

Subject : English	Level : A 2	Class : V	Lesson :6 The Talkative Barber
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Skill Focused	Target Learning Outcomes	Suggested Strategies
<ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Spelling 	<ul style="list-style-type: none"> • Comprehends text read aloud in the class. • Responds to questions asked on textual material in both English and in other subject classes. • To be able to take dictation of sentences which consist of homophones. • To be able to use punctuation and grammar in context while writing • To be able to spell words correctly 	<ul style="list-style-type: none"> • Visual • Custom made sentences

TLO: Comprehends text read aloud in the class.
Responds to questions asked on textual material in both English and in other subject classes.

ACTIVITY: 1

- Reading the text by the teacher as model reading using proper voice modulations.
- Asking questions to test their comprehension.eg.
- How many brothers did the barbar have?
- Why was the Sultan in a hurry?
- Do you think the Sultan was really generous?
- Which part of the story did you find the funniest ? Why?
- Stressing on new words like patient ,dessert, defect , exhausted etc. Tr shoud draw the meaning of these word using sentences or gestures.

TLO: To be able to speak in a sequential manner.
To be able to narrate events in simple past tense.

ACTIVITY: 2

Narrate the story in the lesson, you just completed learning. The child in the first bench starts the story. The next student follows the sequence of the story and adds a sentence to it. This will be done by all the students in the class till the story is complete. Use sentences of your own. Do not try to read out the sentence directly from the book or repeat the sentence as in the lesson.



Sample:

Student 1: The Sultan of Cashgar called a barber to get his head shaved.

Student 2: The barber was a great talker.

Student 3: The barber spoke continuously instead of shaving.

Student 4: The Sultan did not like this and scolded him.

Student 5: The barber told the king that he was hurting him by calling him a chatterer.

Student 6: The barber told him that he had six brothers who spoke a lot.

Student 7: He told their names to the Sultan.

Student 8: He said that he was the quietest among his brothers.

(The students continue till the story comes to an end.)

ACTIVITY: 3

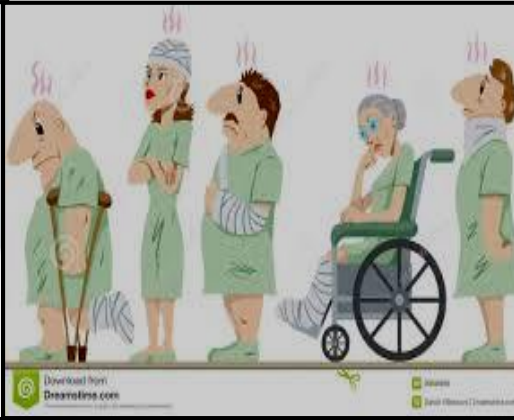
TLO: To be able to spell words correctly .

Look at the picture and tick the correct word



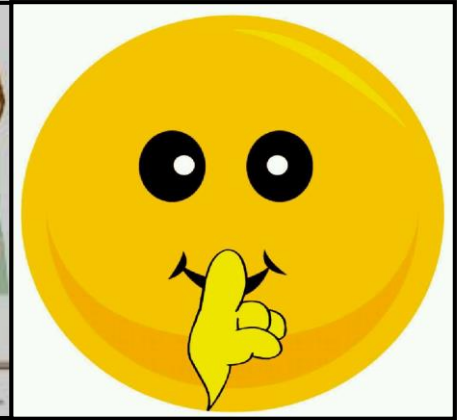
dessert / desert

piece/peace



patience/ patients

brake/ break



quiet/ quite

rows / rose



TLO: To be able to take dictation of sentences which consist of homophones.

ACTIVITY: 4

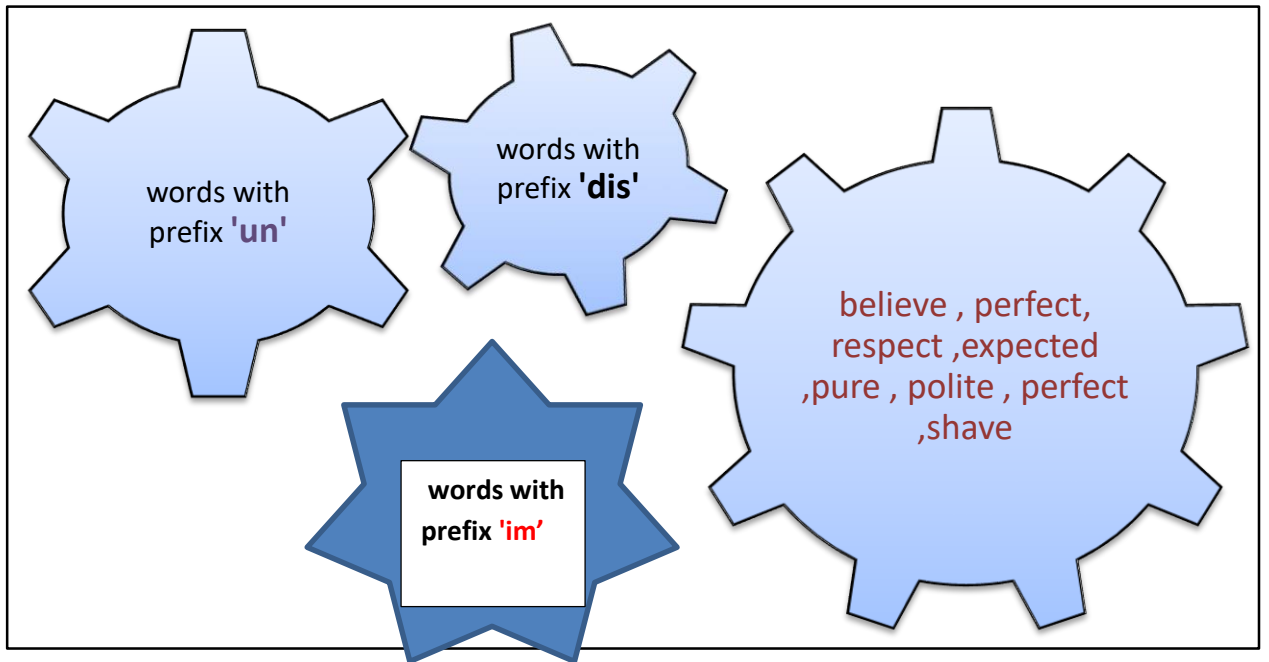
Write the following sentences using capital letters and full stop.

1. the patients lost their patience
2. the quiet boy was quite good
3. the loose bag was losing its strength
4. our bus will come after an hour
5. as you sow ,so shall you reap

TLO: To be able to understand that prefix is a group of letters that comes before a root word.

ACTIVITY: 4

Given below are a few words which begin with 'un' 'dis' or 'im'. Identify the words in which 'un', 'dis' or 'im' are prefix.



TLO: To be able to identify the conjunctions in a sentence.

ACTIVITY: 5



and

but

or

so

because

Example: Felix **and** Tim went home.

And is the conjunction. It connects two people: Felix **and** Tim.



Circle the conjunction in each sentence below. Underline the word or words the conjunction is connecting.

1. They walked and played in the park.
2. I like popcorn, but my sister likes chips.
3. Jack hoped he would get a baseball or a game for his birthday.
4. The cat is in my room because it is raining.
5. Their mother was late, so they waited at the library.
6. Nina knocked on the door, but no one answered.
7. We saw clowns, horses, and elephants at the circus.
8. Celia or Grace will go with us.



Why do you think there are pictures of glue all around the exercise?

LAT

Q1) Read the sentence below and choose the correct homophone to complete each sentence

- 1) We were not -----to play outside because it was raining.
- 2) She read the poem ----- to the class. (**aloud, allowed**)

- 1) We can see the ocean from ----- .
- 2) Can you ----- the birds singing . (**hear , here**)

- 1) I am the tallest ----- in the class.
- 2) I ----- an award for getting top marks in the class. (**one , won**)

Q2) Fill in the missing letters to form words from the text. Meanings are given as help.

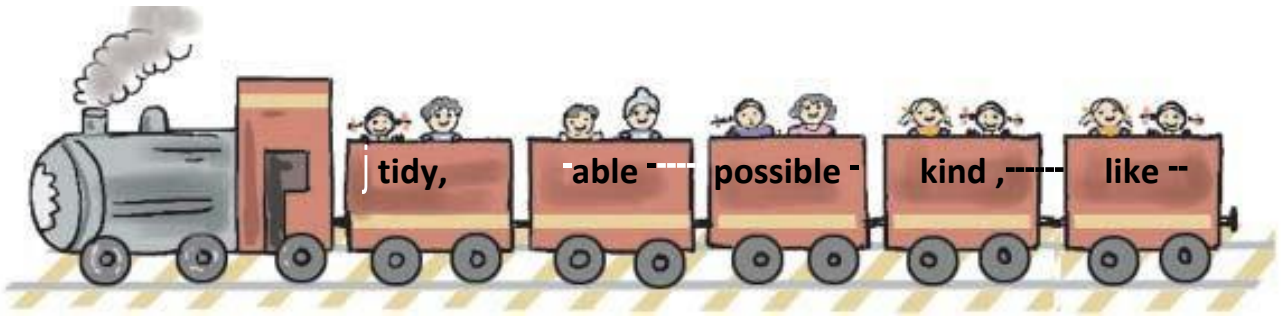
- 1) P ---- ----- E ----- C ----- good natured tolerance.
- 2) Q ----- ----- T Leave or go away
- 3) H A ---- ----- L Y In a hurried manner.

Q3) Now use the joining words given in the box to fill in the blanks.

if or till where unless so while

- i) Please wait with me _____ the bus arrives.
- (ii) Do you like football _____ cricket?
- (iii) My father packed my lunch _____ my mother combed my hair.

Q4) Fill in the blanks by adding , un , im or dis to the words given in the train.



(i) The teacher got upset with Rani because her work was _____.

(ii) The dog was _____ to climb the tree to chase the cat.

(iii) I _____ hot milk, I like it cold.

(iv) It is _____ to cross the road during peak traffic hours.

Q5) Write in correct sequence the process of making **tea/ salad**.

