

## English (Class-V)

<i>Learning Outcomes</i>	<i>Resource</i>	<i>Week-wise Suggestive Activities (to be guided by Parents)</i>
<b>Child-</b> <ul style="list-style-type: none"><li>• appreciates either verbally or in writing the variety of food</li></ul>	<b>NCERT/State Textbooks</b>	<b>WEEK-1</b> <b>Theme: Multi-cultural approach to food</b> <ol style="list-style-type: none"><li>1. Teacher addressing whole class (through Skype/mobile/other means) can interact on the variety of food in the different regions</li></ol>

<p>as read/heard in day -to- day life or through narratives.</p> <ul style="list-style-type: none"> <li>• conducts short interviews of people around him/her, such as parents/grandparents.</li> <li>• connects ideas and sequence (through listening skills).</li> <li>• composes a short Paragraph.</li> <li>• share riddles in English.</li> <li>• uses antonyms in context.</li> <li>• takes dictation for different purposes, such as lists.</li> <li>• conducts short interviews</li> <li>• connects ideas that student has inferred through reading and interaction, with personal experience.</li> <li>• uses the dictionary for reference.</li> <li>• identifies kinds of nouns.</li> <li>• writes mini autobiography</li> <li>• presents orally (focus on Speaking skill) attempts to write creatively</li> </ul>		<p>of India. This may be followed by a short informal quiz.</p> <ol style="list-style-type: none"> <li>2. The student may interact with parents/grandparents on the kinds of food they used to have in their childhood.</li> <li>3. The student may identify the main points of Activity 2, to compose a short paragraph.</li> <li>4. <b>Link:</b> <a href="https://www.youtube.com/watch?v=dprIzpoPlSY">https://www.youtube.com/watch?v=dprIzpoPlSY</a></li> </ol> <p>Teacher can interact on riddles, asking students for riddles in mother tongues and in English. The teacher then gives clues, the answer to which is a fruit/nut., e.g., large and green outside, red and black inside, hard and brown outside, soft and white inside. Teacher can ask students to write two riddles, using opposites such as large/small, inside/outside.</p> <p><b>WEEK-2</b></p> <p><b>Theme: Avoid wastage of food</b></p> <ol style="list-style-type: none"> <li>1. <i>Link:</i> <a href="https://www.youtube.com/watch?v=GHSI9aieSQA">https://www.youtube.com/watch?v=GHSI9aieSQA</a></li> </ol> <p>Teacher can pause to ask questions, to ensure that students have understood.</p> <ol style="list-style-type: none"> <li>2. Teacher can ask students to note down the food grains, flour, sugar, fruits and vegetables consumed by the family in a single day.</li> <li>3. The student interacts with parents/grandparents on whether they had faced food crisis or food shortage at any time in their lives, and how they faced the challenge.</li> <li>4. Teacher interacts with students on occasions of mass production of food, such as marriages, and how to avoid food wastage, students can connect on how to avoid food wastage at home.</li> </ol> <p><b>WEEK-3</b></p> <p><b>Theme: The World Around Us</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks students to pick up any newspaper, in any language. It contains thousands of words. Teacher explains that some words are unfamiliar, and introduces the concept of a dictionary – the alphabetical order, various meanings, pictorial dictionary</li> </ol>
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		<p>etc. He/She asks the students to refer to the dictionary for 'shut up shop', 'shut down', 'shut in' and write the meanings.</p> <ol style="list-style-type: none"> <li>Teacher talks about ice-cream; the various colours, flavours, etc. Students name the flavours. Teacher points out that 'strawberry' is one word. But 'strawberry ice-cream' is a compound word. Similarly with other flavours.</li> <li>Teacher asks students to imagine that each one of them is an ice-cream vendor, and has to describe one day in their life as an ice-cream vendor.</li> </ol> <p><b>WEEK-4</b></p> <p><b>Theme: The World Around Us</b></p> <ol style="list-style-type: none"> <li><b>Link</b>  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/589d6d96472d4a351365eb2d</a>  The students watch the video on Ten little Fingers. The teacher gives pronunciation practice focussing on the 'sh' sound. Words: cushion, ration, mention, etc. Teacher also points out that the sound is the same even though the spelling is different.</li> <li>The names of parts of the body are reinforced. Students are introduced to idiomatic phrases such as 'the teeth of a comb', 'the foot of a mountain', 'the head of the family' etc.</li> <li>Teachers can also interact on the gender aspect here: Can a woman be the head of the family?</li> <li>Teacher asks students to imagine that there is no sugar at all at home one day. Shops are closed, and the neighbor's house is locked. Students may write how they went through the day.</li> </ol>
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*\*Children and Parents/Guardians may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online. Following are the links for the activities for easy access.*

**ENGLISH****Subject: Language – English (Class V)**

<b>Learning Outcomes</b>	<b>Resource(s)</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>answers coherently in English to questions based on an unfamiliar story</li> <li>connects ideas that he/ she has inferred through reading and interaction</li> <li>conducts short interviews of grandparents/ elders</li> <li>uses meaningful grammatically correct sentences to describe and narrate events from day-to-day life</li> <li>takes dictation to make a list</li> <li>uses synonyms and antonyms</li> <li>shares English proverbs</li> <li>reads independently news headlines</li> </ul>	<p><b>NCERT/State Textbook of English Language for Class I</b> or other resources – Story Books, Links as given, different objects available at home</p>	<p><b>WEEK 5</b></p> <p><b>Theme:</b> Co-operation and team work</p> <p>The parent/grandparent narrates the Panchtantra story of how trapped birds flew away in a group from the net and escaped the hunter. The learner may be asked questions in between to ensure that he/ she has understood.</p> <p>The parent facilitates the learner to connect the idea of the importance of co-operation and team work with the prevailing situation.</p> <p><b>WEEK 6</b></p> <p><b>Theme:</b> Professions</p> <p>The learner prepares for and conducts short interviews of parents/ grandparents at home/ over the phone to understand in detail the profession they follow.</p> <p>The learner is asked to talk about the various professions involved in building a house.</p> <p>The learner takes dictation to make a list of various the people involved in the above professions (some may be new words for the learner).</p> <p><b>WEEK 7</b></p> <p><b>Theme:</b> The World of words</p> <p>The learner is asked to an anthill or a beehive, and the parent asks questions to elicit responses involving synonyms and antonyms.</p> <p>The learner is asked to talk about three English proverbs. The learner is encouraged to read independently news headlines and express his/ her understanding of them.</p>



<ul style="list-style-type: none"> <li>• answers coherently in English to questions based on an unfamiliar story/event</li> <li>• uses dictionary for reference</li> <li>• uses synonyms and antonyms</li> </ul> <ul style="list-style-type: none"> <li>• acts (including role play, dialogue) according to instructions given in English</li> <li>• attempts to write creatively</li> </ul> <ul style="list-style-type: none"> <li>• uses meaningful grammatically correct sentences to describe and narrate events</li> <li>• writes informal letters/ emails</li> </ul> <ul style="list-style-type: none"> <li>• connects ideas that he/ she has inferred through reading and interaction</li> <li>• writes a paragraph in English from verbal and visual clues, with appropriate punctuation and linkers</li> </ul>		<p><b>WEEK 8</b></p> <p><b>Theme:</b> Adventure</p> <p>The parent interacts with the learner on any person (real or imaginary) related to adventure and asks questions in between to ascertain the learner's understanding.</p> <p>The learner may be encouraged to look up new words linked to the above activity.</p> <p>The parent may re-tell the story, pausing at places to ask the learner for a synonym/ antonym.</p> <p><b>WEEK 9</b></p> <p><b>Theme:</b> Imagination</p> <p>The parent asks the learner to enact the role of a hunter who finds a footprint in the jungle.</p> <p>The parent asks the learner to imagine that his/ her favourite toy has come to life. The learner has to continue this in the form of a story.</p> <p><b>WEEK 10</b></p> <p><b>Theme:</b> Overcoming fears</p> <p>The parent initiates a discussion on the prevailing situation and encourages the learner to describe it, also in the process expressing his/ her fears, even unreasonable ones.</p> <p>The learner is facilitated to write informal letters/ emails to family members who live elsewhere, ending on a positive note that they will meet after a few months.</p> <p><b>WEEK 11</b></p> <p><b>Theme:</b> Linguistic Diversity</p> <p>The parent interacts with the learner on any Indian literary figure, from any language. The learner connects with stories/ serials / news.</p> <p>The parent provides verbal clues, on the basis of which the learner writes a paragraph on the literary figure.</p>
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- takes dictation for various purposes
- appreciates either verbally/ in writing the variety in food as read/ heard in day-to-day life

**WEEK 12****Theme:** Cultural diversity

The learner takes dictation of a recipe that has rice as the main ingredient.

The learner finds out from friends and relatives how rice is cooked in their cultures, and can appreciate the variety in food in our country.

