

INFANT JESUS CONVENT SCHOOL
ANNUAL PLAN [SESSION 2024-25]
ENGLISH
CLASS: V

| MONTH/NO OF DAYS | TOPIC: SUB TOPIC | OBJECTIVES | AIDS/ACTIVITIES | MULTIPLE INTELLIGENCE SKILLS | LEARNING OUTCOME |
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| <p style="text-align: center;">APRIL No of Days: 18</p> | <p><u>LITERATURE</u></p> <ul style="list-style-type: none"> • Chuskit goes to school • Thunder cake <p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> • Sentences • Types of sentences • Nouns <p><u>VOCABULARY</u></p> <ul style="list-style-type: none"> • Nouns; Gender | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Value time • Understand the rules and rights for physically challenged people • Compute types of sentences in daily life • Use gender in day to day life • Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing. | <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • List the rights of physically challenged people • Overcome their fear from bad situation • Brainstorming about the usage of types of sentences <p>SKILLS:</p> <ul style="list-style-type: none"> • Verbal Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Analyzing the behavior of physically challenged people • Model reading of lesson • Practice types of sentences in various cases | <ul style="list-style-type: none"> • Linguistic • Interpersonal • Intrapersonal • Spatial | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the moral of the lesson. • Express their justified opinion. • Overcome the greatest fear in life • Identify and usage various types of sentences |

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| | | | <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Applying different types of sentences | | |
| <p>MAY No of Days: 14</p> | <p>LITERATURE</p> <ul style="list-style-type: none"> • A Pocketful of Sympathy • Tug of War <p>GRAMMAR</p> <ul style="list-style-type: none"> • Possessive Noun • Nouns; Numbers • Pronouns [Personal, Reflexive , Emphatic and Demonstrative Pronouns] <p>WRITING</p> <ul style="list-style-type: none"> • Picture Composition • Paragraph writing | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Value time • Develop their intellectual and Personal skills • Know the real meaning of sympathy and inculcate its value in real life. • Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing. • Compare and contrasts the difference and similarities associated with nouns and pronouns | <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • List the rules for playing tug of war with other. • Have sympathy towards others in difficult situation • Brainstorming about the usage of nouns and pronouns in daily life. <p>SKILLS:</p> <ul style="list-style-type: none"> • Verbal Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Analyzing the behavior of short tempered people • Model reading of lesson <p>Practice types of nouns and pronouns in sentences</p> | <ul style="list-style-type: none"> • Linguistic • Interpersonal • Intrapersonal • Spatial | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the moral of the lesson. • Express their justified opinion • Know the values of sympathy in daily life. <p>Identify and usage various types of nouns and pronouns in different sentences</p> |

CONDUCTION OF PT-1 ASSESSMENT

| MONTH/NO OF DAYS | TOPIC: SUB TOPIC | OBJECTIVES | AIDS/ACTIVITIES | MULTIPLE INTELLIGENCE SKILLS | LEARNING OUTCOME |
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| <p align="center">JULY No of Days: 27</p> | <p><u>LITERATURE</u> <ul style="list-style-type: none"> • What was her name? • Poem; The Dark </p> <p><u>GRAMMAR</u> <ul style="list-style-type: none"> • Articles • Adjectives • Degree of Comparison • Adjective and pronouns • Tenses [simple Tense] </p> <p><u>VOCABULARY</u> <ul style="list-style-type: none"> • Synonyms </p> <p><u>WRITING</u> <ul style="list-style-type: none"> • Letter writing (Informal) </p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Value time • Understand the rules and rights for physically challenged people • Compute types of sentences in daily life • Use gender in day to day life • Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing. | <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • List the rights of physically challenged people • Overcome their fear from bad situation • Brainstorming about the usage of types of sentences <p>SKILLS:</p> <ul style="list-style-type: none"> • Verbal Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Analysing the behavior of physically challenged people • Model reading of lesson • Practice types of sentences in various cases <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Applying different types of sentences | <ul style="list-style-type: none"> • Linguistic • Interpersonal • Intrapersonal • Spatial | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the moral of the lesson. • Express their justified opinion. • Overcome the greatest fear in life • Identify and usage various types of sentences |
| | <p><u>LITERATURE</u> <ul style="list-style-type: none"> • Jhalkari </p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Value time | <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • List the synonyms for courage • Recall the uses of | <ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Kinaesthetic • Existential | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize the different types |

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| <p>AUGUST No of Days: 23</p> | <p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> • Continues Tenses • Perfect Tenses • Active and Passive Voice <p><u>WRITING</u></p> <ul style="list-style-type: none"> • Dialogue writing | <ul style="list-style-type: none"> • Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing. <p>Apply determiners appropriately.</p> | <p>perfect and continuous tenses in daily life.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson and be like the character give in the chapter. • Differentiate the types of tenses and its usage • Classify the rules for active and passive voice <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Recall the synonyms for courage • List the rules for perfect and continuous tenses • Know the rule for Active and Passive voice | | <p>of tenses and their usage in daily life.</p> <ul style="list-style-type: none"> • Understand the use of active and passive voice in daily life |
| <p>MONTH/NO OF DAYS</p> | <p>TOPIC: SUB TOPIC</p> | <p>OBJECTIVES</p> | <p>AIDS/ACTIVITIES</p> | <p>MULTIPLE INTELLIGENCE SKILLS</p> | <p>LEARNING OUTCOME</p> |

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| <p>September No of Days:05</p> | <p><u>VOCABULARY</u> Homophones</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing. • Enhance their vocabulary skills and usage of homophones in their daily life. | <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • List the homophones from the newspaper <p>SKILLS:</p> <ul style="list-style-type: none"> • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Usage of homophones in daily life <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Recall the homophones | <ul style="list-style-type: none"> • Linguistic • Interpersonal • Intrapersonal • Spatial | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize the homophones and their usage in daily life. |
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REVISION: TEMR I EXAM

CONDUCTION OF TERM -1 ASSESSMENT

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| <p>October No of Days: 22</p> | <p><u>LITERATURE</u></p> <ul style="list-style-type: none"> • L-6 Heidi learns to read • Courage, Courage, Courage <p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> • Adverbs • Prepositions • Question tags <p><u>WRITING</u></p> <ul style="list-style-type: none"> • Message Writing | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Value time • Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing. <p>Apply determiners appropriately.</p> | <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Name the narrator character of the story • State the uses of adverbs, prepositions as well as question tags <p>SKILLS:</p> <ul style="list-style-type: none"> • Analysing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Draw the mind map for adverbs | <ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Naturalist | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Memorize the meaning of courage in daily life. • Draw the mind map of adverbs • Cite the uses of prepositions in day to day life • Appraise the need of Question tags in daily |
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| | <p><u>VOCABULARY</u></p> <p>Antonyms</p> | | <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Memorize the synonyms for courage • Recall the uses of Adverbs, prepositions • Value the question tags as an important topic in day to day life | | <p>conversation of English</p> <p>Enlist the different prepositions</p> |
| <p>November No of Days: 23</p> | <p><u>LITERATURE</u></p> <ul style="list-style-type: none"> • L-7 Gulliver arrives in Lilliput • Poem; I Wandered Lonely as a Cloud • Poem; Foreign Lands <p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> • Modals • Phrasal Verbs • Active and Passive [Continue Tenses] <p><u>VOCABULARY</u></p> <p>Words often confused</p> <p><u>WRITING</u></p> <p>Diary Writing Message Writing</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the functions famous novel • Summarize the that sometimes being alone is a good thing <p>Learn how to take care of ourselves</p> | <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Cite the different scene of the chapter • Identify the real meaning of poem <p>SKILLS:</p> <ul style="list-style-type: none"> • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Sketch the theme for the poem • Draw the mind map for the chapter and modals <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Recall the uses of modals in daily life • List the rules for active and passive voices | <ul style="list-style-type: none"> • Interpersonal • Intrapersonal Kinaesthetic | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recall the uses of modals • Learn the usage of voice in daily life • Classify the phrasal verbs and its uses |

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| <p style="text-align: center;">December No of Days: 11</p> | <p><u>LITERATURE</u> L-8 Owls in the Family Poem Abu Ben Adhem</p> <p><u>GRAMMAR</u> Conjunctions</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the story of an owl • List the uses of conjunctions • Understand the poem and a true human being | <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Tell what is the central idea of the poem • Use of conjunctions <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Illustrate the types of conjunctions <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Recall the 3 types of conjunctions • Give examples of poem • Know importance owl | <ul style="list-style-type: none"> • Interpersonal • Linguistic Naturalist | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the types of conjunctions • Understand the theme of poem |
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CONDUCTION OF PT-2 ASSESSMENT

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| | <p><u>LITERATURE</u> L-9 The Stonecutter</p> <p><u>GRAMMAR</u> Punctuation Direct and Indirect</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe a beautiful story about hard work • Express the different types of reported speech • List the usage of in day to day life | <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Name the narrator and moral of the story • Use of conjunctions in daily life <p>SKILLS:</p> | <ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Spatial | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the direct and indirect speech <p>Use of punctuation and story writing in daily life.</p> |
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| <p>January No of Days: 21</p> | <p>Speech</p> <p><u>WRITING</u></p> <p>Story Writing</p> | <p>Know the importance of story writing</p> | <ul style="list-style-type: none"> • Reasoning Skills • Writing Skills • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Draw the mind map for reported speech in dialogue form. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Recall the different types of reported speech | | |
| <p>February No of Days: 22</p> | <p><u>LITERATURE</u></p> <p>L-10 The Happy Man's Shirt</p> <p><u>GRAMMAR</u> Subject- Verb Agreement</p> <p><u>VOCABULARY</u> Prefixes and Suffixes</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know about moral of the story and know about how happiness is very important in stressed life. • Know about verb agreement • Distinguish between prefixes and suffixes <p>How and where to write the formal letter</p> | <p>Usage of punctuation</p> <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Express happiness • Uses of Subject-Verb Agreement • Writing formal letter <p>SKILLS:</p> <ul style="list-style-type: none"> • Reasoning Skills • Writing Skills • Critical Thinking | <ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Linguistic • Spatial | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define Subject-Verb Agreement • Classify suffix and prefix • Understand the moral of the story |

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| | <p>WRITING Letter Writing (Formal)</p> | | <p>APPLICATION:</p> <ul style="list-style-type: none"> • Model reading of the lesson • Role play for the chapter <p>UNDERSTANDING: Review the usage of Subject- Verb Agreement</p> <ul style="list-style-type: none"> • Classify differentiate between Informal and Formal letters | | |
| | REVISION: TERM-2 | | | | |
| MARCH | CONDUCTION OF TERM-2 ASSESSMENT | | | | |