> <p>4. Puppet Making and Presentation (1 mark)</p>	<p>Value Teamwork and Collaboration</p>
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<p>Grammar-Adjectives and Comparison (Introduction and Explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	SA-I	<p>*To enable the learners to recall the definition, examples and degrees of adjectives.</p> <p>*To enable the learners to use adjectives in their language.</p> <p>*To enable the learners to apply adjectives in an appropriate manner.</p>	<p>* Interactive</p> <p>* Lecture</p> <p>*Written exercises</p> <p>Audio Visual aids</p> <p>Worksheets</p> <p>* PPts</p> <p>* Grammar games</p> <p>* Oral and written drills.</p> <p>ACTIVITY: (Integrated with Art, Moral Science)</p> <p>The students in this activity will visualize a person, real or unreal. Write a paragraph about his/her personality, underline the adjectives and share it</p>	<p>*Logical reasoning</p> <p>*Cognitive</p>	<p>* Interaction</p> <p>* Oral and written</p>	<ul style="list-style-type: none">• correctly identify the adjectives.• create or select vivid adjectives to enhance their writing as they write and revise.• use degrees of comparison in speech and writing. <p>Values Empathy and Understanding</p>
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		<p>* To use adjective s practical ly.</p>	<p>in the class.</p> <p>1. Creativity and Originality (2 marks): 2. Use of Adjectives (1 mark) 3. Writing and Communication (1 mark) 4. Sharing and Presentation (1 mark)</p>			
<p>Lesson : The Shoemaker and the elves (New Radiant Readers)</p> <p>•Introduction, model reading</p> <p>•Textual exercises (discussion+ notebook exercises)</p> <p>•Extra exercises (Vocabulary</p>	<p>L/S/ R/ W</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the</p>	<p>• Reading aloud by the teacher.</p> <p>• Interactive Listen and answer</p> <p>ACTIVITY (integrated with art)</p> <p>Design a poster for the Shoemaker to advertise his leather shoes. The poster you design should highlight different types of shoes</p>	<p>• Listening</p> <p>• Speaking</p> <p>• Cognitive</p> <p>• Reading</p>	<p>➤ Oral and Written</p>	<p>➤ make inferences based on the comprehension of the text</p> <p>➤ apply the understanding of the story to answer the questions.</p> <p>➤ identify the speaker and apply comprehension skills.</p> <p>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</p> <p>➤ summarise the story in their own words.</p>

<p>exercises like antonyms, synonyms, frame sentences)</p> <p>•Silent reading and Dictation</p>	<p>learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve thekey words. *To encourage reading habit.</p>	<p>available and high the quality of workmanship. Display your poster.</p> <p>1. Creativity and Originality (2 marks) 2. Visual Appeal (1 mark) 3. Content and Information (1 mark) 4. Overall Presentation (1 mark)</p>	<p>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. ➤ logically thinks about helping others.</p>	<p>Values</p> <p>Appreciation of Skilled Labour</p> <p>Respect for Craftsmanship</p>
<p>Lesson Three Sneezers (New Radiant Readers)</p> <p>•Introduction, model reading</p>	<p>L/S/ R/ W</p> <p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation,</p>	<p>• Reading aloud by theteacher. • Interactive Listen and answer</p>	<p>• Listening • Speaking • Cognitive • Reading</p>	<p>➤ Oral and Written</p> <p>➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions.</p>

<ul style="list-style-type: none">•Textual exercises (discussion+ notebook exercises)•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)•Silent reading and Dictation	<p>expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English literature. *To retrieve thekey words. *To encourage reading habit.</p> <p>•</p>	<p>ACTIVITY- Speaking Integrated with Art and language]</p> <p>Based on your reading make a sketch of the ‘stranger’ and speak what kind of man was he.</p> <p>1. Creativity and Originality (2 marks) 2. Understanding of the Lesson (1 mark) 3. Artistic Skills (1 mark) 4. Writing and Communication (1 mark)</p>	<ul style="list-style-type: none">➤ identify the speaker and apply comprehension skills.➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.➤ summarise the story in their own words.➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.➤ expresses verbally his/ her opinion about the characters of the story.
			Value
			Empathy and Understanding

<p>Vocabulary (Antonyms, Synonyms, homophones, suffix, prefix) Explanation and textual exercises *Extra exercises in the notebook</p>	<p>SA-I</p> <p>To enable the children identify prefix, suffix, synonyms, antonyms and homophones.</p> <ul style="list-style-type: none">• Audio-Visual aids• Worksheets• PPts• Grammar games• Written and oral drills <p>ACTIVITY (Integrated with Art) The students will work in groups in this activity. The teacher will give each group a dictionary and a list of homophone pairs. With the help of the dictionary, the students will differentiate homophones draw their pictures, and frame sentences to show the difference.</p>	<p>* Cognitive * Logical reasoning</p> <p>* Interaction * Oral and written</p>	<p>Identify the prefix, suffix, synonyms, antonyms and homophones to enrich their vocabulary.</p> <p>Values Respect for Roles Teamwork and Collaboration</p>
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	1. Understanding of Homophones (2 marks) 2. Creativity and Originality (1 mark) 3. Teamwork and Collaboration (1 mark) 4. Presentation and Communication (1 mark)				
Poem- The Violet • Introduction, poet’s biography and model recitation • Interaction and explanation. Recitation by the students	SA-I	<ul style="list-style-type: none">• To enable the learners to appreciate poetry.• To develop learner’s expressions.• To enable learners to interpret the central idea	<ul style="list-style-type: none">• Interactive-to bring the learners to the central idea of the poem.• Reading aloud by the teacher.• Interactive• Silent reading by the learners.	<ul style="list-style-type: none">• Listening• Speaking• Cognitive Reading	<ul style="list-style-type: none">• Interactive Oral and written Recite poems with appropriate expression and intonation to demonstrate understanding of poem. Voice Modulation.

	<p>of the poem.</p> <p>To enable learners to recite with proper voice modulation.</p>	<ul style="list-style-type: none">• Listen and answer <p>ACTIVITY- Integrated with Art and language]</p> <p>Write an Acrostic Poem with the word ‘Violet’.</p> <p>1. Creativity and Originality (2 marks)</p> <p>2. Poetic Devices and Imagery (1 mark)</p> <p>3. Spelling and Grammar (1 mark)</p> <p>4. Overall Presentation (1 mark)</p>	<p>Values</p> <p>Appreciation of Nature</p> <p>Empathy</p>
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Creative Writing					
Introduction	SA-I	<ul style="list-style-type: none">To enable the students to frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.	<ul style="list-style-type: none">Interactive sessionsSpeakingWriting	<ul style="list-style-type: none">CognitiveCritical thinkingWritingSpeaking	Written
Frame a rough sketch			ACTIVITY-speaking		
Reading of the suggestions by the teacher			A day without trees		Display confidence and frame few more grammatically correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.
Final layout			Content and relevance to the topic (1 mark)		Values: Responsibility
		<ul style="list-style-type: none">To boost self confidence by demonstrating oral and written skills.	Expression of ideas and feelings (1 mark)		Gratitude
			Clarity, fluency, and pronunciation (1 mark)		Empathy
			Body language and confidence (1 mark)		Sustainability
			Creativity and originality (1 mark)		

Recapitulation	<ul style="list-style-type: none">• To recapitulate the topics taught.• To make them confident in the topic taught. <p>To prepare them for the upcoming assessment.</p>	<ul style="list-style-type: none">• Interactive <p>Written exercises for practice.</p>	<ul style="list-style-type: none">• Cognitive• Writing <p>Speaking Reading</p>	Oral and written.	Students will be able to perform well in their assessment.

TERM-II

Topic	Learning Objectives (Students will learn)	Methodology	skills to be developed	Assessment	Learning Outcomes (Students will be able to)
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<p>Lesson – The Bishop’s Candlesticks</p> <p>•Introduction, model reading</p> <p>•Textual exercises (discussion+ notebook exercises)</p> <p>•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p>	<p>FA-2(a) SA-II</p> <p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English</p>	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. <p>Listen and answer</p> <p>ACTIVITY- Speaking</p> <p>Integrated with language]</p> <p>Role Play</p> <p>1. Creativity and Originality (2 marks)</p> <p>2. Communication and Interaction (1 mark)</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<p>➤ Oral and Written Test,</p> <p>➤ Revision</p>	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story. <p>Values: Empathy and Understanding</p>
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and explanation) *Explanation and textual exercises *Extra exercises in the notebook	sentence.	<ul style="list-style-type: none">• PPTs• Grammar games• Interactive sessions• Writing drills Activity:			four different type of sentences.
Comprehension Passage	SA-II *To develop the learner's comprehension and analytical skills and logical reasoning.	<ul style="list-style-type: none">• Silent reading• Comprehending• Analysis Logical answering ACTIVITY- Framing Questions] Integrated to language The teacher will divide the class in four groups. A student from each team will frame question from the passage. The team which frames	<ul style="list-style-type: none">• Reading• Cognitive• Logical reasoning writing	Written	Answer the given questions from the given passage. Students are able to think logically. Values: Patience and Listening Skills

			<p>grammatically correct questions wins.</p> <p>The students have to write answers simultaneously.</p> <p>The team which writes all the answers wins.</p> <p>1. Grammatical Correctness (2 marks):</p> <p>2. Relevance and Accuracy (1 mark)</p> <p>3. Teamwork and Collaboration (1 mark)</p> <p>4. Time Management (1 mark)</p>			
<p>Lesson – Memories are made of Buttermilk</p> <p>•Introducti</p>	<p>FA-2(b)</p> <p>SA-II</p>	<p>*To enable the learners to understand the reading at an appropriate pace with correct</p>	<ul style="list-style-type: none">• Interactive-to bring the learners to the central idea of the lesson.	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading	<ul style="list-style-type: none">➤ Oral and Written Test,➤ Revision	<ul style="list-style-type: none">➤ make inferences based on the comprehension of the text➤ apply the understanding of the story to answer the questions.

<p>on, model reading</p> <ul style="list-style-type: none">•Textual exercises (discussion+ notebook exercises)•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)•Silent reading and Dictation	<p>pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<ul style="list-style-type: none">• Reading aloud by the teacher.• Written exercises• Interactive Silent reading by the learners.Listen and answer <p>ACTIVITY-Poster</p> <p>Integrated with Science]</p> <p>Chef Sanjiv Kapoor is going to hold a workshop in your school. Make a poster to announce the workshop. Remember to mention the date, time and place of workshop.</p>	<ul style="list-style-type: none">➤ identify the speaker and apply comprehension skills.➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.➤ summarise the story in their own words.➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.➤ expresses verbally his/ her opinion about the characters of the story.➤ logically thinks about protecting our traditions is our heritage.
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	<p>Creativity and visual appeal: (1)</p> <p>Inclusion of all important information (date, time, venue, purpose): (1)</p> <p>Relevance to the theme (Chef/Cooking/Works hop)(1)</p> <p>Clarity and organization of content (1)</p> <p>Neatness and overall presentation (1)</p>	<p>Values:</p> <p>Appreciation for Skills & Talents</p> <p>Awareness & Participation</p>
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<p>Grammar</p> <p>Tenses (Simple and continuous) (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>FA-2(b)</p> <p>SA-II</p> <p>To enable the students understand that continuous tenses are used for actions which are/ were/ will be going on at a particular time in present, past or future</p>	<ul style="list-style-type: none">• Interactive• Lecture• Audio-Visual aids• Worksheets• PPTs• Grammar games• Written and oral drills <p>Activity (Integrated with language)</p> <p>This activity is a group activity. The class will be divided into two groups. Members from both groups will come and talk to each other in past continuous</p>	<ul style="list-style-type: none">• Cognitive• Logical reasoning <p>➤ Oral and written</p>	<p>Identify the correct tense and uses them confidently in grammar and everyday speaking and writing.</p> <p>Values: Discipline Confidence Team spirit</p>
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		<p>tense on the given situation. The first person to not speak in past continuous tense loses and moves to the back.</p> <p>Correct usage of past continuous tense (1)</p> <p>Fluency and clarity of speech</p> <p>(1)</p> <p>Relevance of sentences to the given situation (1)</p> <p>Active participation and team spirit (1)</p> <p>Confidence and expression</p> <p>(1)</p>			
Creative Writing/ Paragraph	To enable the students to frame few more grammatically	Interactive sessions Speaking	Cognitive Critical thinking Writing	➤ Written	Display confidence and frame few more grammatically correct

writing		correct sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.	Writing	• Speaking	sentences using variety of nouns, pronouns, adjectives, prepositions, conjunctions and punctuation marks appropriately on a given topic.
Introduction	SA-II				
Frame a rough sketch			ACTIVITY- Speaking		
Reading of the suggestions by the teacher		To boost self confidence by demonstrating oral and written skills.	Integrated with language]		Values: Cultural Appreciation
Final layout			Paste/ draw picture of your favourite festival and describe why you like it.		
			1. Creativity and Originality (2 marks)		
			2. Description and Explanation (2 marks)		
			3. Organization and Neatness (1 mark)		
			4. Content and Relevance (1 mark)		

<p>Lesson – Smriti at the wicket</p> <ul style="list-style-type: none"> • Introduction, model reading • Textual exercises (discussion+ notebook exercises) • Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences) • Silent reading 	<p>SA-II</p> <p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to comprehend the story. *To enrich the learners vocabulary and expressions. *To enable the learners to appreciate English</p>	<ul style="list-style-type: none"> • Interactive-to bring the learners to the central idea of the lesson. • Reading aloud by the teacher. • Written exercises • Interactive Silent reading by the learners. Listen and answer <p>ACTIVITY- Integrated with G.K.</p> <p>This is a group activity. The teacher will divide the class into four groups. Each group has to think of some person who is well-known for his or</p>	<ul style="list-style-type: none"> • Listening • Speaking • Cognitive • Reading 	<ul style="list-style-type: none"> ➤ Oral and Written Test, ➤ Revision 	<ul style="list-style-type: none"> ➤ make inferences based on the comprehension of the text ➤ apply the understanding of the story to answer the questions. ➤ identify the speaker and apply comprehension skills. ➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence. ➤ summarise the story in their own words. ➤ will be able to read the story fluently with proper speed, expression and correct pronunciation. ➤ expresses verbally his/ her opinion about the characters of the story.
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and Dictation	<p>literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>her achievements in their respective field.</p> <p>For example, a sportsperson, a singer, an actor, and so on.</p> <p>Then, use the superlative degree to describe them. Each group member has to use at least one superlative in a sentence of his or her own.</p> <p>1. Correct usage of superlative degree (2 marks) •</p> <p>2. Creativity and Originality (1 mark)</p> <p>3. Participation and Engagement (1 mark)</p> <p>4. Content and Relevance (1 mark)</p>	<p>Values</p> <p>Teamwork and Collaboration</p> <p>Respect and Appreciation:</p>
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<p>Grammar</p> <p>Prepositions (Introduction and explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<div><div>SA-II</div><div><ul style="list-style-type: none">• To enable the learners to recall prepositions.• To enable the learners to use prepositions in their language.• To enable the students to identify and use different prepositions.</div></div> <div><div><ul style="list-style-type: none">• Interactive• Lecture• Audio-Visual aids• Worksheets• PPTs• Grammar games• Written and oral drills</div><div><ul style="list-style-type: none">• Cognitive Logical reasoning</div></div> <div>➤ Oral and written</div> <div><p>Use different and suitable prepositions in the given sentences.</p><p>Values Respect for rules Team work</p></div> <div><p>Activity</p><div><div>Four Corners</div><div>Label each corner of the classroom with a different</div></div></div>

for Time <ul style="list-style-type: none">• Introduction, poet’s biography and model recitation• Interaction and explanation and reference to the context.• Recitation by the students	SA-II <ul style="list-style-type: none">• To enable the learners to appreciate poetry.• To develop learner’s expressions.• To enable learners to interpret the central idea of the poem. <p>To enable learners to recite with proper voice modulation.</p>	<ul style="list-style-type: none">• Interactive- to bring the learners to the central idea of the poem.• Reading aloud by the teacher.• Interactive• Silent reading by the learners.• Listen and answer <p>Activity (Integrated with Art)</p> <p>This is a group activity. Each group will be assigned the name of an animal. The group then has to think of at least six words that rhyme with</p>	<ul style="list-style-type: none">• Speaking• Cognitive Reading	<ul style="list-style-type: none">• Interactive Oral and written	<p>Recite poems with appropriate expression and intonation to demonstrate understanding of poem.</p> <p>Voice Modulation.</p> <p>Values Teamwork and Collaboration</p>
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		<p>the name of the animal. Once the list with the main word has been prepared, the group has to attempt to create a poem using the set of rhyming words. Draw the picture of the animal given and write the poem neatly on chart paper.</p> <p>1. Rhyming Words (2 marks)</p> <p>2. Poem Creation (2 marks)</p> <p>3. Presentation and Neatness (1 mark)</p>
<p>Grammar</p> <p>Adverbs (Introduction)</p>	<p>To enable the students understand that adverbs are the</p>	<div><ul style="list-style-type: none">• Interactive• Lecture<ul style="list-style-type: none">• Cognitive Logical reasoning<ul style="list-style-type: none">• Identify the kinds of adverbs and can use them in the sentences in a suitable</div>

and explanation) *Explanation and textual exercises *Extra exercises in the notebook	SA-II	<p>words that tell us more about the verbs, adjectives and adverbs, and understand their kinds.</p> <p>To enable the learners to use adverbs in their language.</p> <p>To enable the students to identify and use different adverbs.</p>	<ul style="list-style-type: none">• Audio-Visual aids• Worksheets• PPts• Grammar games• Written and oral drills <p>ACTIVITY (Integrated with language) This activity is a group activity. The teacher will divide the class into 2 teams. One team will give an adjective a verb and a noun to a student in the other team. The student from the other team must use that adjective as an adverb and construct a sentence within 1</p>	➤ Oral and written	<p>manner.</p> <ul style="list-style-type: none">• articulate that adverbs modify verbs by telling how something is done, when something is done, where something. <p>Values</p> <p>Teamwork and Collaboration</p>
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	<p>minute using the verb and the noun.</p> <p>1. Correct usage of adverb (2 marks)</p> <p>2. Sentence construction (2 marks)</p> <p>3. Time management (1 mark)</p>					
<p>Lesson- Gulliver in the land of the little people-I (New Radiant Readers)</p> <p>•Introducti on, model reading</p>	<p>L/S/ R/W</p> <p>*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and</p>	<ul style="list-style-type: none">• Reading aloud by theteacher.• Interactive Listen and answer <p>ACTIVITY- Writing</p> <p>Integrated with Art and language]</p>	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading•	<p>➤ Oral and Written</p> <p>➤</p>	<ul style="list-style-type: none">➤ make inferences based on the comprehension of the text➤ apply the understanding of the story to answer the questions.➤ identify the speaker and apply comprehension skills.➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.	

<ul style="list-style-type: none">•Textual exercises (discussion+ notebook exercises)•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)•Silent reading and Dictation	<p>sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>Draw a sketch of Gulliver. Describe him in your own words.</p> <p>1. Creativity and Originality (2 marks)</p> <p>2. Accuracy and Understanding (2 marks)</p> <p>3. Writing Skills (1 mark)</p>	<ul style="list-style-type: none">➤ summarise the story in their own words.➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.➤ expresses verbally his/ her opinion about the characters of the story.	<p>Values</p> <p>Effective Communication</p> <p>Respect for Diversity</p> <p>Patience and Observation</p>	
<p>Lesson</p> <p>Lesson- Gulliver in the land of the little</p>	<p>L/S/ R/W</p> <p>*To enable the learners to understand the reading at an</p>	<ul style="list-style-type: none">• Reading aloud by theteacher.• Interactive Listen and answer	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading	<ul style="list-style-type: none">➤ Oral and Written➤	<ul style="list-style-type: none">➤ make inferences based on the comprehension of the text

<p>people-II (New Radiant Readers)</p> <p>●Introduction, model reading</p> <p>●Textual exercises (discussion+ notebook exercises)</p> <p>●Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>●Silent</p>	<p>appropriate pace with correct pronunciation, expression and intonation.</p> <p>*To enable the learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage</p>	<p>ACTIVITY- Writing</p> <p>Integrated with language]</p> <p>Imagine Gulliver to be in the land of big people. Would he have lived as happily as he did with the little people.</p> <p>1. Critical Thinking and Analysis (4 marks)</p> <p>2. Comparative Analysis (3 marks)</p> <p>3. Creative Expression and Imagination (2 marks)</p> <p>thoughts and ideas about Gulliver's</p>	<p>➤ apply the understanding of the story to answer the questions.</p> <p>➤ identify the speaker and apply comprehension skills.</p> <p>➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.</p> <p>➤ summarise the story in their own words.</p> <p>➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.</p> <p>➤ expresses verbally his/ her opinion about the characters of the story.</p> <p>Values</p> <p>Empathy and Perspective-Taking</p> <p>Gratitude and Humility</p> <p>Adaptability</p>
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reading and Dictation	reading habit.	hypothetical life among the big people? 4. Organization and Coherence (1 mark)			
Grammar Conjunctions (Introduction and explanation) *Explanation and textual exercises *Extra exercises in the notebook	SA-II To enable students touse joining words to indicate connection To enable the learners to use conjunctions in their language. To enable the students to identify and use different conjunctions.	<ul style="list-style-type: none">• Interactive• Lecture• Audio-Visual aids• Worksheets• PPTs• Grammar games• Written and oral drills ACTIVITY The teacher will give a starting of a story and students have to build the story using	<ul style="list-style-type: none">• Cognitive Logical reasoning	➤ Oral and written	<ul style="list-style-type: none">• define the term ‘conjunction’• explain the purpose of conjunction.• join given words and sentences using the conjunctions. Values Confidence and Public Speaking

			<p>conjunctions and read aloud in the class.</p> <p>1. Creative Storytelling (2 marks) 2. Effective Use of Conjunctions (1 mark) 3. Reading Skills and Presentation (1 mark) 4. Collaboration and Listening (1 mark)</p>			
Informal letter writing	SA-II	<p>To promote brainstorming among the learners.</p> <p>To enhance learners' critical thinking.</p>	<ul style="list-style-type: none">• Discussion• Analysis• Writing <p>ACTIVITY</p> <p>Prepare a card for your father, write a message</p>	<ul style="list-style-type: none">• Cognitive• Critical thinking• Writing	➤ Written	<p>Display confidence and are able to write the letter in the correct format.</p> <p>1. Gratitude and Appreciation 2. Empathy and Understanding 3. Respect and Love</p>

		<p>To boost their confidence and enhance their expressions.</p>	<p>to thank him for being so supportive.</p> <p>1. Sincerity and Heartfelt Message (2 marks)</p> <p>2. Writing Skills and Clarity (1 mark)</p> <p>3. Creativity and Originality (1 mark)</p> <p>4. Appreciation and Gratitude (1 mark)</p>			
<p>Poem- Timothy Boon</p> <ul style="list-style-type: none">• Introduction, poet’s biography and model recitation• Interaction	<p>SA-II</p> <ul style="list-style-type: none">• To enable the learners to appreciate poetry.• To develop learner’s expressions.	<ul style="list-style-type: none">• Interactive- to bring the learners to the central idea of the poem.• Reading aloud by the teacher.	<ul style="list-style-type: none">• Listening• Speaking• Cognitive Reading	<ul style="list-style-type: none">• Interactive<ul style="list-style-type: none">➤ Oral and written	<p>Recite poems with appropriate expression and intonation to demonstrate understanding of poem.</p> <p>Voice Modulation.</p> <p>Values</p> <p>Perseverance and Practice</p>	

<p>n and explanati on. Recitation by the students</p>	<ul style="list-style-type: none">• To enable learners to interpret the central idea of the poem. <p>To enable learners to recite with proper voice modulation.</p>	<ul style="list-style-type: none">• Interactive• Silent reading by the learners.• Listen and answer <p>ACTIVITY- Tongue Twisters</p> <p>1. Pronunciation and Fluency (2 marks) 2. Understanding of Language Patterns (1 mark) 3. Creativity and Originality (1 mark) 4. Participation and Engagement (1 mark):</p>			
<p>Grammar- Adjectives and Comparison (Introduction</p>	<p>SA-I</p> <p>*To enable the learners to</p>	<p>* Interactive</p> <p>* Lecture</p>	<p>*Logical reasoning</p> <p>*Cognitive</p>		<ul style="list-style-type: none">• correctly identify the adjectives.

<p>and Explanation)</p> <p>*Explanation and textual exercises</p> <p>*Extra exercises in the notebook</p>	<p>recall the definition, examples and degrees of adjectives.</p> <p>*To enable the learners to use adjectives in their language.</p> <p>*To enable the learners to apply adjectives in an appropriate manner.</p> <p>* To use adjectives practically.</p>	<p>*Written exercises</p> <p>Audio Visual aids</p> <p>Worksheets</p> <p>* PPTs</p> <p>* Grammar games</p> <p>* Oral and written drills.</p> <p>ACTIVITY: (Integrated with Art)</p> <p>The teacher will divide the class in four groups. She will then ask students to make a riddle using -er, -est, as....as or not as....as. Then, read the riddle aloud for the rest of the class to guess the answer.</p> <p>1. Creativity and Originality (2</p>	<p>* Interaction</p> <p>➤ * Oral and written</p>	<ul style="list-style-type: none">• create or select vivid adjectives to enhance their writing as they write and revise.• use degrees of comparison in speech and writing. <p>Values Creativity and Problem Solving</p>
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			marks) 2. Language Skills and Grammar (1 mark) 3. Reading Skills and Presentation (1 mark) 4. Participation and Engagement (1 mark):			
Lesson- The bell of Atri (New Radiant Readers) •Introducti on, model reading •Textual exercises (discussion+ notebook exercises) •Extra	L/S/ R/W	*To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the learners to identify the characters and sequence of events in the story. *To enable the learners to	<ul style="list-style-type: none">• Reading aloud by the teacher.• Interactive• Listen and answer ACTIVITY- Writing Integrated with language, art, computers. Draw the picture of a horse and colour it. Collect information from internet about horses and share it in class.	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading	➤ Oral and Written ➤	<ul style="list-style-type: none">➤ make inferences based on the comprehension of the text➤ apply the understanding of the story to answer the questions.➤ identify the speaker and apply comprehension skills.➤ interpret, evaluate and analyse the situations occurring in the lesson to answer in grammatically correct sentence.➤ summarise the story in their own words.➤ will be able to read the story fluently with proper speed,

<p>exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)</p> <p>• Silent reading and Dictation</p>		<p>comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>1. Creativity and Artistic Skill (2 marks)</p> <p>2. Research and Information Collection (1 mark)</p> <p>3. Presentation and Sharing (1 mark)</p> <p>4. Participation and Engagement (1 mark)</p>			<p>expression and correct pronunciation.</p> <p>➤ expresses verbally his/ her opinion about the characters of the story.</p> <p>Values Creativity and Self-Expression</p>
<p>Grammar Articles</p> <p>(Introduction and explanation)</p> <p>*Explanation and</p>	<p>SA-I</p>	<p>To enable the students differentiate between definite and indefinite articles.</p> <p>To enable students use definite in articles in an</p>	<p>Audio Visual aids</p> <p>Worksheets</p> <p>PPTs</p> <p>Grammar games</p> <p>Interactive sessions</p>	<p>* Cognitive</p> <p>* Logical reasoning</p>	<p>* Interaction</p> <p>➤ * Oral and written</p>	<ul style="list-style-type: none">• state the definition of an article.• identify definite and indefinite article.• choose proper article for a given noun. <p>Identify articles and use them correctly in a sentence</p>

textual exercises *Extra exercises in the notebook	appropriate way. To enable the learners to apply articles in an appropriate manner.	ACTIVITY- Writing Integrated with Art and language] Complete the dialogues using articles. 1. Correct Use of Articles (2 marks) 2. Contextual Understanding (1 mark) 3. Grammar and Sentence Structure (1 mark) 4. Completing Dialogues (1 mark)	Values: Effective Communication		
Lesson- The Miser who was punished (New Radiant Readers) •Introduction, model reading	L/S/ R/W *To enable the learners to understand the reading at an appropriate pace with correct pronunciation, expression and intonation. *To enable the	<ul style="list-style-type: none">• Reading aloud by the teacher.• Interactive Listen and answer ACTIVITY- Speaking	<ul style="list-style-type: none">• Listening• Speaking• Cognitive• Reading	➤ Oral and Written ➤	<ul style="list-style-type: none">➤ make inferences based on the comprehension of the text➤ apply the understanding of the story to answer the questions.➤ identify the speaker and apply comprehension skills.➤ interpret, evaluate and analyse the situations

<ul style="list-style-type: none">•Textual exercises (discussion+ notebook exercises)•Extra exercises (Vocabulary exercises like antonyms, synonyms, frame sentences)•Silent reading and Dictation	<p>learners to identify the characters and sequence of events in the story.</p> <p>*To enable the learners to comprehend the story.</p> <p>*To enrich the learners vocabulary and expressions.</p> <p>*To enable the learners to appreciate English literature.</p> <p>*To retrieve the key words.</p> <p>*To encourage reading habit.</p>	<p>Integrated with language and moral values]</p> <p>Role Play- Pair Work</p> <p>You are among the crowd of people watching a blind boy crying because he was robbed of the little money he had. Write a dialogue between the boy and the blind boy.</p> <p>The pair who writes the most effective dialogues and enacts wins.</p> <p>1. Empathy and Understanding (2 marks)</p> <p>2. Dialogue Writing and Creativity (1 mark)</p> <p>3. Role-Playing and Enactment (1 mark)</p>	<p>occurring in the lesson to answer in grammatically correct sentence.</p> <ul style="list-style-type: none">➤ summarise the story in their own words.➤ will be able to read the story fluently with proper speed, expression and correct pronunciation.➤ expresses verbally his/ her opinion about the characters of the story. <p>Values</p> <p>Empathy and Compassion</p> <p>Understanding and Sensitivity</p> <p>Kindness and Helping Others</p>
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	<p>3. Attention to Detail (1 mark)</p> <p>4. Persistence and Patience (1 mark)</p>				
Recapitulation	<ul style="list-style-type: none"> To recapitulate the topics taught. To make them confident in the topic taught. <p>To prepare them for the upcoming assessment.</p>	<ul style="list-style-type: none"> Interactive Written exercises for practice. 	<ul style="list-style-type: none"> Cognitive Writing 	<ul style="list-style-type: none"> Speaking Reading 	<p>➤ Oral and written.</p> <p>Students will be able to perform well in their assessment.</p>

Class 5 Curriculum plan Hindi for the session 2025-2026

Month	Content	Learning objectives	Methodology	Skills developed	Mode of assessment	Value Added Activity
अप्रैल	कविता -हम कुछ कर दिखलाएँगे कवि राम नरेश त्रिपाठी	काव्य के प्रति रुचि उत्पन्न करना। सस्वर कविता पाठ तथा सचित्र कविता लेखन का ज्ञान देना।	स्वर कविता वाचन व्याख्यात्मक विधि	कविता पाठ, सचित्र कविता लेखन व्यावहारिकता	कविता पाठ 3 उत्तर पुस्तिका 3	छात्रों द्वारा कक्षा में देशभक्ति की कविताओं का कविता पाठ, वीरता तथा साहस आदि गुणों का विकास।

	पाठ -डाॅक्टरी लेखक -रवींद्रनाथ ठाकुर	छात्रों के भाषा ज्ञान ,व्याकरण ज्ञान मेंवृद्धि	कहानी कथन व्याख्यात्मक विधि	पठन ,लेखन तथा चिंतन	मौखिक-लिखित प्रश्न 3,अभ्यास कार्य 3 उत्तर पुस्तिका3	छात्र कक्षा में ऐसी घटना का वर्णन करेंगे जब उन्होंने किसी जरूरतमंद की मदद की हो।
	संज्ञा	संज्ञा की परिभाषा तथा भेद समझाना।	आगमन -निगमन ,दृश्य श्रव्य सामग्री	संज्ञा का शुद्ध प्रयोग	अभ्यास कार्य 3 , कार्य पत्रिकाएँ 3	कक्षा में दिखाई देने वाली संज्ञाओं की सूची बनाना।
	लिंग	लिंग की परिभाषा तथा भेद समझाना ,शब्द भंडार में वृद्धि	आगमन निगमन ,दृश्य श्रव्य सामग्री	पुर्लिंग तथा स्त्रीलिंग शब्दों का उचित प्रयोग तथा पहचान	अभ्यास कार्य 3 कार्य पत्रिकाएँ 3	वार्तालाप विभिन्न संज्ञाओं के लिंग की पहचान
	वचन	वचन की परिभाषा तथा भेद समझाना, शब्द भंडार में वृद्धि	आगमन निगमन , दृश्य श्रव्य सामग्री	वचन का उचित प्रयोग ,शुद्ध मानक भाषा	अभ्यास कार्य 3 कार्य पत्रिकाएँ 3	एकवचन तथा बहुवचन शब्दों से वाक्य बनाना।
मई	पाठ -नवरोज़ विधा -लेख	पठन, लेखन भाषा तथा व्यावहारिक ज्ञान में विधि	वार्तालाप तथा व्याख्यात्मक विधि	पठन ,चिंतन तथा लेखन,	मौखिक लिखित प्रश्न 2 ,अभ्यास कार्य 2 उत्तर पुस्तिका 2	विभिन्न धर्मों के छात्रों द्वारा अपने प्रिय त्योहार का सुंदर चित्र बनाकर वर्णन करना। भारतीय संस्कृति में रुचि जागृत करना।

	विलोम शब्द	विलोम शब्दों का महत्व ,शब्द भंडार में वृद्धि	आगमन निगमन ,दृश्य - श्रव्य सामग्री	सशक्त शब्द भंडार तथा भाषा	मौखिक- लिखित प्रश्न अभ्यास 3 कार्य पत्रिकाएँ 3	फ्लैश कार्ड बनाकर दो समूहों में खेल खेलना। हिंदी भाषा ज्ञान में वृद्धि।
	मुहावरे (1-9)	मुहावरों का महत्व समझाना ,भाषा ज्ञान में वृद्धि	वार्तालाप ,आगमन - निगमन	सुंदर सशक्त ,भाषा	कार्य पत्रिकाएँ 3 उत्तर पुस्तिका 3	अभिनय कौशल द्वारा मुहावरों की पहचान।
जुलाई	पाठ - ब्रेल लिपि विधा- जीवनी	छात्रों को जीवनी विधा का ज्ञान देना। लुई ब्रेल तथा ब्रेल लिपि से संबंधित जानकारी प्रदान करना।	प्रश्नावली ,वार्तालाप ,व्याख्या	पठन ,वाचन ,लेखन ,चिंतन ,वैज्ञानिक दृष्टिकोण	मौखिक -लिखित प्रश्न 2 ,अभ्यास कार्य 2 उत्तर पुस्तिका2	ब्रेल लिपि में अपना नाम लिखने का अभ्यास। दिव्यांग छात्रों के प्रति संवेदनशीलता जागृत करना।
	कविता -मन का दर्पण कभी	काव्य के प्रति रुचि उत्पन्न करना ।सहनशीलता ,व्यावहारिकता ,कठिनाइयों में हार न मानना आदि गुणों को विकसित करने के लिए प्रेरित करना।	सस्वर वाचन ,व्याख्या विधि	सस्वर कविता गायन सचित्र कविता लेखन	मौखिक प्रश्न 2 सचित्र कविता लेखन 2 कविता पाठ2	मन के भावों को प्रकट करने वाले मुखौटा बनाना। हर परिस्थिति में सकारात्मक रहना।

	भाषा तथा व्याकरण	छात्रों के भाषा तथा व्याकरण ज्ञान में वृद्धि।	आगमन -निगमन ,दृश्य-श्रव्य सामग्री	भाषा तथा व्याकरण	मौखिक -लिखित प्रश्न ,अभ्यास 3 कार्य पत्रिकाएँ 3	विभिन्न प्रदेशों की भाषाओं के नाम बताना। मेल जोल की भावना विकसित करना।
	ध्वनि तथा वर्ण	भाषा की ध्वनियों को व्यक्त करने के चिह्न तथा नियम समझाना, स्वर व्यंजन संयुक्त व्यंजन के विषय में समझाना।	आगमन निगमन, दृश्य श्रव्य सामग्री	भाषा ज्ञान	मौखिक लिखित प्रश्न ,अभ्यास 3, कार्य पत्रिकाएँ 3	विभिन्न ध्वनियों का उच्चारण कर शब्द बनाना।
	सर्वनाम	सर्वनाम की परिभाषा तथा भेद समझाना, व्याकरण ज्ञान में वृद्धि।	आगमन निगमन, दृश्य श्रव्य सामग्री	सर्वनाम का शुद्ध प्रयोग	मौखिक लिखित प्रश्न, अभ्यास कार्य 3 कार्य पत्रिकाएँ 3	सर्वनामों का प्रयोग करके जी०ओ० बनाना
	औपचारिक पत्र -मुख्य अध्यापिका जी को भूल के लिए क्षमा याचना पत्र।	औपचारिक पत्र का प्रारूप समझाना, पत्र लेखन का अभ्यास करवाना।	वार्तालाप श्यामपट्ट	चिंतन तथा लेखन	उत्तर पुस्तिका 4	औपचारिक पत्रों पर चर्चा।
	अनुच्छेद - मोबाइल फोन :सहायक या मुसीबत	मन के भावों को क्रमबद्ध कर लिखना।	वार्तालाप अनुच्छेद लेखन	चिंतन तथा लेखन	उत्तर पुस्तिका4	शारीरिक गतिविधियों व्यायाम के प्रति रुचि उत्पन्न

						करने के लिए वार्तालाप।
अगस्त	पाठ - मेरी महत्वाकांक्षा विधा- पत्र	छात्रों के वाचन लेखन तथा व्यवहारिक ज्ञान में वृद्धि करना। प्रथम राष्ट्रपति डॉ राजेंद्र प्रसाद के विषय में जानकारी प्रदान करना।	आज का सस्वर वाचन ,व्याख्या ,वार्तालाप	चिंतन मनन ,लेखन ,व्यावहारिकता	मौखिक लिखित प्रश्न 2 ,अभ्यास कार्य 2 उत्तर पुस्तिका2	भारत के अब तक के राष्ट्रपतियों के चित्र चिपकाकर उनके नाम लिखना। सामान्य ज्ञान में वृद्धि।
	पाठ -अपना स्थान स्वयं बनाइए विधा -कहानी	कथा साहित्य के प्रति रुचि उत्पन्न करना ।चिंतन ,लेखन तथा व्यावहारिक ज्ञान में वृद्धि करना।	कहानी कथन पाठ का वाचन व्याख्या प्रश्नावली	चिंतन वाचन लेखन व्यावहारिकता	मौखिक लिखित प्रश्न 2 ,अभ्यास कार्य 2 ,उत्तर पुस्तिका2	कहानी के अभिनय द्वारा ईमानदारी लगन परिश्रम आदि मूल्यों का विकास करना।
	पर्यायवाची शब्द	पर्यायवाची शब्दों का महत्व तथा उचित प्रयोग सिखाना। शब्द भंडार में वृद्धि	आगमन निगमन दृश्य श्रव्य सामग्री	शुद्ध भाषा ज्ञान सशक्त शब्द भंडार	अभ्यास कार्य 3 कार्य पत्रिकाएँ 3	चित्र देखकर तीन तीन पर्यायवाची लिखना।
	अपठित गद्यांश	गद्यांश को ध्यानपूर्वक पढ़कर संबंधित प्रश्नों के	ध्यानपूर्वक पठन, उत्तर ढूंढना तथा लिखना।	चिंतन तथा लेखन	उत्तर पुस्तिका 4	गद्यांश में से कुछ शब्द चुनकर उनके लिंग तथा

		उत्तर ढूंढना सिखाना।				वचन बताना।
	चित्र लेखन	चित्र का ध्यान पूर्वक अवलोकन करके मन के भावों को क्रमबद्ध करना।	ध्यान पूर्वक अवलोकन तथा लेखन	अवलोकन अभिव्यक्ति तथा लेखन	उत्तर पुस्तिका 4	सुंदर चित्र बनाना तथा रंग भरना
	औपचारिक पत्र -मुख्य अध्यापिका जी को शरारती बच्चे के विषय में शिकायती पत्र।	औपचारिक पत्र लिखने का अभ्यास करवाना।	दृश्य श्रव्य सामग्री , पत्र लेखन	चिंतन तथा लेखन	उत्तर पुस्तिका4	औपचारिक पत्रों पर चर्चा
	अनुच्छेद -जीवन में त्योहारों का महत्व	अनुच्छेद लेखन का अभ्यास। त्योहारों का महत्व समझाना।	वार्तालाप ,दृश्य श्रव्य सामग्री ,अनुच्छेद लेखन	चिंतन तथा लेखन कौशल	उत्तर पुस्तिका 4	प्रिय त्योहार का चित्र बनाकर सुंदर रेखा चित्र बनाना।
	गतिविधि -भाषा खेल	गतिविधि के द्वारा भाषा ज्ञान में वृद्धि।	क्रियात्मक कार्य	सशक्त भाषा तथा मानक व्याकरण	छात्रों द्वारा किया गया कार्य	
	बहुखंडीय मूल्यांकन-श्रुतभाव ग्रहण	चिंतन तथा श्रवण कौशल वृद्धि।	कहानी कथन ,दृश्य श्रव्य सामग्री	चिंतन तथा श्रवण कौशल	छात्रों द्वारा दिए गए प्रश्नावली के उत्तर5	कक्षा में चर्चा

अक्टूबर	पाठ - नालंदा विश्वविद्यालय विधा - लेख लेखक -महावीर प्रसाद द्विवेदी	छात्रों के श्रवण वाचन चिंतन , भाषा तथा व्यावहारिक ,ज्ञान में विधि।	वाचन तथा व्याख्या प्रश्नावली शिक्षा के महत्व पर वार्तालाप	चिंतन -मनन ,लेखन	विभिन्न मौखिक - लिखित प्रश्न 2 अभ्यास कार्य 2 ,उत्तर पुस्तिका2	प्राचीन विश्वविद्यालय तथा वर्तमान विद्यालयों की शिक्षा विषयों आदि पर चर्चा। प्राचीन भारतीय संस्कृति की जानकारी।
	पाठ - ऐसे बनी गुड़ियाँ विधा- नाटक	छात्रों के भाषा ज्ञान व्यावहारिक ज्ञान में वृद्धि। वाचन ,लेखन का अभ्यास	कहानी कथन अभिनय वार्तालाप	व्यवहारी ज्ञान चिंतन तथा लेखन कौशल	विभिन्न मौखिक लिखित प्रश्न 3 अभ्यास कार्य 3 ,उत्तर पुस्तिका3	
	कविता- चेतक की वीरता कवि - श्याम नारायण पांडेय	काव्यानुभूति, वीर रस के साथ कविता पाठ का ज्ञान देना ,सचित्र काव्य लेखन	स्वर के उतार-चढ़ाव के साथ लयबद्ध कविता पाठ अर्थ व्याख्या	कविता पाठ, कविता लेखन काव्य रचना	विभिन्न मौखिक लिखित प्रश्न उत्तर पुस्तिका	वीरता तथा ओज से भरी 4 पंक्तियों की रचना
	विशेषण	विशेषण की परिभाषा तथा भेद समझाना। व्याकरण ज्ञान में वृद्धि।	आगमन निगमन , दृश्य श्रव्य सामग्री	विशेषण का उचित प्रयोग	विभिन्न मौखिक लिखित अभ्यास, कार्य पत्रिकाएँ	संज्ञा उनके साथ

	वाक्यांशों के लिए एक शब्द	व्याकरण ज्ञान में वृद्धि। वाक्यांशों के स्थान पर एक शब्द का प्रयोग कर भाषा को सुंदर बनाना सिखाना।	आगमन निगमन , दृश्य श्रव्य सामग्री	वाक्यांशों के स्थान पर एक शब्द का प्रयोग सुंदर सशक्त भाषा	मौखिक लिखित प्रश्न अभ्यास कार्य	भाषा खेल
नवंबर	पाठ- नारायण का पागल (केरल की लोक कथा)	हिंदी साहित्य में लोक कथाओं के महत्व का ज्ञान देना। भाषा ज्ञान ,व्याकरण ज्ञान ,व्यावहारिक ज्ञान में वृद्धि।	कहानी कथन प्रश्नावली	कल्पना शक्ति का विकास ,चिंतन तथा लेखन	मौखिक लिखित प्रश्न अभ्यास ,उत्तर पुस्तिका	कहानी का अभिनय
	पाठ - दुनिया काँच का महल विधा -निबंध	निबंध विद्या का ज्ञान देना व्यावहारिक ज्ञान, भाषा ज्ञान में वृद्धि।	पाठ का वाचन, व्याख्या प्रश्नावली	व्यवहार कुशलता, चिंतन ,लेखन	मौखिक लिखित प्रश्न अभ्यास, उत्तर पुस्तिका	पाठ की सीख पर आधारित कोई कहानी साथियों को सुनाइए।
	क्रिया तथा काल	क्रिया तथा काल की परिभाषा तथा भेद समझाना ।व्याकरण ज्ञान में वृद्धि।	आगमन निगमन दृश्य श्रव्य सामग्री	क्रिया तथा कालका व्याकरण सम्मत प्रयोग	मौखिक लिखित प्रश्न ,अभ्यास कार्य, पत्रिकाएँ	वाक्यों को तीनों कालों में परिवर्तित करना।

	क्रिया विशेषण	क्रिया विशेषण की परिभाषा तथा भेद समझाना। व्याकरण ज्ञान में वृद्धि।	आगमन निगमन, दृश्य श्रव्य सामग्री	क्रिया विशेषण का व्याकरण सम्मत प्रयोग	मौखिक लिखित प्रश्न ,अभ्यास कार्य, कार्य पत्रिकाएँ	भाषा खेल (साथी छात्रों से क्रियाओं के साथ विशेषण जोड़ने के प्रश्न पूछना)
	अनौपचारिक पत्र - मित्र /सखी को अपने जन्मदिन पर आमंत्रित करते हुए पत्र।	लेखन ज्ञान में वृद्धि। अनौपचारिक पत्र लिखने का अभ्यास।	दृश्य श्रव्य सामग्री ,श्यामपट्ट ,वार्तालाप	चिंतन तथा लेखन रचनात्मक	उत्तर पुस्तिका	अनौपचारिक पत्र कि नहीं लिखते हैं विषय पर चर्चा
	अनुच्छेद - व्यायाम का महत्व	अनुच्छेद लेखन का अभ्यास। व्यायाम का महत्व समझाना।	वार्तालाप दृश्य श्रव्य सामग्री अनुच्छेद लेखन	अभिव्यक्ति चिंतन लेखन	उत्तर पुस्तिका	शरीर को स्वस्थ रखने वाले विभिन्न व्यायामों के चित्र चिपकाकर नाम लिखें।
दिसंबर	पाठ 13 नीति के दोहे	दोहों का महत्व तथा अर्थ समझाना। सामान्य व्यावहारिक ज्ञान में वृद्धि।	दोहा वाचन वार्तालाप अर्थ व्याख्या	अभिव्यक्ति दोहा वाचन	छात्रों द्वारा याद किए गए दोहे उत्तर पुस्तिका	दोहे लिखने वाले विभिन्न कवियों के चित्र चिपकाकर नाम लिखना।

	पाठ 14 किन्नौर देश की ओर (यात्रा- वृत्तांत) लेखक -राहुल सांकृत्यायन	छात्रों को भ्रमण का महत्व समझाना। वाचन, लेखन, भाषा ज्ञान में वृद्धि करना।	यात्रा वृत्तांत लेखन का ज्ञान देना। वाचन, लेखन भाषा ज्ञान की वृद्धि।	वार्तालाप प्रश्नावली व्याख्या	मौखिक लिखित प्रश्न, अभ्यास कार्य, उत्तर पुस्तिका	पहाड़ी स्थलों की यात्राओं के अनुभव अपने सहपाठियों से साँझा कीजिए।
	श्रुतिसमभिन्नार्थक शब्द	श्रुतिसम भिन्नार्थक शब्दों का अर्थ तथा महत्व समझाना। व्याकरण ज्ञान में वृद्धि। शब्द भंडार में वृद्धि।	आगमन निगमन दृश्य श्रव्य सामग्री	व्याकरण ज्ञान शुद्ध भाषा ज्ञान	मौखिक लिखित प्रश्न अभ्यास कार्य पत्रिकाएँ	कुछ श्रुतिसमभिन्नार्थक शब्दों के चित्र चिपकाओ।
	समुच्चयबोधक	समुच्चयबोधक की परिभाषा समझाना। समुच्चयबोधक शब्दों का ज्ञान देना।	प्रश्नावली दृश्य श्रव्य सामग्री	शुद्ध भाषा मानक व्याकरण का प्रयोग	मौखिक लिखित प्रश्न अभ्यास	समुच्चयबोधक शब्दों को कंजंक्शन से जोड़कर समझना
	अनौपचारिक पत्र मित्र सखी को छुट्टियों में घर बुलाने के लिए निमंत्रण पत्र।	अनौपचारिक पत्र लेखन का अभ्यास करवाना, प्रारूप समझाना।	वार्तालाप पत्र लेखन	अनौपचारिक पत्र लेखन	उत्तर पुस्तिका	छुट्टियों में आप कहाँ-कहाँ घूमने जाते हैं, विषय पर चर्चा।

	अनुच्छेद मेरी अविस्मरणीय यात्रा	अनुच्छेद लेखन का अभ्यास करवाना। यात्रा वर्णन करने का ज्ञान देना।	वार्तालाप अनुच्छेद लेखन।	अनुच्छेद लेखन	उत्तर पुस्तिका	आप जिस स्थान की यात्रा करना चाहते हैं , उस स्थान के मौसम भोजन पर्यटन स्थलों आदि के विषय में जानकारी प्राप्त कर मित्रों को बताइए।
जनवरी	अशुद्धि शोधन	छात्रों की सामान्य अशुद्धियों को दूर करना भाषा ज्ञान में वृद्धि ,शुद्ध वर्तनी का ज्ञान	आगमन निगमन दृश्य श्रव्य सामग्री	शुद्ध मानक भाषा शुद्ध वर्तनी	अभ्यास कार्य	श्यामपट्ट पर शुद्ध शब्द लिखकर शुद्ध उच्चारण करना
	मुहावरे 10 से 18	मुहावरों का ज्ञान देना। प्रभावशाली भाषा के लिए मुहावरों के प्रयोग का महत्व समझाना।	आगमन निगमन, दृश्य श्रव्य सामग्री	प्रभावशाली भाषा का उपयोग	अभ्यास कार्य कार्य पत्रिकाएँ	कुछ मुहावरों के चित्र बनाकर रचनात्मक वाक्य बनाना।
	अपठित गद्यांश	गद्यांश पढ़कर प्रश्नों के उत्तर ढूँढना सिखाना।	गद्यांश का वाचन, चिंतन तथा उत्तर ढूँढना	वाचन, चिंतन, उत्तर रचना	उत्तर पुस्तिका, छात्रों द्वारा दिए गए उत्तर	

	चित्रलेखन	चित्र का ध्यान पूर्वक अवलोकन कर मन के भावों को क्रमबद्ध करना सिखाना।	वार्तालाप रचनात्मक लेखन	अवलोकन चिंतन तथा लेखन	उत्तर पुस्तिका	सुंदर चित्र बनाना तथा रंग भरना
	विषय संवर्धन गतिविधि भाषा खेल	भाषा खेल द्वारा व्याकरण ज्ञान को सशक्त करना।	क्रियात्मक कार्य	शुद्ध भाषा	छात्रों द्वारा किया गया कार्य	
	बहु खंडिया मूल्यांकन - श्रुत भाव ग्रहण परीक्षा	श्रवण कौशल के विकास के लिए गतिविधि।	कहानी कथन प्रश्नावली	श्रवण कौशल चिंतन मनन	उत्तर पुस्तिका	

ANNUAL CURRICULUM PLAN (2025-26)						
SCIENCE CLASS-5						
TOPIC	LEARNING OBJECTIVES	Methodology	ACTIVITY	Skills developed	Assessment	LEARNING OUTCOMES
UNIT 1: LARGE NUMBERS	Students will learn to:	Learning by doing	Abacus making	Observation	Periodic test	Students will be able to:

<ul style="list-style-type: none"> • Extension of numbers up to 7 and 8 digit numbers • Expanded form • Comparing numbers • Ascending /Descending order • International place value system • Roman numbers 	<p>Write number names up to 7 and 8 digit numbers according to Indian place value system</p> <p>Write standard and expanded form</p> <p>Compare the given numbers</p> <p>Arrange the given numbers in ascending and descending order</p> <p>Write number names up to 7 and 8 digit numbers according to</p> <p>International place value system</p> <p>Roman numbers up to 100</p>	Inductive and deductive method	Write the length of 5 longest rivers of the world in figures and words	<p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Write number names upto 7 and 8 digit numbers according to Indian place value system</p> <p>Write standard and expanded form</p> <p>Compare the given numbers</p> <p>Arrange the given numbers in ascending and descending order</p> <p>Write number names upto 7 and 8 digit numbers according to International place value system</p> <p>Roman numbers upto 100</p>
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<p>UNIT 2:</p> <p>ADDITION AND SUBTRACTION AND THEIR APPLICATIONS</p> <ul style="list-style-type: none"> • Addition of large numbers • Subtraction of large numbers • Profit and loss 	<p>Students will learn to:</p> <p>Add and subtract large numbers</p> <p>Understand the meaning of profit and loss</p> <p>Understand the formula of profit and loss</p> <p>Apply the formula to solve word problems</p>	<p>Learning by doing</p>	<p>Create a market scene in the class and do</p> <p>Profit and loss activity in the class using toys</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Class work</p> <p>Practice sheets</p>	<p>Students will be able to:</p> <p>Add and subtract large numbers</p> <p>Understand the meaning of profit and loss</p> <p>Understand the formula of profit and loss</p> <p>Apply the formula to solve word problems\</p>
<p>UNIT 3:</p> <p>MULTIPLICATION AND DIVISION AND THEIR APPLICATIONS</p>	<p>Students will learn to:</p> <p>Multiply by 2-digit number</p> <p>Multiply by 3-digit number</p>	<p>Learning by doing</p>	<p>Drill in tables</p> <p>Giving real life situations involving multiplication and division</p>	<p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Class work</p> <p>Practice sheets</p>	<p>Students will be able to:</p> <p>Multiply by 2-digit number</p>

<ul style="list-style-type: none"> • Multiplication by 2-digit numbers • Multiplication by 3-digit number • Division by 2-digit number • Averages • Unitary method 	<p>Division by 2-digit number</p> <p>Workout the problems on averages and unitary method</p>		<p>Division is repeated subtraction by taking an example and subtract a number repeatedly till the result is zero.</p> <p>Puzzles on multiplication.</p>			<p>Multiply by 3-digit number</p> <p>Division by 2-digit number</p> <p>Workout the problems on averages and unitary method</p>
<p>UNIT 4:</p> <p>FACTORS AND MULTIPLES</p> <ul style="list-style-type: none"> • Multiples and factors • Rules of divisibility • Prime and composite numbers • Prime factorisation • Highest common 	<p>Students will learn to:</p> <p>List the multiples and factors of a number</p> <p>Check the divisibility of a number by 2,3,4,5,6,9 and 10</p> <p>Differentiate between prime and composite numbers</p>	Demonstration method	<p>Students are asked to play games like chess and crosswords to develop their intellectual level</p> <p>Find prime numbers using Eratosthenes sieve's method</p>	<p>Problem solving</p> <p>Critical thinking</p> <p>Decision making</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Students will be able to:</p> <p>List the multiples and factors of a number</p> <p>Check the divisibility of a number by 2,3,4,5,6,9 and 10</p>

factor (HCF) • Lowest common multiples (LCM)	Find the prime factors of a given numbers Find the HCF and LCM of two or three numbers					Differentiate between prime and composite numbers Find the prime factors of a given numbers Find the HCF and LCM of two or three numbers
UNIT 5: FRACTIONS • Equivalent fractions • Fractions in lowest term • Comparing fractions • Addition of fractions • Subtraction of fractions • Multiplication of fractions • Reciprocal (multiplicative inverse)	Students will learn to: Find equivalent fractions of a given numbers Compare fractions and arrange them in ascending and descending orders Convert improper fractions into mixed numbers and vice versa	Learning by doing Inductive and deductive method	Draw the National flags any of 3 countries . Colour them and write the fraction of different colours. Making fraction strips	Observation Application Thinking Problem solving Understanding	Practice test Class assignments Mental maths Mcq's	Students will be able to: Find equivalent fractions of a given numbers Compare fractions and arrange them in ascending and descending orders Convert improper fractions into mixed

<ul style="list-style-type: none"> Division of fractions 	<p>Add and Subtract unlike fractions</p> <p>Carry out multiplication and division of fractional numbers</p>					<p>numbers and vice versa</p> <p>Add and Subtract unlike fractions</p> <p>Carry out multiplication and division of fractional numbers</p>
<p>UNIT 6:</p> <p>DECIMALS</p> <ul style="list-style-type: none"> Decimals place value chart Equivalent decimals Like and unlike decimals Comparing and ordering of decimals Addition of decimals Subtraction of decimals 	<p>Students will learn to:</p> <p>Convert fractions with 10,100 and 1000 as denominators into decimal numbers</p> <p>Write expanded form of decimals and compare decimals and arrange them in ascending or descending order</p> <p>Define equivalent ,like and unlike decimals</p>	<p>Learning by doing</p> <p>Inductive and deductive method</p>	<p>Measure the things like table and book etc in cm and mm and write as decimal</p> <p>Using graph paper or grid 10 x 10 and represent the decimal 0.35 on it</p> <p>Observe the price tags on things</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Students will be able to:</p> <p>Convert fractions with 10,100 and 1000 as denominators into decimal numbers</p> <p>Write expanded form of decimals and compare decimals and arrange them in ascending or descending order</p>

<ul style="list-style-type: none"> • Multiplication of decimals • Division of decimals • Unitary method 	<p>Add and subtract decimals</p> <p>Multiply and divide decimal number by a whole number.</p>					<p>Define equivalent, like and unlike decimals</p> <p>Add and subtract decimals</p> <p>Multiply and divide decimal number by a whole number.</p>
<p>UNIT 7:</p> <p>SYMMETRY AND PATTERNS</p> <ul style="list-style-type: none"> • Symmetry and reflections • Patterns • Number patterns 	<p>Students will learn to:</p> <p>Show the relationship between mirror image and symmetry by placing a mirror along an axis of symmetry.</p> <p>Recognise the rules followed by a given number pattern.</p>	<p>Play way</p> <p>Demonstration method</p>	<p>Design and color any geometrical pattern</p> <p>Make your own number pattern</p> <p>Solve number riddles</p> <p>Lines of symmetry of shapes by paper folding</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Students will be able to:</p> <p>Show the relationship between mirror image and symmetry by placing a mirror along an axis of symmetry.</p> <p>Recognise the rules followed by a given number pattern.</p>
<p>UNIT 8:</p> <p>GEOMETRY</p> <ul style="list-style-type: none"> • Angles • Types of angles 	<p>Students will learn to:</p>	<p>Play way</p> <p>Demonstration method</p>	<p>Make flash cards of different types of angles.</p>	<p>Observation</p> <p>Application</p>	<p>Practice test</p> <p>Class assignments</p>	<p>Students will be able to:</p>

<ul style="list-style-type: none"> Measuring angles Drawing angles 	<p>Identify an angle and name its parts</p> <p>Identify the types of angles</p> <p>Measure and draw angles using protractor</p>		<p>Activity using clock by showing the angles at different time in a day</p>	<p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Mental maths</p> <p>Mcq's</p>	<p>Identify an angle and name its parts</p> <p>Identify the types of angles</p> <p>Measure and draw angles using protractor</p>
<p>UNIT 9:</p> <p>MEASUREMENT</p> <ul style="list-style-type: none"> Measureme nt of length Measureme nt of mass Measureme nt of capacity Addition and subtraction of metric measures 	<p>Students will learn to:</p> <p>Use decimals to represent metric measures.</p> <p>State the standard units for measurement</p> <p>Add and subtract metric measures</p>	<p>Learning by doing</p> <p>Inductive and deductive method</p>	<p>Measure the length of things like pencil , notebook etc.</p> <p>Measure the height of your family members</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Students will be able to:</p> <p>Use decimals to represent metric measures.</p> <p>State the standard units for measurement</p> <p>Add and subtract metric measures</p>

<p>UNIT 10:</p> <p>PERIMETER, AREA AND VOLUME</p> <ul style="list-style-type: none"> Perimeter by formula Area by formula Volume by formula 	<p>Students will learn to:</p> <p>Find the perimeter of rectangle and square by using formula.</p> <p>Find the area of rectangle and square by using formula.</p> <p>Find the volume of cube and cuboid by using formula.</p> <p>Solve story sums on perimeter ,area and volume</p>	<p>Learning by doing</p> <p>Inductive and deductive method</p>	<p>Derive formulas for finding perimeter and area of square and rectangle.</p> <p>Solve questions related to real life</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p> <p>Problem solving</p> <p>Understanding</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p> <p>Mcq's</p>	<p>Students will be able to:</p> <p>Find the perimeter of rectangle and square by using formula.</p> <p>Find the area of rectangle and square by using formula.</p> <p>Find the volume of cube and cuboid by using formula.</p> <p>Solve story sums on perimeter ,area and volume</p>
<p>UNIT 11:</p> <p>TIME AND TEMPERATURE</p> <ul style="list-style-type: none"> Conversion of time Addition and 	<p>Students will learn to:</p> <p>Convert time from one unit to another.</p>	<p>Learning by doing</p> <p>Inductive and deductive method</p>	<p>Record the temperature of Delhi (in degree Celsius) for one week</p>	<p>Observation</p> <p>Application</p> <p>Thinking</p>	<p>Practice test</p> <p>Class assignments</p> <p>Mental maths</p>	<p>Students will be able to:</p>

subtraction of time <ul style="list-style-type: none"> • Time intervals • Temperature 	Carry out addition and subtraction of time. Solve problems of time duration Compare Celsius and Fahrenheit scale		Make your daily routine	Accuracy Understanding	Mcq's	Convert time from one unit to another. Carry out addition and subtraction of time. Solve problems of time duration Compare Celsius and Fahrenheit scale
UNIT 12: GRAPHS <ul style="list-style-type: none"> • Tally marks • Pictograph • Bar graph • Circle graph 	Students will learn to: Use tally marks to tabulate data Read and interpret bar graphs, pictograph and circle graphs.	Play way Demonstration method	Draw pictograph of given data Collection of data of strength from classes 1 to 5	Observation Application Thinking Understanding	Practice test Class assignments Mental maths Mcq's	Students will be able to: Use tally marks to tabulate data Read and interpret bar graphs, pictograph and circle graphs.

INTEGRATED ANNUAL CURRICULUM PLAN (2025-26)

CLASS 5

SUBJECT: S.St.

TERM I

<u>Month</u>		<u>Name of the lesson/Topic</u>	<u>Textbook</u>	<u>Learning Objectives</u> (The students will learn about...)	<u>Methodology</u>	<u>Assessment</u>	<u>Skills to be developed</u>
April	PT-1A	L-1=Mapping The Earth	My Big Book of Social Studies by Ratna Sagar	*meaning of globe and map * advantages and disadvantages of globe and map * types of maps *understand the languages of maps	*Discussion Interactive *Use of ICT *Graphic Organizer * Activity-Subject Integration- Maths Measure the place in accordance to map ratio 1 cm :100 km (refer pg.12 Q.F) https://www.youtube.com/	WrittenAssignment Revision Worksheet	Reading Observation Critical Thinking Identification Gathering Information

					watch?v=T4Mk6TxtrLk	Rubrics *Observation(2) *understanding(3)	
April	PT - 1B	L-2=Latitude and Longitudes	My Big Book of Social Studies by Ratna Sagar	*Know about latitudes and longitudes and their characteristics *Important latitude *Locate places using latitudes and longitudes	*Instructional *Use of ICT & map tools *Graphic Organizer *through diagrams Map work Mark the following * important latitudes Activity Do and Learn (refer to page 18) QF Match the place with the latitude	Pen and paper Worksheet Revision Rubrics *Accuracy(2) *identifying (1) *usage of keys(2) Rubrics *Understanding(2) *observation (2) *neatness(1)	Reading Drawing Thinking Identification Geographical knowledge

					https://www.youtube.com/watch?v=YUO46HtK7OI		Application of Knowledge
April	Mid term	L-4 Major Landforms	My Big Book of Social Studies by Ratna Sagar	*The different landforms on the earth and their features *A few learn forms located in different continents *The three courses of a river	*Discussion Interactive *Use of ICT *Graphic Organizer Activity-Subject Integration- (English)(refer pg.33 Q.G) Use of Hot and cold Idioms https://www.youtube.com/watch?v=BQK7GSWVko	Written Assessment Revision Worksheets Rubrics *usage of English grammar (3) *understanding(2)	Reading Drawing Thinking Identification Value imbided=life on land-SDG goal

May-July	Mid-term	L-5= Climate	My Big Book of Social Studies by Ratna Sagar	*difference between weather and climate * the factors that determine climate *the three heat zones of the earth	*Discussion & observation *Use of ICT & map tools *Graphic Organizer *through diagrams Activity Do and Learn (refer to page 46) Q G Zone in which the countries are located https://www.youtube.com/watch?v=2z15fCkuf5o&pp=ygUOI2NsaW1hdGVfY2xhc3M%3D	Written Assignment Revision Worksheet Rubrics *understanding(2) *identify(3)	Reading Observation Drawing Identification Value imbibed=climate action-SDG goal Information Gathering
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July	Mid-term	L-6= Land of Dense Forests- The Democratic Republic of Congo	My Big Book of Social Studies by Ratna Sagar	<p>*the location, climate and relief,vegetation of the DRC</p> <p>* life of the people living in DRC, economic activities & transport</p> <p>* Variety of wildlife found in DRC</p>	<p>*Interactive</p> <p>* Use of ICT & map tools</p> <p>*Graphic Organizer</p> <p>Map work</p> <p>Mark the following</p> <p>*Democratic Republic of Congo with its capital</p> <p>*Neighbouring countries of DRC</p> <p>Activity</p> <p>Do and Learn (refer to page 54)</p> <p>QF Complete the table under the following headings</p> <p>https://www.youtube.com/watch?v=XAxXyWNzw8E</p>	<p>WrittenAssignment</p> <p>Revision</p> <p>Worksheet</p> <p>Rubrics</p> <p>*understanding (2)</p> <p>* identify(2)</p> <p>*usage of keys(1)</p> <p>Rubrics</p> <p>*neatness(2)</p> <p>*understanding(3)</p>	<p>Reading</p> <p>Experiential</p> <p>Finding information</p> <p>Value imbibed=appreciation of the environment</p> <p>Geographical Knowledge</p> <p>Application of Knowledge</p>
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July	Mid-term	L-7=-The Land of Sand-Saudi Arabia	My Big Book of Social Studies by Ratna Sagar	<p>*the location, climate, vegetation of the Saudi Arabia</p> <p>* its people, their dress, language and religion</p> <p>*Economic activities and important cities</p>	<p>*Discussion</p> <p>*Integrated Computer Technology</p> <p>* Graphic organizer</p> <p>*through diagram</p> <p>*Map work</p> <p>QMark the following</p> <p>a)Saudi Arabia with its capital</p> <p>b)Neighbouring countries of Saudi Arabia</p> <p>Activity</p> <p>Do and learn QF</p> <p>Underline the correct spelling</p> <p>https://www.youtube.com/watch?v=lkxV5CcRKFs</p>	<p>WrittenAssignment</p> <p>Revision</p> <p>Worksheet</p> <p>Rubrics</p> <p>* Marking(2)</p> <p>*identify(2)</p> <p>* usage of key(1)</p>	<p>Reading</p> <p>Observation</p> <p>Drawing</p> <p>Communication</p>
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						Rubrics *understanding (2) * identify(3)	Geographical Knowledge Application of knowledge
July-August	Mid-term	L-14=Governing Ourselves	My Big Book of Social Studies by Ratna Sagar	*Role of the central and state government *Two houses of the Parliament *Role of judiciary	*Interactive *Instructional *Integrated Computer Technology * Graphic organizer Activity-Subject Integration- (Mathematics) To study the pie chart and complete the table related to constituencies (refer pg.120 Q.F) https://www.youtube.com/watch?v=crDGFqiqXwk	Written Assignment Revision Worksheet Rubrics *Participation (2) *understanding(3)	Reading General awareness Communication Value imbibed= Partnerships for the goals-SDG goal Analytical Skill

August		Natural Disasters	My Big Book of Social Studies by Ratna Sagar	Types of Natural disasters	SE Activity- Poster making on natural disaster	Rubrics *clearly shows the natural disaster (2) *attractive layout (3) *suitable heading (2) *easy to read	Conceptual understanding Drawing Creative
			TERM 2				
October	PT-2A	L-13=The World from 1914 to 1945	My Big Book of Social Studies by Ratna Sagar	*causes and progress of World War I *the Inter-War years *Rise of dictators causes and progress of World War II	Inductive Gathering information *Graphic Organizer *Time-line Activity-Subject	WrittenAssignment Revision Worksheet	Reading Understanding Critical thinking

					Integration-Mathematics Fill in the blanks after calculating the years (refer pg.110 Q.F) https://www.youtube.com/watch?v=XG9yXrTLwXE	Rubrics *understanding(2) *Accuracy(3)	Analytical Skill
October	PT-2B	Lesson 15- The United Nations	My Big Book of Social Studies by Ratna Sagar	*the formation of The UN * the objectives of the UN *Organs of the UN *Agencies of the United Nations * India and the UN	* Discussion *Integrated Computer Technology * Graphic organizer Activity Do and Learn(refer to page -127) QF Picture study =World Heritage Site https://www.youtube.com/watch?v=36ydD9JJfEQ	WrittenAssignment Revision Worksheet Rubrics *Correct name(3) *understanding(2)	Reading Thinking Gathering information Value imbibed= Peace, justice and strong institutions-SDG goals Rootedness in India

Nove mber	Annu al	L-8= The Treeless Grassland s -The Prairies	My Big Book of Social Studies by Ratna Sagar	*Major grasslands of the world *the location, land, weather conditions, vegetation and wildlife * economic activities and life of the people	*Instructional* Integrated Computer Technology * atlas * Graphic organizer Activity-Subject Integration- (Maths)(refer pg.70 Q.F) Study the table and answer the questions *Map work study the grasslands https://www.youtube.co m/watch?v=k6yVJaWiP cM	WrittenAssignment Revision Worksheet Rubrics *Correct name(3) *understanding(2)	Reading Observation Critical thinking Analytical Skill
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Nove mber	Annu al	L-9= Greenlan d -The Land of Snow	My Big Book of Social Studies by Ratna Sagar	<p>*the location, size and population</p> <p>* topography ,weather conditions, vegetation and wildlife</p> <p>*economic activities and life of the people</p>	<p>*Interactive</p> <p>*Use of ICT & map tools</p> <p>*Graphic Organizer</p> <p>*through drawings-igloo and iceberg</p> <p>Activity</p> <p>Do and learn</p> <p>QE</p> <p>Unscramble the words</p> <p>https://m.youtube.com/watch?v=36TPF9hbbLU&t=374s</p>	<p>Rubrics</p> <p>*understanding(2)</p> <p>*neatness(2)</p> <p>*colouring(1)</p> <p>Rubrics</p> <p>*words correctly Unscramble the (5)</p>	<p>Reading</p> <p>Drawing</p> <p>Situational thinking</p> <p>Value imbibed=appreciation for nature</p>
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Nove mber	Annu al	L-10= The Revolt of the 1857	My Big Book of Social Studies by Ratna Sagar	<p>*Coming of European traders to India</p> <p>*Exploitation of the Indians by the English East India company</p> <p>*All aspects of The Revolt of 1857</p>	<p>*Story telling</p> <p>*Use of ICT</p> <p>* G.O.'s</p> <p>* Timeline</p> <p>*Collage-make a beautiful collage of the different leaders who led of the Revolt</p> <p>Activity-Subject Integration- Mathematics</p> <p>Complete the table</p> <p>(refer pg.87 Q.E)</p> <p>https://www.youtube.com/ watch?v=t8g9LbGHIRo</p>	<p>Written Assessment</p> <p>Revision</p> <p>Worksheets</p> <p>Rubrics</p> <p>*Creativity(2)</p> <p>*Proper labelling(2)</p> <p>*Submission time (1)</p> <p>Rubrics</p> <p>*correct calculation of quantities and percentage (5)</p>	<p>Reading</p> <p>Thinking</p> <p>Drawing</p> <p>Gathering information</p> <p>Value imbibed -pride and rootedness in India</p> <p>Creative</p> <p>Analytical Skill</p>
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December	Annual	L-11- Our Freedom Movement -I	My Big Book of Social Studies by Ratna Sagar	<p>Social Reformers *Birth of the Indian National Congress (INC) *Partition of Bengal *Swadeshi Movement</p> <p>* The Early Revolutionaries</p> <p>*the arrival of Gandhiji</p>	<p>*Story Telling</p> <p>*Use of ICT</p> <p>* G.O.'s</p> <p>Activity</p> <p>Do and learn</p> <p>Q-G (refer to page 93)</p> <p>Gather information on the following</p> <p>a)Early Nationalist</p> <p>b)Assertive Nationalist</p> <p>c)Revolutionaries</p> <p>https://www.youtube.com/watch?v=JWJLpLQMIH8</p>	<p>Written Assessment</p> <p>Revision</p> <p>Worksheets</p> <p>Rubrics</p> <p>*understanding(2)</p> <p>*presentation(2)</p> <p>*submission on time (1)</p>	<p>Reading</p> <p>Thinking</p> <p>Creative</p> <p>Value imbibed= strengthening value</p> <p>Conceptual learning</p>
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December		L-12 Our Freedom Movement -II	My Big Book of Social Studies by Ratna Sagar	<ul style="list-style-type: none"> *Jallianwala Bagh Tragedy * Non – Cooperation * Simon commission *the later revolutionaries * the Civil Disobedience Movement and Dandi march *Quit India Movement * Formation of INA *Independence and the Partition 	<ul style="list-style-type: none"> *Story Telling *Integrated Computer Technology * Timeline * Map work <p>Activity</p> <p>Do and learn</p> <p>Q-H(refer to page 101)</p> <p>Prepare a short speech on any one of your favourite national leader</p> <p>https://www.youtube.com/watch?v=G-swO-xT140</p>	<p>Written Assessment</p> <p>Revision</p> <p>Worksheets</p> <p>Rubrics</p> <ul style="list-style-type: none"> *relevance of the topic(2) *main points(2) *presentation(1) 	<p>Reading</p> <p>Thinking</p> <p>Decision making</p> <p>Value imbibed- Pride in being Indian and strengthening value system</p> <p>Independent learning</p>
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Janua ry		L-16 Save the Environm ent	My Big Book of Social Studies by Ratna Sagar	Environmental pollution	SE-Activity- Make a useful product by recycle a waste product *creativity *original thinking * effective explanation * neatness	Rubrics *effective utilisation(5) *Eco-friendliness(2) *presentation(3)	Out of box thinking Independent thinking Value imbibed-judicious use of resources
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