

Pre Content/Content Post Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre Content</u> The teacher will trigger the interest of the students by eliciting various responses on the meaning of ‘topsy turvy’. They will be encouraged to infer the meaning of Topsy Turvy. <u>Content</u> The poem talks about an imaginary world dreamed by a child where the poet imagines a world where things and activities do not happen in their usual way. Recitation Vocabulary Comprehension <u>Post Content</u> Illustrate their own topsy turvy world.	Students will be able to: draw an analysis on the differences of the real and the imaginary world work on all aspects of recitation through self-monitoring and self-correction exhibit improved vocabulary extrapolate the main idea of the poem	Students will be able to: make an effort to think critically and understand the difference of the real and the imaginary world recite with proper pauses, intonation and pronunciation identify unfamiliar vocabulary to analyze their meaning answer the factual, inferential and HOT questions pertaining to the text

Home Work:

1. Recite the poem loudly
2. Infer the meaning of new words and write them in notebook
3. Complete the exercise on Pages 112 and 113

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will: The teacher will trigger the interest of the students trying to infer the meaning of the two words. present model recitation Peer-to-peer initiate a discussion on the changes in the imaginary world than the real world recapitulate the use of rhyming scheme initiate use of dictionary provide a detailed summary of the poem orally and highlight the specific information derive answers of questions given after the text <u>My Topsy Turvy Land</u> provide necessary inputs to illustrate their own topsy turvy world – Annexure 4A	Students will: - Share their views on the imaginary topsy turvy land - share their dreams of the changes in the world recite the poem in groups Peer-to-peer conduct discussion on the changes in the imaginary world than the real world find the rhyming scheme used by the poet in the poem by identifying the rhyming words at the end of each sentence infer the meaning of unfamiliar words according to the text write a summary of the poem answer the textbook questions orally and later in notebooks <u>My Topsy Turvy Land</u> illustrate their own topsy turvy world reflecting upon the things they would want to see a change in – Annexure 4a	Teacher will write her observations after completion of topic.

Teaching Aids: Textbook, internet (YouTube), ICR, Worksheets

Methodology/ innovative methods: Reading, Interactive discussion, Brainstorming

Interdisciplinary Links: Games - Students can relate to the game of Kho- Kho where the walking is not regular

Life Skills: Critical thinking

Art: illustrate your topsy turvy land

H.O.D

Coordinator

Head Mistress

Principal

Annexure 4A

Activity name	My Topsy Turvy Land
Level	V
Skill	Constructing, Creating, Illustrating, Integrating art
Time	40 minutes (1 Class)
Grouping of students	Groups of 5
Materials	A4 size sheet, colours, pencil

Learning Outcomes:

- reinforce the idea of change
- illustrate their thoughts on a paper
- perform the act of drawing/ creating
- infer how things can be done differently

Stages:

- Setting up (forming of groups, giving instructions- guidelines, objectives, rules, time limit): 5 minutes
- Activity: 30 minutes
- Evaluation and feedback by teacher: 5 minutes

Teacher Activity- Teacher will:

- conduct a discussion on Topsy Turvy
- supervise the activity
- guide wherever necessary

Student Activity- Students will:

- imagine the things they would like to change in this world
- think how their topsy turvy land will look like
- illustrate the topsy turvy land on a sheet
- share the picture with their partner and explain about their topsy turvy world

Let me Evaluate Myself

Make a list of 10 pairs of opposites that they have learnt/used in this activity.

What I knew

What I have learnt?