**UNIT PLAN**

STD : V SUBJECT: DATE: TEACHER:

Chapter : Unit Title : MY SHADOW

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| **Sr. No.** | **Time** | **Competency** | **Learning Experiences/ Activity** | **Materials/Resources** | **Learning outcomes** | **Formative Assessment** |
| 1. |  | Warming up &  pre-reading   * to cultivate students interest in poetry. * to help students learn to enjoy some simple English poems. * to understand and enjoy the poems | * The teacher shows the picture of the famous poet Robert Louis Steven on the OHP and gives a very brief introduction about the poet. * tr. then displays short poems written by the same poet and asks 2-3 students to read the poems aloud to the class. The following poems could be given   Rain  The rain is raining all around ,  it falls on field and tree,  it rains on the umbrellas here,  and on the ships at sea.    A Thought  It is very nice to think  The world is full of meat and drink,  With little children saying grace  In every Christian kind of place.  At last She comes  At last She comes, O never more  In this dear patience of my pain  To leave me lonely as before  Or leave my soul alone again.   * Tr. then introduces the poem ' My Shadow' to the students. * Tr. reads the poem several times * Tr. breaks the class into groups to read the poem aloud pointing out tone of voice while reading. * Tr. provides dictionaries for students to look for unfamiliar words. * Tr. shows pictures of India-rubber cup & butter cup | Pictures of Robert Louis Steven, pictures of India-rubber cup & butter cup , short poems by Robert Louis Steven,(handouts/on the OHP), dictionaries, overhead projector. | Tr . will discuss with students the importance of reading a poem several times to better grasp its meaning.  Reading and highlighting the key words in the poem.  Group work  To get every student to join in the class activity. | Tr. asks questions based on the poem.  Tr. gives a handout of a poem by Louise Binder Scott to a student and asks another student to act out the poem as it is being read out.  Tr. asks students to frame sentences using the key words in the poem ex. arrant , shadow ,butter cup, dew etc  Gratitude diary  Ask the students to make a daily diary and write 5 things they are grateful for in the whole day, also ask them to rate their day with1 to 5 stars.  Exercise  Use of joining words  Find rhyming words  Pronunciation of new words. |
| 2. |  | Fun time  Learner will be able to investigate the unknown and develop a sense of curiosity  Children will observe how their bodies and other objects block light and create shadows. | * as a fun post learning activity, tr. reads a story, Nova, the babysitter, where Nova, who is a baby sitter entertains the two children under her care to some amusing shadow tricks. * tr. distributes handouts with shadow tricks and asks students to try out the various tricks.   To explain the concept of shadows-   * tr. takes the students outdoor to see shadow of trees and school building on a sunny day. * tr. "look at the shadows that our bodies make on the pavement. when I lift my arm , shadow does too. when I jump ,my shadows jump too. * tr. takes a chalk and draws around the shadow of each child * tr. takes the child inside and sets up the OHP . the familiar objects that are chosen should be concealed and then placed one by one on the OHP.   Art   * shine a light source on a child's profile. trace the profile on black paper using a white crayon /chalk. have the child cut it out and mount it out and mount it on light coloured paper.   Movement   * tell the children that they are going to do a shadow dance. shine a light source on the wall and put on some music. have the children dance between a blank wall and the light source . they can watch their shadows dance with them | the famous story book- Nova, the babysitter,  torch  handouts with some shadow tricks  OHP  Chalk  Shapes  Assortment of familiar objects such as comb, key, button, scissors, pencil, flower, paperclip, coin, glue bottle.etc | Tr. helps students to understand that shadows are absent on a cloudy day.  Tr. explains the shortening and lengthening of shadows through the day.  Tr. explains to students that their bodies make shadows because the sun's light cannot go through them so it goes all around them to form an outline.  Tr. asks how they can tell if the shadow is of a person and not of a chair or other object.  Tr. asks the children to guess what the object is by its shadow shape.  Tr. also points out that shadows are always black | Extract of the poem is displayed on the OHP and a few questions are asked. |