

Class- 5
English (2023-24)

| Suggested Pedagogical Processes | Learning Outcomes |
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| <p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> ➤ discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs ➤ participate in activities which involve English language use, such as role play, enactment, dialogue and dramatization of stories read and heard ➤ look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning ➤ prepare speech for morning assembly, group discussions, debates on selected topics, etc. ➤ infer the meaning of unfamiliar words from the context while reading a variety of texts ➤ refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms ➤ understand the use of synonyms, such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context ➤ relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context ➤ read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. ➤ find out different forms of writing (informal letters, lists, stories leave application, notice etc.) ➤ learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) ➤ use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc. ➤ take dictation of sort texts such as lists, paragraphs and dialogues. ➤ enrich vocabulary through crossword puzzles, word chain etc. | <p>The learner–</p> <ul style="list-style-type: none"> • answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read. • recites and shares English songs, poems, games, riddles, stories, tongue twisters etc., recites and shares with peers and family members. • acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc. • reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs • conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc. • uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions • uses synonyms such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context • reads text with comprehension, locates details and sequence of events • connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences • takes dictation for different purposes, such as lists, paragraphs, dialogues etc. • uses the dictionary for reference • identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers • writes a ‘mini biography’ and ‘mini autobiography’ • writes informal letters, messages and e-mails • reads print in the surroundings (advertisements, directions, names of places etc.), understands and answers queries attempts to write creatively (stories, poems, posters, etc.) • writes and speaks on peace, equality etc. suggesting personal views • appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc. |

Contents

- 1. The Elves and The Shoemaker**
- 2. Two Frogs**
- 3. Child and Grandma**
- 4. The Flying Sikh –Milkha Singh**
- 5. Raja Birbal**
- 6. Bank – Our Need**
- 7. Global Warming**
- 8. A Glimpse from History**
- 9. Safe Circle**

**Book prescribed by Punjab School Education Board
RAINBOW (English Class – V)**