



# ENNUM EZHUTHUM



Term 1 - 2025-26

## ENGLISH CLASSES 4 & 5





# SESSION PLAN

- **Process of EE**
  - **Content Distribution in EE**
  - **Integration of Textbook, THB and Workbook**
  - **Unit Distribution**
  - **Components of a module**
  - **Special Focus of the term**
  - **Where do you find these?**
- 
- 



# Process of EE

- One session - 90 minutes
  - First 45 minutes - Teacher's time - Activities carried out as given in the THB
    - Content Introduction
    - Reinforcement of content
    - Enrichment of the content
  - Second 45 minutes - Students' Time - Workbook/ Textbook
    - Level based - Colour coded
    - Learning outcomes focused
    - Independent worksheets (Minimal Teacher guidance)
- (The time division is only suggestive: It can be flexible based on different classroom situations.)



What do you know  
about THB for  
Classes 4 and 5?



# Content distribution

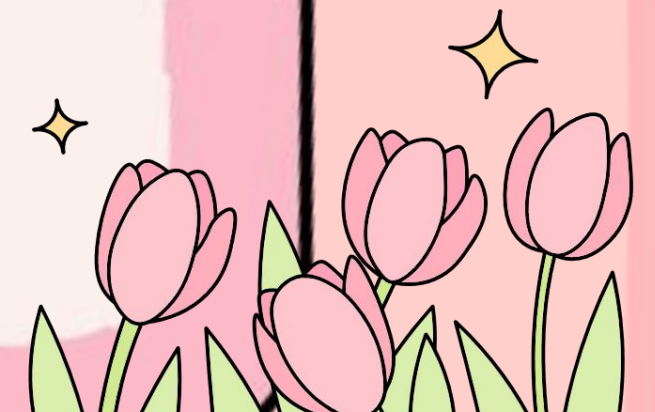

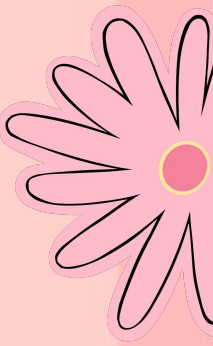
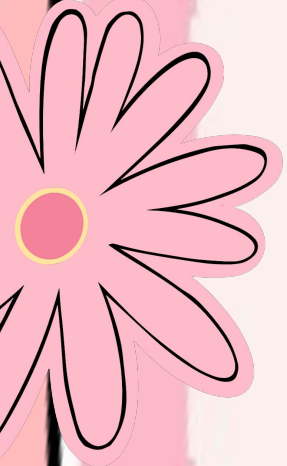

## 1. Common Activity (4 and 5)

- Introducing vocabulary
- Introducing language structures – grammar
- Reinforcement of language structures
- Writing activities – Letter writing, story writing, Dialogue writing

□ Listen and Write

## 2. Class specific Activity (4 or 5)

- Introducing a story
- Reinforcement of story
- Teaching a poem
- Reinforcement exercises related to poem



How is the textbook  
content integrated in  
THB?



## Example 1 - Textbook – Class 4 – Unit 2

What type of content is this?

A story / A poem / A vocabulary page

How is this generally taught in the classroom?

What is the expected learning outcome of this content?

How can the expected learning outcome of this content be achieved?

What strategies can be used to achieve the learning outcome?

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**LET US READ**

**ANBU AND THE FISH**




Anbu was talented in catching fish. He always went to catch fish with Madhan. They usually used dhoti as a net to catch the fish. Anbu also made fishing rods using sticks and thorns at home.

Then, they shared the fish equally. Unlike their friends, Anbu and Madhan, were always careful while fishing. They never went deep into the pond or river. Every Sunday they would go in search of earthworms to use them as bait. They enjoyed searching for earthworms. Once the bait was ready they would go fishing.

On Sunday, Anbu was not happy. They were able to catch only three fish. The fish were very small to cook so they decided to grow the fish at home. Anbu filled the jar with water and let the three fish into it. The fish exerted and swam in different directions. Anbu thought the fish was hungry and dropped earthworms into the jar. But to his surprise, the fish did not eat. He saw their eyes and could feel their fear.



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Next morning, he went straight to the fish jar from his bed. He saw only two fish in the jar. He searched for the fish everywhere. Then, he saw one fish on the floor. Anbu was very sad and his father consoled him. In the evening, his father got a new fish tank. Anbu changed the fish to the new tank.

The next day, Anbu rushed back from school to the tank. He saw that one more fish was dead and floating on the top. He started crying. His father said, "These fish live in the river and lake. Nature is their home. It is best to let them be free." He saw the last fish swimming alone, and he felt bad. He took the fish to the same pond and set it free.



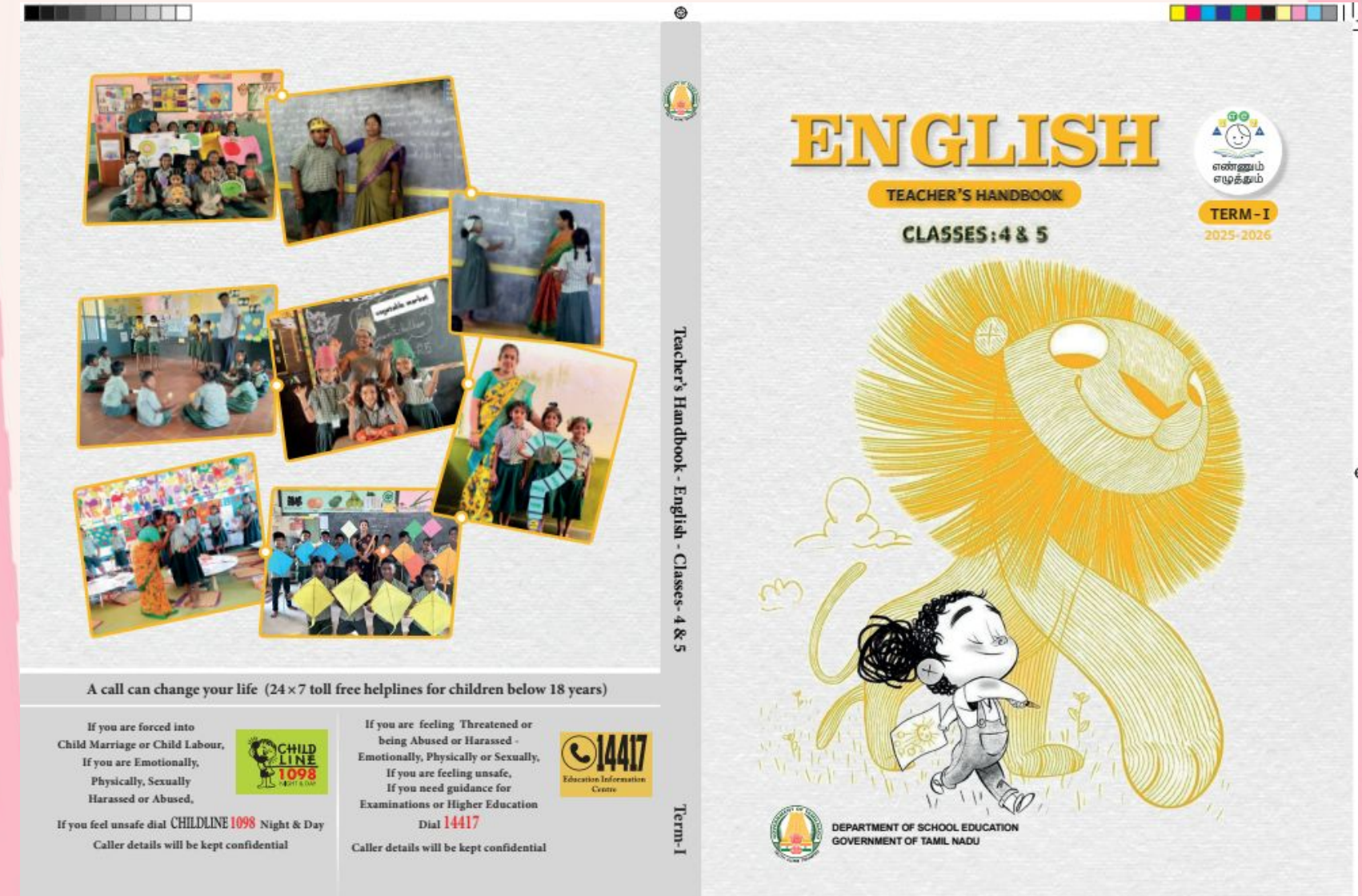
From then on, Anbu and Madhan bought a packet of puffed rice and fed the fish. Feeding fish was their new hobby.



Discuss whether Anbu and Madhan will go fishing when the water overflows in a river or a lake.



**What is the strategy  
used in THB for teaching  
this content in an  
effective way focusing  
on the learning  
outcomes?**





# Example 1 - THB – Module 6

- ❑ The story “Anbu and the Fish” is given in the textbook to develop self reading among students.
- ❑ It is integrated in THB as a tool for developing reading comprehension.
- ❑ The story is simplified using familiar words for the students to read it with ease.
- ❑ The teacher narrates the story and later plays the audio file for the students to listen again.
- ❑ Then the students read and discuss the story in groups.
- ❑ Later they answer the questions given after each paragraph.

## 1a. Large Group Activity: Introducing the Story — Anbu and the Fish

Material needed: picture card of a bird in a cage and a picture card of a bird in its own natural home

Ask the students, Have you ever visited the zoo? Where did they keep animals and birds? Accept their responses. Then ask, If someone locks you in a dark room, how will you feel? Do you feel happy and comfortable in the darkroom? Accept their response. Now say, We feel comfortable and happy only with our family and friends. When no one is there with us we do not feel happy. Likewise, animals and birds live happily only in their natural home.

Now, show the picture card of a bird in a cage and a picture card of a bird in its own natural home.

- Which bird is happy in these pictures? Why do you think so?
- Do you like to feed birds?
- What do you feed them?

Accept responses bilingually and say, No animal or person likes to be put in a cage. Now narrate the story, Anbu and the Fish to the class.

### Anbu and the Fish

Anbu was good at fishing. Every Sunday, he and his friend Madhan went to catch fish. They usually used a dhoti as a net. They also used fishing rods with earthworms as bait to catch fish.



After narrating the passage, ask the following questions.

1. Anbu was good at catching \_\_\_\_\_.
2. Every \_\_\_\_\_ they would go fishing.
3. They used \_\_\_\_\_ as bait.
4. Who was Anbu's friend?
5. What did they use as a net?



On a Sunday, they caught only three little fish. The fish were very small. So, they decided to grow those fish at home. Anbu put them in a jar with water. The fish swam here and there. Anbu saw them. He thought that the fish were hungry. He dropped earthworms into it.

After narrating the passage, ask the following questions.

1. How many fish did they catch?
2. On what day did they catch the fish?
3. Did they catch the big fish?
4. Anbu put the three fish in a \_\_\_\_\_ of water.
5. Why did he drop the earthworms into the jar?

Next morning, only two fish were in the jar. One fish fell down on the floor. So Anbu was very sad. His father bought a new fish tank. Anbu changed the fish to the tank happily.



After narrating the passage, ask the following questions.

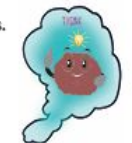
1. How many fish did he see in the jar?
2. Were all the fish alive?
3. Did he feel happy to see a fish on the floor?
4. What did Anbu's father buy?



The next day, one more fish also died. It floated on the top. He started crying. Anbu's father said, "Nature is their home". So, Anbu let it free in the pond. Then, Anbu and Madhan bought a packet of puffed rice. They fed the fish. Feeding fish was their new hobby.

After narrating the passage, ask the following questions.

1. Why did the fish float on the top?
2. Who said "Nature is their home"?
3. What was their new hobby?
4. Where did Anbu let out the fish?
5. They fed \_\_\_\_\_ to the fish.



Discuss whether Anbu and Madhan will go fishing when this water overflows in a river or a lake.

After narrating the story, divide the students into three groups. Assign a paragraph to each group. Ask students to sit in groups and read the paragraph in their workbook, page number 67-70. Encourage them to find the answers for the questions given under each paragraph. Once all the teams have finished the task, ask them to read the answers to the class.

## 1b. Large Group Activity: Narrating the Story — The Farmer and his Daughters

Ask students, Have you seen people working in the fields? What do they do in the fields? Some of the responses could be ploughing, digging, sowing, harvesting and reaping. Accept the responses bilingually. As they say, tell the words in English. Ask a few students to do the actions of a farmer one by one. Encourage other students in the class to identify the action and say it. Then, narrate the story bilingually and read it aloud to the class.



## Example 1- THB – Module 6

- The next day, students participate in reinforcement activity.
- They listen to the sentences from the story narrated by the teacher.
- Then identify the key words and fill them in the blanks in their worksheets.
- So, the story in the textbook is a tool in THB to develop
  - listening
  - responding to questions orally
  - reading the story
  - answering questions in writing
  - identifying familiar words from the text
  - ✦ developing reading comprehension

**2a. Small Group Activity: Reinforcing the Stories**

**Material needed : two sets of sentence strips**

**● Anbu and the Fish**  
**● The Farmer and his Daughters**

Divide the class into four groups A, B, C and D. Group A and B will be of students from Class 4, group C and D will be of students from Class 5. Display the words given in the column on the wall.

Ask the groups open their respective **textbooks** **page number 88 and 89** and look at the picture given in the stories. Give each group a set of sentence strips respective to their class. Read the sentence strips for **Class 4 and 5** accordingly and let students listen. Then distribute the sentence strips to both the groups and ask them to fill in the blanks with the words on the wall. The group that finishes first is the winner. Finally ask the group that finished to read the story to the class. Ask students to fill in the blanks in their workbook. **Class 4 - Page number 70; Class 5 – Page number 66.**

**Sentences to be written in the strips:**

Class 4	Class 5
<p><i>puffed, tank, fishing, dead, leave, hobby, home, catch</i></p>	<p><i>grains, daughters, community, millets, wisely</i></p>
<ul style="list-style-type: none"><li>➤ Anbu fed puffed rice to the fish.</li><li>➤ Anbu grew the fish in the tank.</li><li>➤ Anbu was good at fishing.</li><li>➤ Two fish were dead.</li><li>➤ Anbu's father asked him to leave the fish in the pond.</li><li>➤ Feeding fish was their new hobby.</li><li>➤ Anbu understood "Nature is their home".</li><li>➤ On every Sunday, Anbu and his friend Madhan went to catch fish.</li></ul>	<ul style="list-style-type: none"><li>➤ The first one fed the grains to birds.</li><li>➤ A farmer had three daughters.</li><li>➤ The second one used the grains for the community food service.</li><li>➤ He gave a bag of millets to his three daughters.</li><li>➤ The last daughter wisely changed the grains into crops.</li><li>➤ He advised to use the grains wisely.</li></ul>



## Example 2 -Textbook – Class 4 – Unit

- ❑ The linkers **and / but/ or** are given in the **Let us Know** section of the book.
- ❑ Explaining rules will not be enough for students to understand linkers.
- ❑ Teachers need to find some different strategies to teach this grammar concept for students.
- ❑ The scope for extended practice is less in textbook.
- ❑ It is difficult for teachers to frame worksheets for different levels of students for further practice.

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**LET US KNOW**

See how they use **and**, **but** and **or** to connect two words or sentences.



He has a bat **and** a ball.



He has a bat **but** not a ball.



Would you like a pen **or** a pencil?

- We use **and** to join sentences that are the same.  
He has a bat. He has a ball.  
He has a bat and a ball.
- We use **but** to join sentences that are opposites.  
He has a bat. He does not have a ball.  
He has a bat but not a ball.
- We use **or** if we have to choose one out of many.  
Do you want rice? Do you want idly?  
Do your want rice or idly?


Some more examples.



The bird can fly **and** hop.



He is small **but** strong.



Do you want rice **or** idly?

Note to the teacher: Emphasis the correct usage of **and**, **but** and **or**.

A. Fill in the blanks with **and**, **but**, or.

1. I play tennis \_\_\_\_\_ cricket.
2. The dove \_\_\_\_\_ the ant are friends.
3. I want popcorn \_\_\_\_\_ not pizza.
4. Do you want tea \_\_\_\_\_ coffee?
5. An elephant is big \_\_\_\_\_ slow.
6. Would you like bananas \_\_\_\_\_ mangoes?



# THB – Module 6 - Linkers

And / or – already learnt in Class 3.

On day 1, through three different activities with complete students' participation, the linkers **and / or** are practised.

The next day, "**but**" is introduced.

Later, all three linkers **and / or / but** are practised together in an interactive activity.

The activity will create fun among students.

But the fun activity has its purpose – achieving the LO.

Apart from this, the workbook exercises supplement for practising the words.

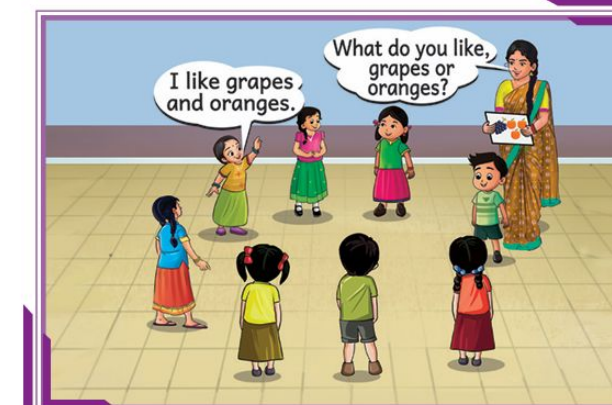
## 3b. Large Group Activity : Practising the Linkers — or / and

Material needed : use the picture cards of apple, orange / brinjal, potato / car, bike given in the EE kit box

Make students stand in a circle. Show the picture of an apple and an orange. Point to a student and ask, What do you like, an apple or an orange?

Encourage students either to say, I like an apple. / I like an orange. I like both the fruits. They also can respond I like an apple and an orange.

Invite a student to the front. Let the student show two picture cards to the class and ask, What do you like, a \_\_\_\_\_ or an \_\_\_\_\_? Encourage the class to reply appropriately. Practise the same with a few students.



## 4a. Small Group Activity : Introducing the Linker — but

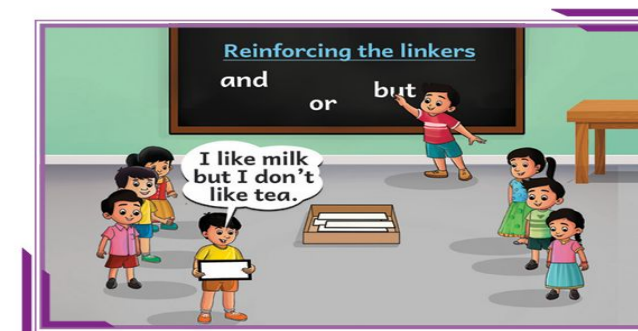


Ask students to draw any two pictures of fruits / vegetables / food and colour them in their notebooks. Ask students to draw one picture of what they like and another picture of what they do not like. Then invite each student to come forward to present their pictures to the class. Encourage the student to talk on it. e.g. I like guava but I don't like apple. Let all students get a chance to talk on what they like

## 4b. Small Group Activity : Reinforcing the Linkers — and / or / but

Material needed : sentence strips

Keep the sentence strips in a bowl. Write the word **and**, **but**, **or** on the blackboard. Divide the class into two Teams, A and B. Ask a student from Team A to pick a sentence strip and read it aloud. Ask a student from Team B to rush to the blackboard and touch the appropriate word. e.g. If the student in Team A reads, I like milk I don't like tea. The student in Team B, has to touch the word **but** on the blackboard. Then encourage the student to read it as, I like milk but I don't like tea. Practice more with students using the sentences given below.



1. Ram \_\_\_\_\_ Ravi went to the market.
2. I like bread \_\_\_\_\_ jam.
3. Do you like to read \_\_\_\_\_ write?
4. I like milk \_\_\_\_\_ I don't like tea.

5. I like apples \_\_\_\_\_ bananas.
6. I enjoy skipping \_\_\_\_\_ I don't enjoy cycling.
7. Which one do you like, idly \_\_\_\_\_ pongal?



# Workbook – Module 6 -

Linkers  
Apart from this, the workbook exercises supplement for practising the words.

These workbook exercises are level based.

It helps students to practise linkers independently.

All these exercises are opportunities to reinforce and enrich learning of linkers.

Therefore the linkers given in textbook are taught through activities in THB and further practised in workbook exercises.

## 6.2 Complete the sentence with **or** / **and**.

1. Will you take a turn at the right \_\_\_\_\_ the left?
2. Sonu \_\_\_\_\_ Meenu went to the park.
3. Is Riya your sister \_\_\_\_\_ friend?
4. Tharun \_\_\_\_\_ Karthi are friends.
5. I have two green balls \_\_\_\_\_ two blue balls in my basket.

## 6.3 Choose and write the sentence with correct linker.

Kavitha plays football and basketball.

The Sun is shining or the birds are singing.

Harish is a tall or handsome boy.

Do you want to drink tea or coffee?

We can go to the park or beach.

Varun and Arun have a pet dog.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

## 6.4 Join the sentences using **and** / **or**.

1. Dharani is an honest girl. Dharani is a kind girl.  
\_\_\_\_\_.
2. The elephant is big. The elephant is strong.  
\_\_\_\_\_.
3. Do you like biscuits? Do you like bread?  
\_\_\_\_\_.
4. Anu can sing. Anu can dance.  
\_\_\_\_\_.



# Unit Distribution

- ▶ Three units in textbook
- ▶ Each unit spread across 3 modules.
- ▶ 9 modules in total for these three units.
  - Module 1 – Prose
  - Module 2 – Poem and Grammar / Vocabulary
  - Module 3 – Supplementary reader and Writing activity

Content		
1	My New World	1
2	Know Your Time	16
3	My First Letter	23
4	My Fun Time	32
5	The World of Words	42
6	My First Diary	49
7	A Journey to My Place	59
8	What is going on?	67
9	My First Story	73
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Teaching Learning Materials



H1ST5

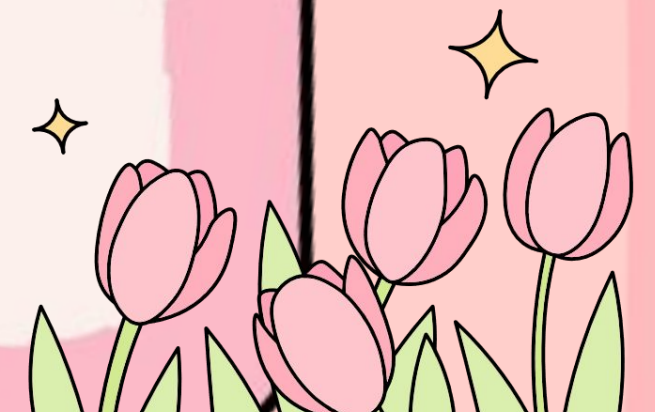

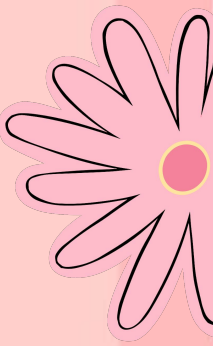
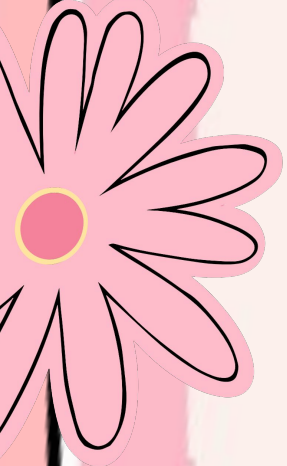

E-Book



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Assessment





What are the  
components of a  
module?



# Title and Learning outcomes

The title of the module will not be the title of the units of either class 4 or class 5.

It will be a common title for the themes of the Class 4 and Class 5

The learning outcomes for the module are specified here.

It is given for both Class 4 and Class 5.

1

My New World

6Q5PE

### Learning Outcomes

CLASS - 4	CLASS - 5
By the end of the module, students will be able to	
<ul style="list-style-type: none"><li>recall the letters of the alphabet and language structures.</li><li>read grade level phonic words, sight words and simple sentences.</li><li>listen to the story and respond to comprehension questions orally.</li><li>listen and repeat chants and songs with comprehension.</li><li>use familiar words in simple sentences with comprehension in speech and in writing.</li><li>read a passage and write answers in simple sentences to comprehension questions.</li></ul>	<ul style="list-style-type: none"><li>recall the letters of the alphabet and language structures.</li><li>read grade level phonic words, sight words and simple sentences.</li><li>listen to the story and respond to comprehension questions orally.</li><li>listen and repeat chants and songs with comprehension.</li><li>use familiar words in simple sentences with comprehension in speech and in writing.</li><li>read a passage and write answers in simple sentences to comprehension questions.</li></ul>
Prose: The Trick Robot	Prose: Earth, the Desolated Home



## Greetings!

Welcome the students to the new class. Give them a big clap and make everyone clap for others. Make them stand in a big circle. You stand as a part of the circle. Wish them, **Good morning** and encourage them to repeat after you. Now shake your hand with the student standing next to you and say, **Good morning! How do you do?** Encourage the student to say, **I am fine. Thank you! How do you do?** Now, let that student practise it with the one standing next to him / her. Practise the same with some more students.

Repeat the activity throughout the module with different students each day.



- ▶ Each module has a different strategy to greet. .
- ▶ This greeting is practised throughout the module.
- ▶ It makes students start their class communicating in English.



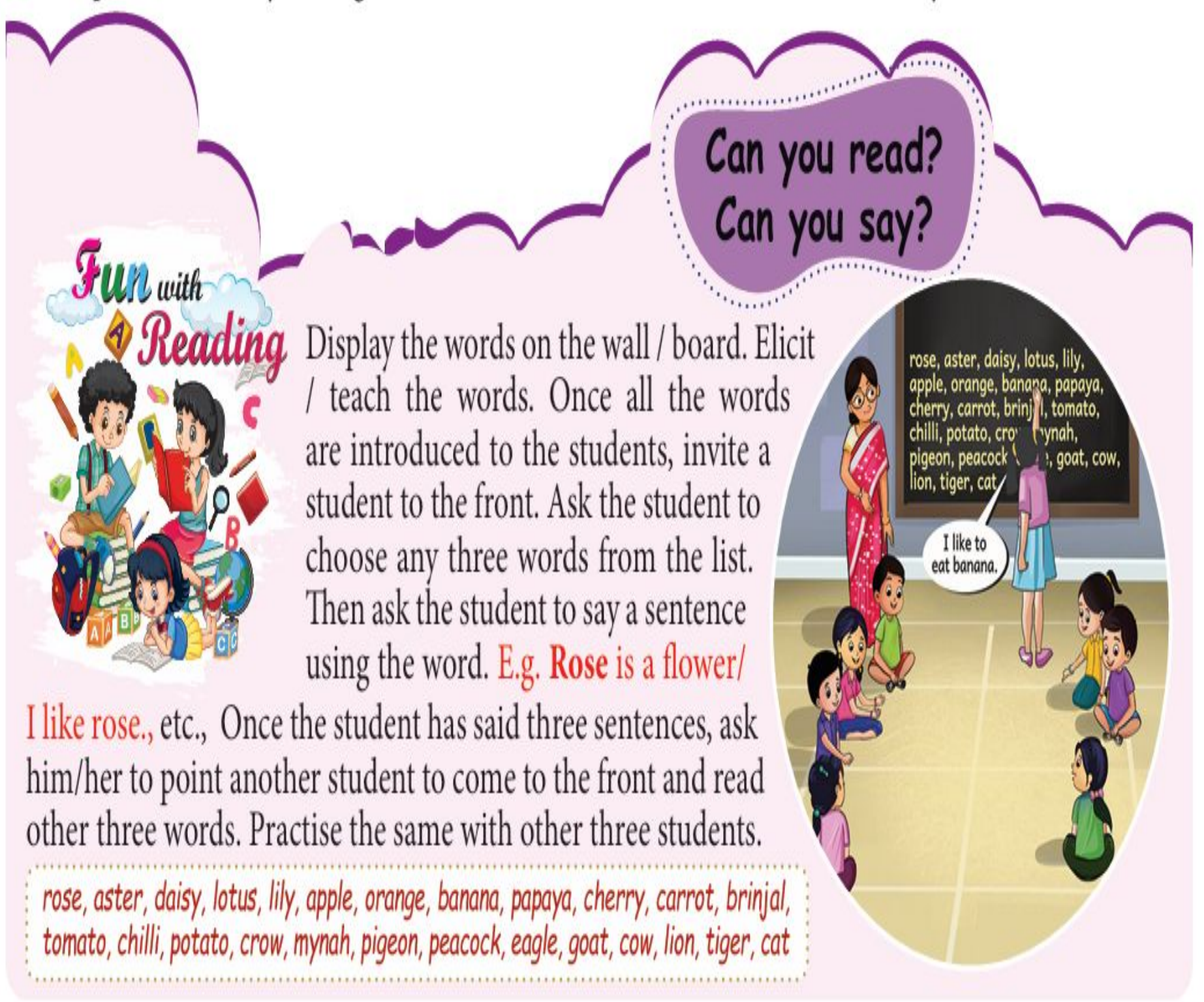
# Fun with Reading

Fun with Reading is introduced in each module after the greetings.

It gives scope for reading new words, simple sentences and a simple passage.

This reading exercise is for developing fluency.

It is practised within a specific time limit.



The illustration shows a classroom setting. On the left, three children are sitting on the floor, reading books. In the center, a teacher is standing and talking to a group of children. On the right, a chalkboard displays a list of words. A speech bubble from one of the children says, "I like to eat banana." The title "Fun with Reading" is written in a colorful font at the top left of the illustration.

**Fun with Reading**

Can you read?  
Can you say?

Display the words on the wall / board. Elicit / teach the words. Once all the words are introduced to the students, invite a student to the front. Ask the student to choose any three words from the list. Then ask the student to say a sentence using the word. **E.g. Rose is a flower/ I like rose.**, etc., Once the student has said three sentences, ask him/her to point another student to come to the front and read other three words. Practise the same with other three students.

rose, aster, daisy, lotus, lily, apple, orange, banana, papaya, cherry, carrot, brinjal, tomato, chilli, potato, crow, mynah, pigeon, peacock, eagle, goat, cow, lion, tiger, cat



After Fun with Reading, the content of the module is introduced.

It is done through a large group or circle time activity.

Later, the content is reinforced with different activities.

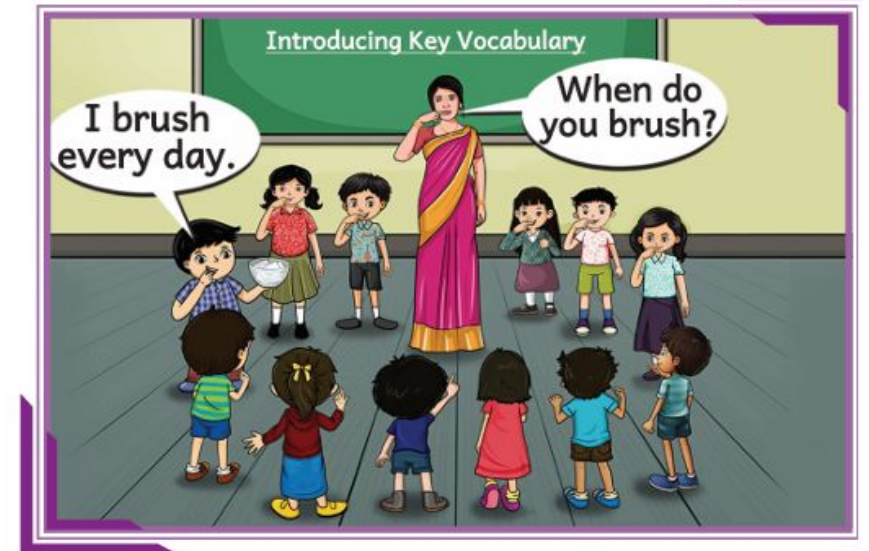
The activities will either be common or class-specific depending on the content

1a. Large Group Activity: **Introducing Action Words**

**Look and Do**

**Material needed:** Word cards of read, brush, eat, sleep, play, bath, write

Make students stand in a circle. Keep the word cards in a bowl and pass it in the circle. Play some music or clap your hands. When you stop clapping / playing the music, the student with the bowl, takes a word card and does the action given in it. Then prompt the class to ask the student, e.g. **Do you brush every day?** Now you ask, **When do you brush?** If the student does the action every day, encourage the student to give a reply, **I brush every day.** Practise with all other actions (read, bath, play, write, sleep, eat) with the students.



3b. Small Group Activity : **Reinforcing the Story — Trip to my Grandparents' Village**

**Sentences to read:**

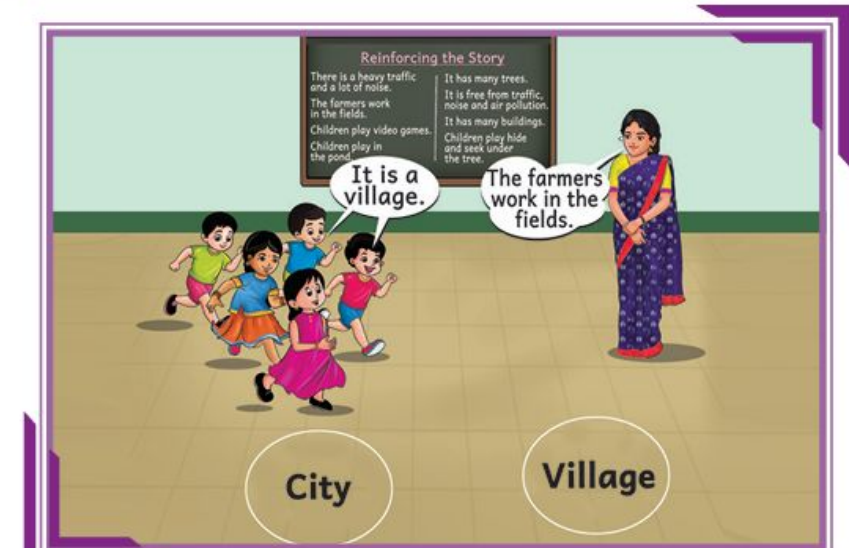
There is heavy traffic and a lot of noise.  
The farmers work in the fields.  
Children play video games.  
Children play in the pond.

It has many trees.  
It is free from traffic, noise and air pollution.  
It has many buildings.  
Children play hide and seek under the tree.

Write the sentences on the blackboard in two columns. Draw two circles on the floor and name them **City** and **Village**. Read the sentences aloud to the class. As you read, ask the class as a whole to run to the appropriate circle. e.g. If the sentence is related to the village, ask students to run to the word **Village** and say, **It is a village.** Continue this activity for all the sentences.








Ask students to open their **workbook**, page number 48 and complete the sentences in appropriate columns.





# Table of Workbook/Textbook

Workbook / Textbook		
Exercise		No.
	Join and write.	4.5
	Match the words and write the new word.	4.6
	Choose and frame new words. Complete the sentences with the new words.	4.7
	Match the words. Complete the passage with the new words.	4.8
	*TB - Exercises.	Pages 75, 76 and 91 (B,C)

\*TB - Textbook

- ▶ This marks the end of the THB activities.
- ▶ Followed by activities, a table of exercises to guide the students are given on each day.
- ▶ Here, the students will be engaged in practising the exercises in WB/TB



# Assessment vocabulary

*solve puzzle read  
answer correct choose  
tick write letter  
change*

- Display the assessment vocabulary on the word wall and practise them with meanings.
- Help students to read and understand the questions given in the workbook.

▶ The words used in the questions from workbook are given in this section.

▶ Understanding the meaning of the words will help students do the exercises independently.

▶ A set of words from workbook need to be practised regularly.



# It's Our Time!




**It is Our Time!**

**How will I use this time?**

I can

- complete the missed out activities of the module.
- help students complete their worksheets.
- take up remediation if needed.
- explore supplementary readers.
- practise writing.
- execute activities as per the need and interest of students.

*It is Our Time*

A decorative graphic in the bottom-right corner featuring stylized pink flowers with yellow centers and green leaves on a light pink background.

- ▶ One day for each module is a non-teaching day.
- ▶ This day could be used to complete the missed out things.
- ▶ Remediation or correction work can also be carried out on this day.



# Rainbow Stars



**Rainbow Stars!**

Hi, I am Anitha.  
I am in Class 5.  
I went to my grand parent's house last Sunday.  
I want to share that experience with you.  
I packed my dresses, snacks and water in my bag.  
On the way, I saw green fields and a big lake.  
In the village, I played Kho-Kho with my friends.  
I went to water falls with my uncle.  
I spent my holidays happily.  
Thank you!

*Now, ask students to talk about their travel experiences to any place as the one given above.*

- ▶ It is a Speaking activity given at the end of each module.
- ▶ Based on the strength of the class, students will be given opportunity to speak on the topic assigned.
- ▶ This will boost the confidence of students to speak in English.



# Annexure

- ▶ List of activities for Formative Assessment (a) for each module
- ▶ Consolidated Learning Outcomes for the year
- ▶ Lesson plan Format
- ▶ TLM pictures







# Special Focus of this term

In addition to the regular activities, the following aspects have been paid more attention:

- ❑ **Reading Fluency** – All the **Fun with Reading** activities focus on improving the reading fluency
- ❑ **Reading with Comprehension** – **Plenty of exercises in workbook** are given to practise this.
- ❑ **Listen and Write** – **Small passages** are provided to encourage students to write with correct spelling. The text for the activity is given in THB. Students listen and write it in their workbook.



**Read and Write** – **A** **clusiv** **ay** for guided reading and writing based on the story





# Where do you find these?

In Classes 1, 2 and 3 or Classes 4 and 5?

- ☐ Fun with Reading
- ☐ Level based learning outcomes
- ☐ Simplified stories
- ☐ Rainbow stars activity
- ☐ Speak for a minute
- ☐ Assessment Vocabulary



It's our time



# Where do you find these?

In THB or Workbook

- ☐ Text for Listen and Write
- ☐ Learning outcomes
- ☐ Formative Assessment (b)
- ☐ Formative Assessment (a)
- ☐ TLM pictures
- ☐ My Journal
- ☐ ✨ Speak for a minute



Model for Summative Assessment



A decorative pink frame surrounds the text. It features a central white rectangular area. The frame is adorned with pink flowers and green leaves at the top and bottom center, and large pink daisies at the bottom left and top right. Pink ribbons are also present at the top left and bottom right corners.

DOES ANYONE HAVE  
QUESTIONS?





THANK  
YOU