



JINDAL VIDYA MANDIR, JSW HILL SIDE TOWNSHIP

Syllabus Bifurcation: 2025-26

Subject: English

Class: V

Term: I

Sl No.	Month	WD	ID	No. of Periods	Chapter/Grammar	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
1	April	13	13	5	Lesson no:1 Chuskit goes to school	<ul style="list-style-type: none"> Recall the main events & characters from the story. Explain why Chuskit was unable to go to school & how the community helped her. Relate the story to real life situations where people with special needs require support. Identify ways they can help others in need in their school or neighborhood. Discuss how different characters (Abdul, the headmaster and her family) contributed to fulfilling Chuskit's dream. Express their opinions about the importance of teamwork and empathy in society. 	Activity: "Strength beyond limits" Paste a picture of a famous person who is or was differently abled and has excelled in their particular work and write a few lines about their achievements.	Class discussion: "Why do you think going to school was so important for Chuskit"?	
				4	Grammar:1 Noun Phrases	<ul style="list-style-type: none"> Define a phrase and a sentence, recall the definition of a noun phrase. Differentiate between a phrase and a complete sentence. Locate noun phrase in given sentences. Break down a noun phrases into its components (head noun and modifiers). 	Building Phrase: Students will work together to pair modifiers with nouns to form meaningful noun phrases(e.g., three boys, red apple, shiny car).	Worksheet	

						<ul style="list-style-type: none"> Justify the use of a pronoun in place of a noun phrase. Construct their own noun phrases and use them in meaningful contexts. 			
				4	Grammar:2 Adjectives: Kinds	<ul style="list-style-type: none"> List the different kinds of adjectives. Explain the function of each type of adjective. Underline adjectives into their correct kinds. Classify underlined adjectives into their correct kinds. Justify why a certain adjective belongs to a particular kind. Ask and answer questions using interrogative adjectives. 	Interrogative Adjectives Role-play Students ask and answer questions in pairs, making sure to use interrogative adjectives correctly.	Class Test	
2	June	20	20	3	Poem:1 A pocketful of sympathy	<ul style="list-style-type: none"> Identify the key words, phrases, and expressions used in the poem that reflect the poet's feelings of sympathy and kindness. Interpret the poet's message about how small acts of kindness can make a big difference. Relate the poet's message to their own lives by identifying situations where they can show sympathy or support to others. Discuss how the poet's intention and explore how language is used to express feelings. Express their views/ opinions on the importance of sympathy in today's world and support their views with examples. 	Pocket of Kindness craft (Classroom Activity): All the students create a paper pocket and fills it with kindness slips (small notes) that contain comforting words or empathetic messages like "You're not alone" or "I'm here to help you."	Sympathy letter writing: Student write a short letter to a classmate or an imaginary friend who is upset, using kind and supportive language, inspired by the tone of the poem.	

				3	Chapter:2 Thunder cake	<ul style="list-style-type: none"> Recall the main characters & events in the story. Explain why the little girl was afraid and how her grandmother helped her. Describe how the characters' actions reflect courage and love. Use examples from the story to talk about how we can overcome our fears. Compare the girl's feeling at the beginning and end of the story. Judge how the story teaches us about bravery and family support. 	"Stormy feelings-calm solutions" Students write or draw things that really scare them on the left and on the right side they'll draw or write things that calms them. E.g. darkness- singing a song	Dictation	
				3	Poem 2: The Dark	<ul style="list-style-type: none"> Identify the key words and ideas presented in the poem. Describe how the poet presents the dark in a calm and positive light. Relate their own feelings or experiences about the dark to what the poet expresses. Discuss the contrast between fear of the dark and the comfort it can bring. Assess whether the poem succeeds in changing the way we think about the dark. 	"Draw the dark" Ask students to draw a scene that shows what the dark looks like based on the poem.	Class Test	
				3	Grammar: Adjectives- Degrees of comparison	<ul style="list-style-type: none"> Define positive, comparative and superlative degrees of adjectives & list examples of regular and irregular adjectives. Describe the rules for forming comparative and superlative degrees for adjectives with one or two syllables, Apply the rules to convert positive adjectives into comparative and superlative forms in given exercises. Classify adjectives based on their syllables and corresponding degree 	"The Triple Form Table" Students will construct a table by applying rules for regular and irregular forms.	Worksheet	

						<ul style="list-style-type: none"> rules. Construct comparative tables showing the transformation if adjectives from positive to superlative form. 			
				3	Grammar: Formation of Adjectives	<ul style="list-style-type: none"> Recall common suffixes (e.g. -ful, -less, -able, -y, -ous, -ish, -ly, -ive) used to form adjectives. Explain how suffixes change the meaning of a base word into an adjective. Form adjectives from the base words by correctly adding appropriate suffixes. Create a visual chart or word wall displaying base words and their adjectives forms with suffixes. 	Group Activity: Adjective Suffix Gallery Students will be divided into groups where they'll create a visual chart or word wall displaying base words and their adjective forms with suffixes.	Worksheet	
				3	Grammar: Articles	<ul style="list-style-type: none"> Identify and differentiate between indefinite and definite articles. Apply the rules for using a and an based on the initial sound of the following word. Recognize the appropriate the use of 'the.' Use appropriate articles in sentences with accuracy and clarity. 	Article Hunt: Students will read a paragraph and identify the articles used in it and hence on classify it as definite or indefinite article.	Pen & Paper Test	
				2	Creative Writing: Diary Entry & Story Completion	<ul style="list-style-type: none"> Identify and recognize the structure and key features of a diary entry and narrative story. Interpret given story hints or situations to infer plot direction. Construct coherent diary entries, reflecting thoughts, emotions and personal experiences in a structured format. Break down hints to plan a beginning, middle and end for their narratives. Create well-structured and imaginative diary entry and story 	Diary Entry and Story Completion- ❖ Diary Entry: "A day in my life". ❖ Story completion: "The Magical Pet" Hints: A boy receives an unusual gift for his birthday- a magical pet.	Class Test	Weekly Test: (27/06/2025) <u>Portion</u> Lesson no 2 Poem-1 Diary Entry Unseen passage Adjectives Degrees of comparison, Articles

						writing.	The pet can do things no one else's pets can do. One day, the pet disappears, and the boy must go on adventure to find it. Along the way, he learns something surprising about his pet.		
3	July	25	21	3	Lesson no:3 The Tug of War	<ul style="list-style-type: none"> List the names of the main characters and describe their key traits. Explain the moral of the story that clever thinking & intelligence can solve problems better than physical strength. Discuss how the main character uses wit instead of force to handle a challenge & the underlying message or lesson that the story conveys. Analyze the actions of each character and infer what the story teaches us about trust, trickery and problem solving. Retell the story events in their own words, maintaining the sequence. Act out the main scene of the trick played during the tug of war. Categorize the characters based on their qualities 	Hot Seat: One student becomes Umvundla and others ask why he tricked the animals.	Tug of Thoughts: Create a mind map to show the important events in the story "The Tug of War".	PT-I Exam (July): <u>Portion</u> Lesson no:1,2 & 3 Grammar: Ch 1 – Ch 5 Creative Writing: Story Completion, Diary Entry
				3	Lesson no 4 What Was Her Name?	<ul style="list-style-type: none"> Articulate the sequence of events in the story, interpret the symbolism of the season "Spring" and its relevance to the protagonist's identity and transformation. Illustrate the girl' S emotional transformation by creating a visual representation (e.g 	Acrostic poem Students will write an acrostic poem using the with each line reflecting aspects of the season & its significance in the	Class Test	

					<p>drawing or collage)</p> <ul style="list-style-type: none"> Compare the girl's initial state of confusion with her eventual clarity, discussing how environmental cues contributed to her realization. Debate the relevance of the story's themes in contemporary contexts, discussing how the journey of self – discovery is portrayed in modern literature or media. 	story.		
			3	Lesson no 5 Jhalkari	<ul style="list-style-type: none"> List key events in Jhalkari's life that demonstrate her bravery and patriotism. Summarize the role of Jhalkari in the Indian freedom struggle and her association with Rani Lakshmi Bai. Compare Jhalkari's qualities with those of other historical figure who played pivotal roles in India's fight for freedom. Students will assess the significance of Jhalkari's actions in the context of India's freedom struggle by participating in a group discussion. 	<p>Activity: "Visual Voyage: Exploring Rani Lakshmi Bai".</p> <p>Students will observe a video about the life and struggles of Rani Lakshmi Bai and present their key take away.</p>	<p>Quiz Creation:</p> <p>Students will create quiz based on the lesson content to test their peers.</p>	
			4	Grammar Modal Verbs	<ul style="list-style-type: none"> Understand what modals are and identify them as helping verbs used before main verbs. Recognize the use of different modals (can, may, shall, will) to express. Identify & use the negative form of modals by adding 'not.' Apply the correct modal verb in spoken & written communication to express ideas clearly and correctly. 	<p>Activity: Modal Toss</p> <p>Students stand in circle, one student tosses the ball to other & calls out a modal verb, the other student has to say a sentence using that modal.</p>	Worksheet	
			4	Grammar The Simple Continuous Tenses	<ul style="list-style-type: none"> List the helping verbs used in the present, past and future continuous tense. Recognize the structure of continuous tense forms (subject+helping 	<p>Activity: Tense time travel role play:</p> <p>Teacher will create 3 zones present, past &</p>	Worksheet	

						verb+ver+ing) <ul style="list-style-type: none"> Explain the usage of continuous tenses in different time frames Form affirmative and negative sentences using present, past and future continuous tense. Complete sentences according to their tense: present, past or future continuous 	future. Students pick situation cards (e.g.: “doing homework”, “playing cricket”, “eating lunch”) & step into one of the zones, they form and speak a sentence using the appropriate continuous tense.		
				3	Grammar The Perfect Tenses	<ul style="list-style-type: none"> Describe the usage of present perfect & past perfect tenses in different contexts. Explain the difference between an action completed recently, an action with present relevance, and an action completed before another past event. Use appropriate perfect tenses in given context or prompts 	-----	Error correction Students are given a paragraph with mixed tenses, they must spot & correct errors in tense usage and explain why their correction is needed.	
				3	Creative Writing (Dialogue writing)	<ul style="list-style-type: none"> Explain the purpose & format of dialogue writing. Write short dialogues based on familiar situation. Use correct punctuation, indentation in dialogues. Compose original dialogues using a given situation or theme. 	Activity: “Say it like you mean it!” Two students come forward and have dialogues on the given scenario.	Peer Editing Tak: Students write dialogues on the given scenario and swap their written dialogues.	
4	August	20	20	4	Poem Courage,courage,courage	<ul style="list-style-type: none"> Describe the poet’s perspective on courage and how it differs from common perceptions. Relate the concept of courage from 	Activity: “Courage circle time” Hold a circle time where students share	Worksheet	

						<ul style="list-style-type: none"> the poem to real-life situations. Identify & discuss the literary devices used in the poem such as metaphor & repetition. Assess the effectiveness of the poem in conveying its message about courage. 	what courage means to them or discuss someone they admire for their courage.		
				5	Chapter:6 Heidi learns to read	<ul style="list-style-type: none"> Understand the theme determination & the importance of education in Heidi's journey. Identify the characters & their roles in helping Heidi to learn to read. Express personal thoughts about Heidi's challenges and her success. Develop empathy and appreciate the value of persistence and support from others. 	Activity Imagine you are Heidi. Write a paragraph narrating the events that led you to learn how to read.	Worksheet	Weekly Test: (22/08/2025) <u>Portion</u> Lesson no 5, Poem-4 Grammar: Adverbs Kinds Adverbs- Degrees of Comparison
				3	Poem-4 I wandered lonely as a cloud	<ul style="list-style-type: none"> Recall key words and images from the poem such as cloud, daffodils, lake, breeze, dance, golden etc. Explain the emotions the poet felt when he saw the daffodils. Relate words from the poem to their own feelings or experiences in nature. Identify descriptive words and action words used in the poem. 	Activity "Draw the poet's memory" Draw the scene that the poet describes in the poem	Worksheet	
				4	Grammar Adverbs- kinds	<ul style="list-style-type: none"> Define an adverb & explain how it modifies a verb, adjective or another adverb. Identify and knows the function of different kinds of adverbs. Justify the use of a particular adverb in a sentence and correct errors in adverb usage when needed. 	Activity- "Adverb pick-a-slip." Students will take turns picking a sentence slip from a jar, read it aloud, identify the adverb & its kind to the class.		
				4	Grammar Adverbs- Degrees of	<ul style="list-style-type: none"> Remember the three degrees of comparison. Explain how adverbs change their 	Activity "Adverb Degree Race" Teacher writes a list of	Worksheet	

					Comparison	<p>form to show comparison using –er/-est or –more/-most.</p> <ul style="list-style-type: none">• Apply the rules to convert base adverbs into their comparative and superlative forms.• Choose the correct degree of adverb based on the sentence context and justify.• Frame original sentences using the comparative degree of adverbs to express personal improvement goals.	<p>adverbs on the board each student comes and pick an adverb and forms three sentences using positive, comparative & superlative degree.</p>		
5	September	20	14			Term- I Revision	<p><u>Term-1 Portion</u> Lesson no 2 - 6 Grammar Chapter 3 - Chapter 10 Creative writing: Dialogue Writing, Informal letter writing,</p>		



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Sl No.	Month	WD	ID	No. of Periods	Chapter/Grammar	Learning Objectives	Activities	Assessment Methods	Portion for WT/PT/Term/AE
6	October	19	19	5	Lesson no :7 Gulliver Arrives in Lilliput	<ul style="list-style-type: none"> Identify the key characters, places and events from the story. Interpret the sequence of events & describe the unique world of Lilliputians in their own words. Compare & contrast Gulliver and the Lilliputians in terms of size, strength and reactions. Discuss and justify Gulliver's responses to the Lilliputians actions. 	Activity "Design your own Lilliput" Students draw or craft their own version of a tiny Lilliput and name it.	Worksheet	
				3	Poem-5 Foreign Lands	<ul style="list-style-type: none"> Recognize the poet and theme of the poem "Foreign Lands" and mention key details presented in the poem. Describe what the speaker observes from the tree and explain the child like curiosity. Examine the use of imagery and descriptive language in the poem. Discuss & share their thoughts on why the poet chooses to explore the world through the eyes of a child. 	Activity "Windows to wonder Corner" On a big chart paper(cut out of a tree) each student adds a leaf with one imaginative sentence "If I were on the tree, I would like to see....."	Class Test/ Worksheet	
				3	Grammar: Pronouns Kinds	<ul style="list-style-type: none"> Recognize distributive and indefinite pronouns from a given list or sentence & categorize hem based on their usage. 		Worksheet	

						<ul style="list-style-type: none"> Apply subject-verb agreement rules correctly while using singular or plural indefinite pronouns in sentences. Differentiate between distributive & indefinite pronouns & identify them in a variety of contexts. 	-----		
				3	Grammar: Conjunctions - Kinds	<ul style="list-style-type: none"> Describe the function of coordinating & correlative conjunctions and list commonly used examples. Interpret the function of coordinating & correlative conjunctions & illustrate their usage by identifying them in given sentences. Evaluate sentence combinations and choose the most suitable conjunctions to maintain correct meaning and flow. 	Activity: “Conjunctions in Actions” Students will watch an engaging video on coordinating & correlative conjunctions. Link: https://www.youtube.com/watch?v=Lc_tEiyB7U	Worksheet	
				3	Grammar: Prepositions Kinds	<ul style="list-style-type: none"> Retrieve various types of prepositions. Classify prepositions based on their function-whether they refer to time, place or direction. Demonstrate correct usage of prepositions by filling blanks in given exercises. Detect and correct errors in the use of prepositions in given sentences. 	Activity: Peer Activity Students take turns to ask and answer the questions using prepositions.	Worksheet	
Is				2	Creative Writing Narrative Paragraph, Formal letter	<ul style="list-style-type: none"> Know the structure of a narrative paragraph. Describe and organize events logically in a paragraph. Revise the paragraph or clarity, flow & grammar with feedback. Identify the key features of writing formal & informal letter. Use appropriate tone and formal language for writing formal. 	Activity: Narrative Relay Teacher will give an opening line of a story, then the paper is passed to the next group who adds another sentence. Once complete teacher reads the story aloud.	Class Test/ Worksheet	
7	Novemb	22	22	4	Lesson no :8	<ul style="list-style-type: none"> Retrieve key events and characters 	Activity	Dictation	Weekly Test:

	er				Owls in the family	<p>from the story.</p> <ul style="list-style-type: none"> Describe the personality traits of the two owls and how the narrator's family reacted to them. Identify instances in the story where human-animal bonding is shown & relate them too their own experiences or pets. Compare the behavior of the two owls and analyze how each added fun & chaos to the family. Distinguish between emotional and humorous moments in the story. Express their opinions on keeping wild animals as their pets. 	<p>Self-awareness</p> <p>Draw a family tree on a chart paper, remember to include your siblings, parents, grandparents and great-grandparents.</p>		<p>13/11/2025) <u>Portion</u> Lesson no:7 Owls in the family Grammar: Conjunctions- Kinds, Prepositions- Kinds Narrative Paragraph</p>
				4	Lesson no: 9 The Stonecutter	<ul style="list-style-type: none"> List the different forms the stonecutter transforms into. Explain the moral of the story and explain the contentment. Relate the stonecutter's journey to real-life situations where people want more and forget what they have. Identify the turning point of the story and discuss why it is significant. 	<p>Activity: Debate/Discuss Whether gaining more power made the stonecutter truly happy or not. Design a Journey map Showing the stonecutter's transformation.</p>	Worksheet	
				3	Grammar Punctuations	<ul style="list-style-type: none"> Define and explain the purpose of commas and semicolons in sentences. Insert commas and semicolons in a given set of sentences. Compare how the meaning or structure of a sentence changes when commas or semicolons are used correctly. 	-----	Worksheet	
				3	Grammar Phrases- Kinds	<ul style="list-style-type: none"> Recall the definition of what a sentence and a phrase are. Describe the role of phrases in a sentence. Illustrate how a noun phrase can be replaced with a pronoun. 	<p>Activity: "Phrase Hunt-Scan & Spot"</p> <p>Student will select a paragraph from their</p>	<p>Exercise G (Grammar Book) Work in pairs and complete the passage with suitable</p>	

						<ul style="list-style-type: none"> Explain how an adjective phrase modifies a noun. Complete sentences using appropriate noun or adjective phrases. Sort phrases and label it as NP or AP. 	text book and spot at least 5 phrases and make a simple table where they note phrases found, NP or AP?	adjective phrases.	
				3	Grammar Sentences(Su bject, Predicate, Object)	<ul style="list-style-type: none"> Define the terms subject, predicate and object. Know the role of each part in a sentence. Summarize how a sentence is formed using the three parts. Insert a suitable predicate or an object in a sentence. Assess whether a sentence has all three required parts. Generate original sentences using subjects, predicates and objects. 	-----	Worksheet	
				3	Grammar Phrases & Clauses	<ul style="list-style-type: none"> Define a phrase and a clause with clarity and examples. Differentiate between phrases & clauses based on the presence of a subject and a verb. Identify whether the group of words are phrases or clauses. Recognize and count the number of clauses in the sentences. Apply their understanding by completing exercises independently & verifying answers accurately. 	-----	Worksheet	
				2	Creative Writing Biographical Sketch	<ul style="list-style-type: none"> Interpret the provided information to understand the life and achievements of a personality. Organize the given facts logically (early life, contributions, qualities, conclusion) Compose a short meaningful paragraph in their own words using provided hints. 	(Write a biographical sketch) Hints: Name: Dr. A.P.J. Abdul Kalam DOB: October 15,1931 Place of Birth: Rameshwaram, Tamil Nadu Profession: Scientist & 11 th President of India Known as: Missile Man Of India Qualities: Harrdworking,humble, patriotic		

						Died: July 27,2015			
8	Decemb er	26	26	4	Poem-6 Abou Ben Adhem	<ul style="list-style-type: none"> Convey the central message of the poem and understands the virtue of selfless love and kindness. Appreciate the poetic expression and the use of divine imagery to convey moral values. Reflect on the deeper meaning of loving fellow human beings as a form of loving God. Enhance their vocabulary & comprehension through reading the poem's rich and expressive language. Develop empathy and values by connecting the poem's theme to real life situations and actions. 	Activity Make a table of the old (archaic) words from the poem and write their modern meanings.	Worksheet	
				5	Lesson no 10 The Happy man's Shirt	<ul style="list-style-type: none"> Explore the theme of contentment and understand how happiness is not dependent on material wealth. Focus on the contrast between external wealth and internal happiness. Examine the character traits of the prince, the king, and the happy man, exploring how their experiences shape the message of the story. Reflect on the significance of simple living and how it relates to genuine joy and fulfillment. Express personal perspectives on what true happiness means and how they can cultivate in their own lives. 	Activity: Role Play Student will present a role-play based on the characters from the story.	Class Test/ Worksheet	
				5	Grammar Sentences- simple & Compound	<ul style="list-style-type: none"> Identify simple sentences and understand that they contain one independent clause expressing a complete thought. Recognize compound sentences and distinguish them from simple sentences by identifying coordinating 		Worksheet	

					<p>conjunctions (e.g. and, but, or, so).</p> <ul style="list-style-type: none"> Join two simple sentences using appropriate coordinating conjunctions to form compound sentences. Identify compound subjects in a sentence (two or more subjects sharing the same verb). 			
			4	Grammar Active & Passive	<ul style="list-style-type: none"> Understand the concept of voice in grammar, distinguish between active and passive voice. Identify the subject, verb and object in a sentence to determine whether it is in active or passive voice. Recognize active voice as a sentence structure where the subject receives the action. Transform simple present and past tense sentences from active to passive voice and vice versa. Use the correct form of the verb 'to be' & the past participle in passive constructions Apply their understanding by rewriting sentences, completing exercises & creating their own examples in both voices. 	<p>Activity</p> <p>Voice Toss Game</p> <p>Toss a soft ball around. The student who catches it must say a sentence in active voice, and the next student must change it to passive voice before tossing the ball again.</p>	Class Test/Worksheet	
			4	Grammar: Direct & Indirect Speech	<ul style="list-style-type: none"> Explore the concept of speech transformation, distinguishing between direct and indirect speech through examples. Demonstrate the ability to convert direct speech to indirect speech using correct sentence structure and grammar rules. Modify personal pronouns, verb tenses, and time expressions accurately during the conversion 	-----	Worksheet	

						<p>process.</p> <ul style="list-style-type: none"> Reflect on the use of direct and indirect speech in real life communication, narratives and written tasks. 			
				4	<p>Creative writing</p> <p>Picture story writing</p>	<ul style="list-style-type: none"> Recognize familiar actions or expressions shown in pictures. Comprehend what is happening in the picture using simple sentences. Craft a story using visual clues. 	<p>Activity:</p> <p>Story in a Snap</p> <p>Students will paste the given collage of pictures in their notebook & frame an original story based on the visuals.</p>		<p><u>PT-2 Portion</u></p> <p>Lesson no 7,8 & 9</p> <p>Grammar Ch:11 to Ch:15</p> <p>Narrative paragraph, Formal letter</p>
9	January & February					Revision For Term-II Exam	<p><u>Term-2 Portion</u></p> <p>Lesson no 7-10</p> <p>Grammar Ch:11 to Ch:20</p> <p>Creative Writing:</p> <p>Biographical Sketch. Picture story writing</p>		