

Espalier Heritage School

Annual Planner 2025-26

Grade V	Subject: English								
Sr No	Lesson Name	Methodology	Pedagogical methods	Learning outcomes	Teaching Aid	Teaching Place	Reff.books with pg.no.	No.of lectures required	Activity Suggested ---Tr Name
1	The crystal cave	Reading, Explanation, discussion, Questioning, Listening and writing	Step 1: Teacher will start the story by showing them a small video related to the chapter. Step 2: Then the teacher will discuss about the theme of the chapter and about various wild animals and their habitats. Step 3: teacher then reads out the story and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	The students will be able : 1. To comprehend the text locally and globally 2. To think beyond the given text and come to independent conclusions 3. To infer meaning from context 4. To analyze and interpret the text and identify points to corroborate their views	Textbook and videos	classroom	Textbook	5	ART INTEGRATION Students will make a model of a small cave using the available material.
2	My early days with the chimpanzee	Reading, Explanation, discussion, Questioning, Listening and writing	Step 1: Teacher will start the story by showing them a small video related to the chapter. Step 2: Then the teacher will discuss about the theme of the chapter and conduct a quiz on chimpanzees. Step 3: teacher then reads out the story and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	The students will be able to 1. identify significant and relevant information. 2. to analyze and interpret the text and draw inferences from it. 3. add to their general knowledge about chimpanzees	Textbook and videos	classroom	Textbook	4	Students will make a list of animals that are endangered and are about to become extinct. They will then write down what steps should be taken to conserve wildlife.
3	Block city	Reading, Explanation, discussion, Questioning, Listening and writing	Step 1: Teacher will start the poem by showing them a small video related to the poem. Step 2: Then the teacher will discuss about the theme of the poem and also discuss about balancing blocks. Step 3: teacher then reads out the poem and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	1. The students will be able to comprehend a poem and appreciate simple poetic language 2. The students will be able to to analyze the poem by answering inferential questions	Textbook and videos	classroom	Textbook	5	Students try to build structures by balancing the small things they have at home.
4	Colourful shoes	Reading, Explanation, discussion, Questioning, Listening and writing	Step 1: Teacher will start the story by showing them a small video related to the chapter. Step 2: Then the teacher will discuss about the theme of the chapter and importance of abilities and will to play a particular sport rather than the accessories needed to play the sport. Step 3: teacher then reads out the story and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	The students will be able to : 1. to comprehend the graphic story and draw inferences from it 2. to answer interpretive questions 3. to provide relevant reasons in order to justify their answers 4. to do research on a given topic and make a brief presentation in class	Textbook and videos	classroom	Textbook	4	The students will write down all the rules and regulations of their favourite sport.
5	The boy who saves Holland	Reading, Explanation, discussion, Questioning, Listening and writing	Step 1: Teacher will start the story by showing them a small video related to the chapter. Step 2: Then the teacher will discuss about the theme of the chapter and about dukes and dykes. Step 3: teacher then reads out the story and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	Students will be able to: 1. answer simple, factual questions 2. locate relevant details from the lesson and make notes 3. write a summary of the story	Textbook and videos	classroom	Textbook	5	Students will write down what are the challenges faced by the people who live in mountainous regions and low-lying areas.
6	Jaldi's gift	Reading, Explanation, discussion, Questioning, Listening and writing	Step 1: Teacher will start the story by showing them a small video related to the chapter. Step 2: Then the teacher will discuss about the theme of the chapter and about the Pariah breed (dog) Step 3: teacher then reads out the story and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	The students will be able to: 1. identify significant and relevant information 2. understand the text 3. analyze and interpret the text and draw inferences from it	Textbook and videos	classroom	Textbook	4	ART INTEGRATION. Students will sketch a picture of their favourite breed of dog.

7	Sir Lawley's Ghost	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher will start the story by showing them a small video related to the chapter. Step 2: Then the teacher will discuss about the theme of the chapter and about the various funny ghost stories. Step 3: teacher then reads out the story and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	The students will be able: To comprehend the text locally and globally 1. To help students read the given text very carefully and draw one's own inferences from it 2. To be able to view the text in totality and answer interpretive questions 3. To identify relevant points from the text in order to justify their opinions or conclusions	Textbook and videos	classroom	Textbook	4	ART INTEGRATION The students will use material available at home and make a funny friendly ghost out of it.
8	The clothes line	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher will start the poem by showing them a small video related to the poem. Step 2: Then the teacher will discuss about the theme of the poem and also discuss about why is it necessary to clip the clothes when they are put for drying Step 3: teacher then reads out the poem and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	1. Students will be able to comprehend a poem and enjoy simple poetic language 2. The students will be able to analyze the poem by answering inferential questions	Textbook and videos	classroom	Textbook	5	ART INTEGRATION. Students will make or decorate the clips that are used to clip the wet clothes hanging on the ropes or stand.
9	Raoul the owl	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher will start the story by showing them a small video related to the chapter. Step 2: Then the teacher will discuss about the theme of the story and discuss about the characteristics of an owl. Step 3: teacher then reads out the story and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	Students will be able to 1. warm up to the thematic content of the story 2. express themselves fluently 3. express their thoughts in a clear and accurate manner 4. read for specific information 5. suggest an alternate solution for a problem	Textbook and videos	classroom	Textbook	4	Students will write a small paragraph on the lives of any one of the famous women.
10	Grandpa's tree	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher will start the story by showing them a small video related to the chapter. Step 2: Then the teacher will discuss about the theme of the story and discuss about the importance of planting trees. Step 3: teacher then reads out the story and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	Objectives 1. To help students identify significant and relevant information 2. To facilitate students' understanding of the narrative 3. To enable students analyze and interpret the text and draw inferences from it	Textbook and videos	classroom	Textbook	4	Write an autobiography of 'A tree being cut'
11	Ice Golawala	Reading, Explanation, discussion, Questionning, Listening and writing	Step 1: Teacher will start the poem by showing them a small video related to the poem. Step 2: Then the teacher will discuss about the theme of the poem and also discuss about the local ice cream seller in their area. Step 3: teacher then reads out the poem and explains it line by line with the meanings of difficult words. Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.	Students will be able to: 1. perform a role-play 2. familiarize themselves with the theme and setting of the poem 3. appreciate humour in the poem 4. express themselves through mime 5. visualize the narrative details vividly	Textbook and videos	classroom	Textbook	4	CULLINARY SKILLS Teacher will show the students easy ice cream recipes which the students will enjoy making at school.

12	My life	Reading, Explanation, discussion, Questionning, Listening and writing	<p>Step 1: Teacher will start the story by showing them a small video related to the chapter.</p> <p>Step 2: Then the teacher will discuss about the theme of the story and about their family as well as the important people in their life.</p> <p>Step 3: teacher then reads out the story and explains it line by line with the meanings of difficult words.</p> <p>Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.</p>	<p>Objectives 1. To enable students to comprehend the text locally and globally 2. To make them read the given text very carefully and draw their own inferences from it 3. To enable them to view the text in totality and answer interpretive questions 4. To identify relevant points from the text in order to justify their opinions or conclusions 5. To enable students to analyze the given text, formulate ideas from their reading and articulate them properly</p>	Textbook and videos	classroom	Textbook	5	The students will draw their 'Family Tree'
13	On the yellow brick road	Reading, Explanation, discussion, Questionning, Listening and writing	<p>Step 1: Teacher will start the story by showing them a small video related to the chapter.</p> <p>Step 2: Then the teacher will discuss about the theme of the story and about scarecrows, fertilizers, dangers that plants face on the fields.</p> <p>Step 3: teacher then reads out the story and explains it line by line with the meanings of difficult words.</p> <p>Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.</p>	<p>Objectives The students should be able to: 1. understand drama as an art form 2. learn how to read between the lines 3. learn to exercise their imagination (the world of inanimate objects as living, breathing people) 4. identify and appreciate figures of speech</p>	Textbook and videos	classroom	Textbook	5	Role play of the story
14	Hints on pronunciation for foreigners	Reading, Explanation, discussion, Questionning, Listening and writing	<p>Step 1: Teacher will start the poem by showing them a small video related to the poem.</p> <p>Step 2: Then the teacher will discuss about the theme of the poem and also discuss about the accents, pronunciation and language of people living in different regions.</p> <p>Step 3: teacher then reads out the poem and explains it line by line with the meanings of difficult words.</p> <p>Step 4: Teacher then discusses the textbook exercises with the students and solves them in the class.</p>	<p>Students will be able to : 1. appreciate poetry because of the humour in the poem 2. analyze the poem by answering inferential questions 3. To build students' poetry appreciation skills by teaching them about words which have the same spelling but have different meanings and pronunciations</p>	Textbook and videos	classroom	Textbook	4	Teacher will give the students some words and the students will find the meanings of those words using a dictionary and try framing sentences using those words.