



GRADE:5

SPLIT UP OF SYLLABUS (2017-18)

AL AIN JUNIORS Subject: ENGLISH Teacher Name: Mrs. Nini Josy
INDIAN SYSTEM

| M | Unit/Chapter | Concepts/Sub topic | Learning Outcomes | Essential Questions |
|-------|---|----------------------------|---|---|
| April | The Grey Cub | Kinds of Nouns Homonyms | <p>Listening</p> <ul style="list-style-type: none"> To apply their phonic skills and knowledge while reading. Comprehend after listening to the audio of the lesson <p>Speaking</p> <ul style="list-style-type: none"> To pronounce the phonic and vocabulary words correctly Consider and evaluate different viewpoints <p>Reading</p> <ul style="list-style-type: none"> To understand and infer ideas To develop the story through the strips/ Pictures and put the story in right sequence <p>Writing</p> <ul style="list-style-type: none"> To identify facts and provide reasoning when drafting opinions To Use descriptions and dialogues in narrative pieces to convey real life events | <ul style="list-style-type: none"> What are your earliest memories of how your parents cared for you? You are alone at home when something interesting happens. Describe the incident. What all the things that your parents did for you when you were growing up? |
| | Godfrey Gordon Gustavus Gore (poem) | Singular-Plural | <p>Listening</p> <ul style="list-style-type: none"> To listen to understand ideas and information, by – summarizing main ideas and supporting details. To identify opinions or viewpoints. <p>Speaking</p> <ul style="list-style-type: none"> To express and present a range of ideas, information, and feelings. To discuss in own words information that is generally accurate and relevant and includes details, examples, anecdotes, or experiences. <p>Reading</p> <ul style="list-style-type: none"> To discuss books that they have read, taking turns to share thoughts. <p>Writing</p> <ul style="list-style-type: none"> To organize and write non – narrative material, using simple organizational devices. To plan their writing by discussing and recording ideas. | <ul style="list-style-type: none"> Tell about a time when you were asked to do something and you did not do it. How is a door useful in a house? |
| May | Ranji's Wonderful Bat | Pronouns | <p>Listening</p> <ul style="list-style-type: none"> To listen to and identify how language, structure and presentation contribute to meaning. To Plan, draft, edit and write a short story using paragraphs. <p>Speaking</p> <ul style="list-style-type: none"> To discuss books that they have read and listened to and share their thoughts. To discuss in own words information that is generally accurate and relevant and includes details, examples or experiences. | <ul style="list-style-type: none"> Which is your favourite sport? Which of your abilities are you most confident about? |

Recommended Books: The Twenty – five Tales of the Vampire, Encyclopedias, Travels of Marco Polo, Stories of Akbar and Birbal, The Arabian Nights, The Jungle Book.



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| The Brave Little Kite (poem) | | <p>Reading</p> <ul style="list-style-type: none"> To identify questions to be answered before hand and use the specific features of the nonfiction texts to answer them. Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied <p>Writing</p> <ul style="list-style-type: none"> To outline their writing by discussing and recording ideas. To develop ideas by using clear, focused, useful and interesting details and explanations. | |
| | <p>Subject – Predicate Kinds of Sentence</p> | <p>Listening</p> <ul style="list-style-type: none"> To recognize some different forms of poetry. To identify how language, structure and presentation contribute to meaning. <p>Speaking</p> <ul style="list-style-type: none"> To compose and rehearse sentences orally with a varied and rich vocabulary. To develop their vocabulary through spelling unfamiliar words by applying strategies (e.g., phonic knowledge and skills and visual memory, use of common spelling patterns, dictionaries, word walls, etc. <p>Reading</p> <ul style="list-style-type: none"> To compile and read aloud their own writing, using appropriate intonation. To identify distinctive language, structural and presentational features in their independent reading of texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text. <p>Writing</p> <ul style="list-style-type: none"> To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To organize paragraphs around a theme | <ul style="list-style-type: none"> Is there someone or something that scare you? Why? Have you ever tried to do something that you were afraid of? |

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|-------------|-----------------------|------------|---|---|
| June | Birds | Adjectives | <p>Listening</p> <ul style="list-style-type: none"> To listen to understand ideas and information by summarizing main ideas and supporting details. <p>Speaking</p> <ul style="list-style-type: none"> To connect and relate prior experiences, insights and ideas. To discuss words and phrases that capture the reader's interest and imagination. To discuss through inferring what the characters think and predicting what might happen next. <p>Reading</p> <ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning. To summarize major ideas after analyzing the poem. <p>Writing</p> <ul style="list-style-type: none"> To construct paragraphs around a theme. To create effective character profiles using different adjectives. | <ul style="list-style-type: none"> If you become a bird for a day, how would you entertain yourself? How many scenes are there in the story? Which one do you like most? Why? |
| | To a Butterfly (poem) | Articles | <p>Listening</p> <ul style="list-style-type: none"> To listen to and identify how language, structure and presentation contribute to meaning. To compare and contrast the main characters after listening the audio. <p>Speaking</p> <ul style="list-style-type: none"> To express a personal viewpoint with supporting details and recognize that it may differ from that of others.. Role play to analyse the scene <p>Reading</p> <ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and summarize them. To apply their growing knowledge to understand the meaning of new words. <p>Writing</p> <ul style="list-style-type: none"> To plan their writing by discussing and recording ideas. To draft and write narratives, creative settings, characters and plot | <ul style="list-style-type: none"> Have you and your friends ever tried to catch a butterfly? If you get to be a butterfly for a day, what would you do? |

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|---------------------------------|---------------------|--|---|--|
| September | A Day in the Greens | Tenses-Simple present, past & future Homophones | <p>Listening</p> <ul style="list-style-type: none"> To develop ideas by listening to relevant texts and discuss words and phrases that capture the interest and imagination To plan their writing by discussing and recording ideas. <p>Speaking</p> <ul style="list-style-type: none"> To develop quick thinking skills and enhance their imaginative powers. To express their imagination and creativity. <p>Reading</p> <ul style="list-style-type: none"> To demonstrate comprehension by making comparisons and personal connections (text to text, text to self, or text to world) To identify main topics addressed in a selection and distinguish between main ideas and related details. <p>Writing</p> <ul style="list-style-type: none"> To organize and write non – narrative material, using simple organizational devices. To plan their writing by discussing and recording ideas. | <ul style="list-style-type: none"> Life in village is healthy, but difficult. Do you agree? How would you spend your time in your favourite place? |
| SUMMATIVE ASSESSMENT - 1 | | | | |

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| October | In the Garden of Live Flowers On a Different Track | Continuous Tense | <p>Listening</p> <ul style="list-style-type: none"> Understand ideas and information by summarizing main ideas supporting details. To connect and relate prior experiences, insights and ideas. <p>Speaking</p> <ul style="list-style-type: none"> To appraise inferential and analytical skills of the learners To understand and respond to literary and creative works presented orally (e.g. recognize use of powerful or engaging language, identify characteristic language or technique) <p>Reading</p> <ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. To describe and demonstrate use of text features.(e.g.: titles, captions, text highlighting, illustrations, sidebars) to understand the text. <p>Writing</p> <ul style="list-style-type: none"> Construct a paragraph by using a variety of connecting words to combine ideas and sentences, indicate comparisons, sequence and describe the cause and effect relationships. | <ul style="list-style-type: none"> What are the unusual things that would happen, if all the things around began talking? What was the biggest surprise in the story? Compare the advantages and disadvantages of travelling by road, train and air. Describe your first experience about your journey by train. |

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|-----------------|---------------|-------------------------------------|--|---|
| November | The Sea(Poem) | Positive – Negative sentences | <p>Listening</p> <ul style="list-style-type: none"> To listen to and identify how language, structure and presentation contribute to meaning. To Plan, draft, edit and write a short story using paragraphs. <p>Speaking</p> <ul style="list-style-type: none"> To discuss books that they have read and listened to and share their thoughts. To discuss in own words information that is generally accurate and relevant and includes details, examples or experiences. <p>Reading</p> <ul style="list-style-type: none"> To identify questions to be answered before hand and use the specific features of the nonfiction texts to answer them. Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied <p>Writing</p> <ul style="list-style-type: none"> To outline their writing by discussing and recording ideas. To develop ideas by using clear, focused, useful and interesting details and explanations | <ul style="list-style-type: none"> What has been your experience of the sea or the beach? What are the things you could do at the beach? |
| | Homesickness | Adverb | <p>Listening</p> <ul style="list-style-type: none"> To develop ideas by listening to relevant texts and discuss words and phrases that capture the interest and imagination To plan their writing by discussing and recording ideas. <p>Speaking</p> <ul style="list-style-type: none"> To explain how specific words, phrases, or images help create meaning in poetry To discuss through inferring what the characters think and predicting what might happen next. <p>Reading</p> <ul style="list-style-type: none"> To recognize some different forms of poetry To identify how rhyme schemes and rhythmic patterns contribute to effective fluency. <p>Writing</p> <ul style="list-style-type: none"> To compose short poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. | <ul style="list-style-type: none"> Do you feel awful when you wake up on mornings and getting ready to go to school? If your younger brother/sister pretends to fall sick, what advice that you would give? Was the author a good actor? Why or why not? |

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| December | Dear Mr. Examiner(Poem) | <p>Contractions</p> <p>Direct and Indirect Speech</p> | <p>Listening</p> <ul style="list-style-type: none"> To recognize some different forms of poetry. To identify how language, structure and presentation contribute to meaning. <p>Speaking</p> <ul style="list-style-type: none"> To compose and rehearse sentences orally with a varied and rich vocabulary. To develop their vocabulary through spelling unfamiliar words by applying strategies (e.g., phonic knowledge and skills and visual memory, use of common spelling patterns, dictionaries, word walls, etc. <p>Reading</p> <ul style="list-style-type: none"> To compile and read aloud their own writing, using appropriate intonation. To identify distinctive language, structural and presentational features in their independent reading of texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text. To develop initial ideas and make a note while reading. <p>Writing</p> <ul style="list-style-type: none"> To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To organize paragraphs around a theme | <ul style="list-style-type: none"> Make a list of things that school can do to make examinations less stressful for students. What would you do if you do not know the answers to any of the questions for the examinations? |
| January FORMATIVE ASSESSMENT 4 | Rajam and Mani | Prepositions | <p>Listening</p> <ul style="list-style-type: none"> To listen to and discuss a wide range of fiction and non – fiction texts To develop the skill to scan for specific information. <p>Speaking</p> <ul style="list-style-type: none"> To discuss books that they have read and listened to and share their thoughts. To discuss in own words information that is generally accurate and relevant and includes details, examples or experiences <p>Reading</p> <ul style="list-style-type: none"> To understand and infer ideas To develop the story through the strips/ Pictures and put the story in right sequence. Develop positive attitudes to reading and understanding of what they read by. <p>Writing</p> <ul style="list-style-type: none"> To outline their writing by discussing and recording ideas. To develop ideas by using clear, focused, useful and interesting details and explanations | <ul style="list-style-type: none"> Can you imagine a situation where you have no friends? How would you feel and what would you do? Which character do you like most? Why? |

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| January | The Village Blacksmith (Poem) | Conjunctions Perfect Tense | <p>Listening</p> <ul style="list-style-type: none"> To identify main ideas drawn from the poem and summarize them. To plan their writing by discussing and recording ideas. <p>Speaking</p> <ul style="list-style-type: none"> To express and present a range of ideas, information, and feelings. To discuss in own words information that is generally accurate and relevant and includes details, examples, anecdotes, or experiences <p>Reading.</p> <ul style="list-style-type: none"> To recognize some different forms of poetry To identify how rhyme schemes and rhythmic patterns contribute to effective fluency. <p>Writing</p> <ul style="list-style-type: none"> To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To organize paragraphs around a theme | <ul style="list-style-type: none"> What are some of the things that you can make with your hands? You want to give your friend an unusual gift that you have made. Describe what you will make. |
| February | The Story of Ali Cogia | Punctuations | <p>Listening</p> <ul style="list-style-type: none"> To summarize the main ideas, identifying key details. To identify themes and conventions in a wide range of books. <p>Speaking</p> <ul style="list-style-type: none"> To express a personal viewpoint with supporting details and recognize that it may differ from the other. To explain how new information or ideas have changed their thinking <p>Reading</p> <ul style="list-style-type: none"> To understand and infer ideas To develop the story through the strips/ Pictures and put the story in right sequence. Develop positive attitudes to reading and understanding of what they read by. <p>Writing</p> <ul style="list-style-type: none"> Develops a complete plot with characters, setting, problems, events and solutions. Generate and develop ideas through brainstorming, sharing conversations, by using graphic organizers etc. | <ul style="list-style-type: none"> Tell us about a time when you tricked someone or someone ticked you into doing something. Why do you think people trick others? |
| March | | | SUMMATIVE ASSESSMENT - 2 | |

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