**UNIT PLAN**

STD : V SUBJECT: DATE: TEACHER:

Chapter : Unit Title : ROBINSON CRUSOE DISCOVERS A FOOTPRINT

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| **Sr. No.** | **Time** | **Competency** | **Learning Experiences/ Activity** | **Materials/Resources** | **Learning outcomes** | **Formative Assessment** |
| 1. | 35 mins  +  35 mins | Vocabulary : nouns-what we wear on our feet, verbs -what our feet can do.  Skill focus: Dictionary work.  Thinking focus : selecting and investigating  To make students interested in the lesson  To give students the opportunity to do some creative writing | Warm up -pre-reading activity  Tell the children to fold their large sheet of paper in half and make a line along the middle of the page (horizontally).  Ask one member of each group to take off his/her shoes and socks and stand on the line of the page with half the feet in the top part and with half the feet in the bottom part of the paper. then one group member traces around the feet of their classmate, leaving two footprints on the line in the middle of the page. meanwhile some group members use their dictionaries and try to fill up the top half of the paper with words which describe what we can do with our feet. the other group try to fill up the bottom half of the paper with the name of things we can wear on our feet.  Tr. then tells the title of the lesson and that Robinson Crusoe is the main character of the book. Tr. narrates the story and shows pictures | large sheet of ,large crayons and number of dictionaries for each group.  Tr. shows pictures of  Robinson Crusoe , ship, footprint, bush , cave, ladder, savages, small boat | Promote creativity  Small group work  Dictionary work  Learners will understand that Robinson Crusoe, is the only person who hasn't died after a shipwreck . he has been living on an island far from anywhere and has built a home there. but now he has found a footprint and he's afraid.  If students haven't realised tr. tells that the story is written in the first person and teaches them about 'narration' where a book is written as if the character is speaking to the reader | Possible answers  Our feet  **what our what we**  **feet can do. wear on**  **our feet**  Run shoes  Stand socks  Bounce boots  Jump skates  Kick football boots  tennis boots  Walk running shoes  Skip trainers  Hop  Climb  Slide  Skate  ski  Tr. asks students to write a paragraph on humorous /adventures incident in life.  Tr. asks students to collect pictures of footprints of animals and birds. |
| 2. | 35 mins  +  35 mins | Fun activity  Children use observation and classification skills  Children are encouraged to make observations and to develop their language skills  Investigating the unknown suspense and sense of curiosity . | Fun activity - fingerprint fun  ask each child to press a pointer finger on the inkpad and then press the finger print on one small paper. repeat with other pointer finger. encourage the children to explore their fingerprints with magnifying glasses. explore other children's fingerprints. mix up pieces of paper and try to find the matching finger prints.  Activity 2  Choose an area to observe e.g. a field or playground . show children to hold magnifying glass and look closely at pebbles , sand +plants.  Have children take turns using words to describe their small objects e.g. pebbles look sparking , shiny.  Challenge children to use new or different words each time. some may even want to make up their own descriptive words. Record the words on paper.  Tr. explains meanings of difficult words, vocabulary building , frame sentences using unfamiliar and difficult words.  Tr. asks students to read the original story by Daniel Defoe  Posting reading activity  Tr. gives ideas on how to be more creative in their work with their own footprints (ideas attached) | Ink pad, magnifying glasses, paper-two small pieces per child  magnifying glasses, markers, chart paper | Language : make a class book for each child containing the sentence," the unique thing about me is \_\_\_\_\_\_\_\_\_".  Language: create a chart showing words the children use to describe each object.  e.g. pebble- shiny, smooth, round , colourful  leaf- smooth, rough  ant- round , wiggly  flower- colourful , smooth | Tr. asks questions from the lesson e.g.  1)where was Robinson Crusoe?  2) why was Robinson Crusoe sure that it was not his footprint.  3) why did he pray when he saw the footprint?  4) why could he not sleep? |

**UNIT PLAN**

STD : V SUBJECT: DATE: TEACHER:

Chapter : Unit Title : class discussion(poem)

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| Sr. No. | Time | Competency | Learning Experiences/ Activity | Materials/Resources | Learning outcomes | Formative Assessment |
| 1. | 30 mins | * Developing reading skills and learning to enjoy the poem. * rhyming words * meaning of different words | * reading the poem in pairs of two with correct pronunciation, and pausing. * discussing different kinds of personalities e.g. slow learners, quiet, talkative, brave. | * pictures | * Students will enjoy the poem and will know to recite the poem | * tr. gives pictures of different scenes and divides them into four and tells them to write 4-5 sentences on it. |