

Topic: Robinson Crusoe finds a Footprint

| Pre-Content/content<br>Post-Content                                                                                                                                                                                                                                                                                                                                                                                             | Learning Outcome/Objectives                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Precontent</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>General</b>                                                                                                                                                                                                                                                                                                       | <b>Specific</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>The teacher will start discussing the previous knowledge about Robinson that the students have</p> <p><b>Content</b><br/>Robinson Crusoe's ship had been destroyed by the sea. He had been alone for many years and longed for company. One day he discovers a footprint on the sand. Let's find out what he did then,</p> <p>Comprehension</p> <p>Reading</p> <p>Vocabulary</p> <p><b>Grammar:</b> Nouns and Adjectives</p> | <p><b>The students will be able to:</b><br/><b>Identify</b> the concerns of being alone</p> <p><b>Respond</b> to the theme of the chapter</p> <p><b>Read</b> the lesson with correct pronunciation and expression</p> <p><b>Use</b> the dictionary to learn new words</p> <p><b>Identify</b> nouns in a sentence</p> | <p><b>The students will be able to:</b><br/><b>evaluate</b> problems of being alone for a long time</p> <p><b>reason</b> why is it important to be attentive and have complete knowledge</p> <p><b>read</b> with correct pronunciation and fluency to display quick and appropriate reading</p> <p><b>mark</b> new words learnt and<br/><b>infer</b> their meaning to make new sentences</p> <p><b>demonstrate</b> the knowledge of nouns and adjectives</p> <p><b>categorize</b> nouns according to their types</p> |

**Home Work /Assignments:**

1. Read the lesson and complete the question –answers in the notebook – Page 52

# AND PROGRESS

MONTH: July 2020

CLASS: V

| Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students' Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Teacher's Observation and Remedial action taken                       |
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| <p>Teacher will:</p> <ul style="list-style-type: none"> <li>• <b>Stimulate</b> a discussion on the challenges that Robinson faced and how did he land into such a situation</li> </ul> <p><b><u>Twist a Tale</u></b></p> <p>explain the story well and the activity - <b>Annexure 4B</b></p> <p>guide wherever necessary</p> <p><b>make</b> them practice nouns</p> <p><b>practice</b> an exercise on adjectives</p> <p><b>assist</b> them to read and understand the chapter well</p> <ul style="list-style-type: none"> <li>• <b>seek</b> the answers of the activities/ questions given in the textbook</li> <li>• <b>initiate</b> the use of dictionary</li> </ul> <p>Trigger the grey cells of students by drawing the outlines of Robinson's character – <b>Annexure</b></p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• take an active part in the discussion and share their thoughts with their pair, recognizing and reiterating the importance of being attentive towards activities happening in their surroundings</li> </ul> <p><b><u>Twist a Tale</u></b></p> <p>carry forward the story of Robinson they have read in groups and twist the ending of the story in an innovative way - <b>Annexure 4b</b></p> <p><b>develop</b> an understanding of Nouns and its types</p> <p><b>categorize</b> adjectives according to their types</p> <p><b>read</b> the text in groups</p> <p><b>answer</b> the questions orally and then attempt them in the notebook</p> <ul style="list-style-type: none"> <li>• <b>infer</b> the meaning of new words and use them appropriately in a sentence</li> </ul> <p><b>Brainstorm and identify</b> instances from the story certain characteristics</p> | <p>Teacher will write her observations after completion of topic.</p> |

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|----|--------------------------------|--|
| 4A | of Robinson <b>Annexure 4a</b> |  |
|----|--------------------------------|--|

**Teaching Aids:** Blackboard, Textbook, Worksheets, interactive board, YouTube

**Methodology/ innovative methods:** Reading, Interactive discussion, dictionary, worksheet, YouTube

**Interdisciplinary Links:** Science: Footprints

**Life skill/value education:** Presence of Mind

Art Integration: Draw a collage of a forest.

H.O.D

Coordinator

Vice-Principal

Principal

#### **ANNEXURE 4A**

**Introduction:** Who is Robinson?

Where does he live and with whom?

**Main Body:** What do you know about Robinson?

Do you think Robinson did a foolish thing by feeling sacred?

**Conclusion:** How do you think should Robinson have handled the situation?

#### **ANNEXURE 4B**

|                             |                                                                    |
|-----------------------------|--------------------------------------------------------------------|
| <b>Activity name</b>        | Twist a Tale                                                       |
| <b>Level</b>                | V                                                                  |
| <b>Skill</b>                | Speaking, Brainstorming, Developing, Organizing, Critical Thinking |
| <b>Time</b>                 | 40 x 2 = 80 minutes (2 Classes)                                    |
| <b>Grouping of students</b> | Groups of 8                                                        |
| <b>Materials</b>            | pen, paper, A4 size sheet                                          |

#### **Learning Outcomes:**

- connect and organize ideas in a logical sequence
- enhance expressions, voice modulation and body language
- inculcate team spirit and apply it wherever required
- illustrate ability for strategic writing

#### **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:**

- explain the activity
- supervise and assist wherever necessary
- provide feedback at the end of the session

#### **Student Activity- Students will:**

- discuss in groups the story of Robinson
- discuss and twist the ending of the story
- start writing the story in their language
- write the concluding paragraph with a twisted ending
- share the story as a group with the class
- analyse the story

Let me Evaluate Myself

Students will write their observations on the story they listen.

| <b>My observations</b> |
|------------------------|
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