

## Lesson Plan

**Class : III Section:- A**

**Subject :- EVS**

**LESSON - POONAM'S DAY OUT**

**Month : April**

**NO. OF PERIODS : 09**

**FIRST FORTNIGHT**

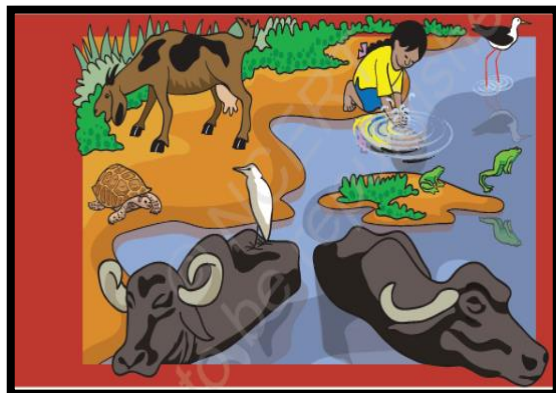
<b>GIST of the lesson/ Focused skills/ competencies</b>	<b>Targeted Learning Outcomes (TLO)</b>	<b>Teaching learning activities planned</b>	<b>Assessment Strategies planned</b>
<p><b><u>GIST :</u></b> This lesson gives opportunity to observe and explore the world of animals around them , their habitats and their movements from place to place. Here in the lesson the word 'ANIMAL' is used for insects , reptiles , birds, and mammals and are also classified as aerial, aquatic, arboreal and terrestrial animals. Animals make different sounds and can be recognized by their sounds.</p> <p><b><u>COMPETENCIES :</u></b></p> <ul style="list-style-type: none"> <li>• _Observation and recording</li> <li>• Identification and classification</li> </ul>	<p>To be able to -----</p> <ul style="list-style-type: none"> <li>• Observe and name the animals and know different categories of animals.</li> <li>• Compare and Classify animals into different categories :               <ul style="list-style-type: none"> <li>➤ Size(small and big animals)</li> <li>➤ habitat(tree, land, water, air, wild, domestic, etc )</li> <li>➤ movement</li> <li>➤ food</li> </ul> </li> <li>• Explore and discuss about habitats of different animals</li> <li>• Observe the diversity of animals around them and report.</li> <li>• Think critically and logically reason out the logic behind adaptations of animals to the nature.</li> </ul>	<p>Teacher starts the class with a warm up QUIZ to find out the previous knowledge of the students.</p> <p>*Act-1 : A picture chart /PPT /video of animals is used to observe and list out the animals which students know.</p> <p>*Act-2 : Picture Observation and Group Discussion – Pics 1 &amp; 2 of the text are used and students critical thinking and logical reasoning is encouraged in open class discussion For ex: Monkey on the tree in Pic- 1 could be compared to birds or ants on tree OR Can buffaloes swim and live in water .</p> <p>*Act-3 Compare and Classify -- To enhance students exploration students further compare and classify the animals based on the size , food , habitat and movement Act -4 Teacher encourages creativity through activities like –</p> <ul style="list-style-type: none"> <li>• Role-play</li> </ul>	<p>Individual participation</p> <p>Answer the questions</p> <p>Observation-cum- discussion</p> <p>Oral testing Written work</p> <p>Classify</p> <p>Match the following</p> <p>Draw</p> <p>Solve riddles</p>

- Discovery of facts



Pic. 1

- Show sensitivity towards NATURE.
- Cooperate and share and work together with empathy.



Pic ---2

- Drawing
- Paper folding
- Dialogue writing
- Finger painting

Act-6 Tr guides students to analyse and question . Activities like ---

- Riddle
- Crossword puzzle
- Jigsaw puzzle
- Complete the picture

Are planned for the same [textbook support materials]

Act-7 Tr plans out worksheet to test comprehension

Act-8 POSTER MAKING

Students are encouraged to draw posters to sensitize them towards Nature SAVE NATURE , SAVE ANIMALS

Solve puzzle

MCQ

Fill in the blanks

Choose the right answer

**Learning Enhancement Card (games)**  
**CARD 2: Duck, duck, goose**

Connect the child to the immediate surroundings

Drop the cloth: children have the name of a domestic or wild animal attached to their back. The runner with the cloth must drop it behind a player with the

Playing with specific response

		animal group that has been announced by the teacher	
<b>Co-relation</b>	Math , Language, Art & Craft		

**Sangeeta Basu ; PRT**

**Name and Signature of Teacher**

**Signature of HM/Principal**

**KENDRYIYA VIDYALAYA O.F. DUMDUM**

**SESSION-2020-21**

**WORKSHEET-1**

**CLASS : III**

**SUBJECT : E.V.S.**

**LESSON : POONAM' S DAY OUT**

NAME : \_\_\_\_\_

SEC- \_\_\_\_\_

ROLL \_\_\_\_\_ ppd by S.Basu

Q. 1. Answer the following questions.

- a) Name two animals that eat grass : .....
- b) Name two animals that eat flesh : .....
- c) Name two animals that live in water : .....
- d) Name two animals that have wings : .....
- e) Name two animals that hop : .....

Q. 2. TICK (J) THE CORRECT ANSWERS.

- a) A bird croaks/chirps.

b) A cat      moos/ meows.

c) A dog      neighs/ barks.

d) A frog     croaks/chirps.

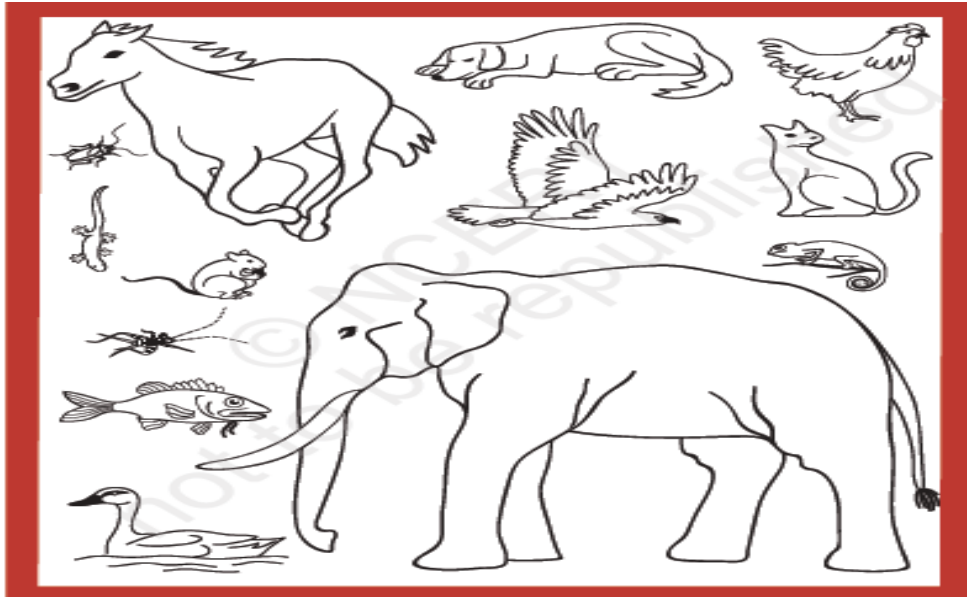
e) A lion      roars/ barks.

Q. 3. Arrange the following animals in the order of their size — smallest being the first.

Lion   Dog   Elephant   Ant   Sparrow   Monkey   Rabbit

1. .... 2..... 3. ....4. .... 5. ....  
6. ....7. ....

Q.4. Look at the pictures given below. Colour the animals that do not live in your house.



Q. 4. Find my name in the crossword and put a circle around it. One has been done for you.

- a) Banana is what I love eating,  
I spend my time jumping and leaping.
- b) On the walls, webs I weave,  
Where insects stick and cannot leave.

c) I remain awake the whole night,  
And go to sleep in broad daylight.

d) Croak, croak, croak is my sound,  
In water or on land I am found.

e) I appear after rainfall,  
Have no feet so I crawl.

f) Slow and steady is my pace,  
I always win when there is a

x	t	y	a	b	l	s
m	o	n	k	e	y	p
m	r	q	n	x	a	i
d	t	f	r	o	g	d
j	o	w	l	e	k	e
l	i	b	c	h	i	r
m	s	n	a	i	l	n
g	e	f	q	s	w	y

ACTIVITIES PLANNED

S.BASU

1] POSTER DRAWING

Draw a poster TOPIC : Animals - Our friends OR save animals OR save nature

2] Observe and list out the animals you can recognize in the pic



---

---

---

---

---

---



---

---

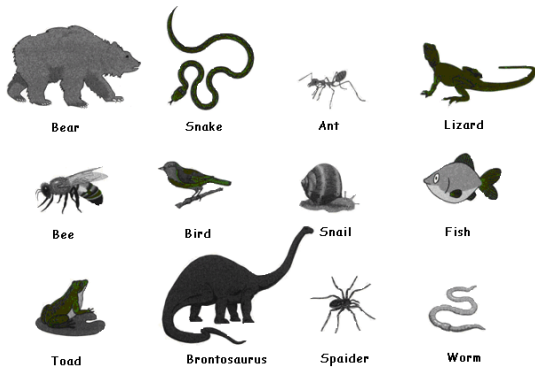
---

---

---

---

3] Circle the animals you have seen . Also write where have you seen



---

---

---

---

---

---

---

---

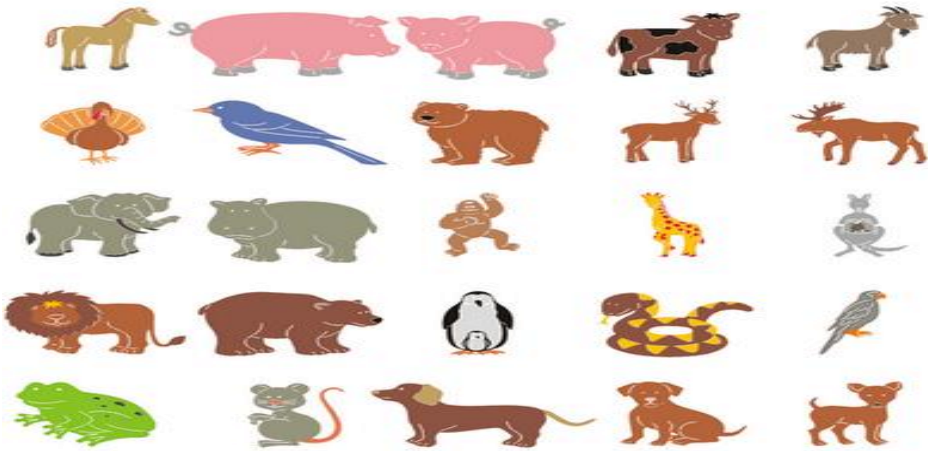
---

---

---

---

4] Draw a circle around and colour the circle of wild animal with GREEN and domestic animal with YELLOW.



5] Observe the picture and write what you feel



<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---



## LESSON PLAN , PLAN OF ACTIVITIES AND WORKSHEETS

Class/ Section : III C

Subject: ENGLISH

GOOD MORNING (Poem 1)

No. of Periods : 08

MONTH: APRIL

FIRST FORTNIGHT

GIST OF LESSON	Targeted Learning Outcomes (TLO)	Teaching Learning Activities Planned	Assessment Strategies Planned
<p><b><u>GIST:</u></b></p> <p>From the poem “Good Morning”, the learners will get to know about the beauty of nature and the world around. They will understand the importance of kind greeting words like “ Good Morning”” “ Good evening”, etc. The utilization of morning time for physical activities will be highlighted. A sense of appreciation will be</p>	<p>The learners will be able to---</p> <ol style="list-style-type: none"><li>1) read and enjoy the poem.</li><li>2) recite the poem with proper pronunciation, pause and voice modulation.</li><li>3) find out the rhyming words from the poem and also do a matching exercise on rhyming words.</li><li>4) list out activities during done in the early morning hours.</li><li>5)to be able to spell and match the new words with the pictures. 6]Sensitization</li></ol>	<p>Teacher asks questions to test the previous knowledge of the child like:</p> <ol style="list-style-type: none"><li>1] who wakes them up in the morning?</li><li>2] What sounds do they hear around them</li><li>3]How do you greet your elders in the morning?</li><li>4]What makes you say that it the day time and not night ? THINK</li></ol> <p>The teacher will relate the responses of learners with the topic and introduce the poem.</p> <p>Act 1-Teacher will recite the poem first and then the children will imitate.</p>	<p>Poem Recitation</p> <p>Find and Match rhyming words</p> <p>Answer the questions orally and also write them later</p> <p>Take dictation</p>

created in their minds towards nature.



**COMPETENCY:**

Reading

Listening

Recitation

Comprehension

Writing

Handwriting

towards conservation of nature.

7]give simple correct answers for the questions based on the poem.

8]Do word building Exercises.

9]Actively participate in group discussions and try to speak in simple English

**RESOURCES:**

1]Flash cards of NEW words , GREETINGS & RHYMING words.

2]VIDEO / PPT ON THE POEM

3]Visit to school garden

4] POEM

<https://youtu.be/6wr24V6xAbc>

Act 2-Flash cards of NEW words with meaning are used to comprehend the poem better.

Act 3-Flash cards of rhyming words will be made for the students to match.

Act4-Teacher helps students to use greeting words and gestures.

Act 5- Teacher encourages students to speak in simple English about their morning activities followed by comparison of the activities in different families.

Act6- To test the comprehension of the poem teachers asks simple questions on the poem

Act7-Students are able to speak out and answer the questions asked by the tr.

Act 8- Teacher guides students to develop a MORNING scene and a NIGHT scene and enhance the scientific curiosity about the day and night formation.

Act9- to develop the creative skill ,students are asked to give pictorial

List out the things seen in the day sky and night sky

Narration of morning activities


Observation and reporting

About night and day sky

Drawing

Total Physical Response

Use of LEC card 1 and 2

	<a href="https://youtu.be/TFVjU-dsIMB">https://youtu.be/TFVjU-dsIMB</a> <a href="https://youtu.be/Lm6RKqFAwlg">https://youtu.be/Lm6RKqFAwlg</a> <a href="https://youtu.be/Wr-CRkTYGs">https://youtu.be/Wr-CRkTYGs</a>	representation of the things which they see in the day sky and in the night sky.  	Paper pencil test (LAT)
--	---	---	-------------------------

**LIFE SKILLS** : Sensitization towards nature, Importance of good health,

Propagating the idea of ----“ Healthy mind dwells in a healthy body”.

**CREATIVE LEARNING:** \* Draw ----- 1) morning and night sky

2) Write few lines [30words] on – Morning Scene

**CRITICAL THINKING** : How days and nights are formed?

**VALUE BASED QUESTIONS:** Do you think it is a good habit of getting up late in the morning? Discuss

**LEC CARD GRADE 3: CARD 1** Agility, Balance, Coordination: Running, jumping and throwing

LO : Enrich learners’ vocabulary through speaking

**CARD 2** Agility, Balance, Coordination: Chasing games

LO : Learning opposites

..... S. BASU ; PRT KVOFDD

**K.V.O.F.DUMDUM , KOLKATA**

**CLASS : III SEC : \_\_\_\_\_ ENGLISH WORKSHEET- 1 Date : \_\_\_\_\_**

**UNIT : I POEM : GOOD MORNING**

**Ppd by S. BASU**

Name : \_\_\_\_\_

**Listen to the phone conversation below and fill the response sheet :**

**Reena has called Pizza Hut for a pizza delivery at home. Fill in the missing word by the correct options:**

**i. Pizza Boy: Pizza Hut. How can I \_\_\_\_\_ you**

**(a) help (b) answer (c) call (d) see**

**Reena: Hi: I'd like to order a pizza, please.**

**ii. Pizza Boy : Okay which pizza would you like to \_\_\_\_\_ ?**

**(a) bring (b) hold (c) order (d) drop**

**Reena: I would to order onion pizza.**

iii. Reena: I would \_\_\_\_\_ to order onion pizza.

(a) really (b) like (c) take (d) out

Iv Pizza Boy: Kindly \_\_\_\_\_ your address for the pizza order.

(a) take (b) reply (c) give (d) respond

v. Reena: I live in sector-42, H.No. 141

Pizza Boy: Thank you for calling. Your order \_\_\_\_\_ be delivered in 30 minutes.

(a) was (b) is (c) will (d) were

**K.V.O.F.DUMDUM , KOLKATA**

**CLASS : III SEC : \_\_\_\_\_ ENGLISH WORKSHEET- 2 Date : \_\_\_\_\_**

**UNIT : I POEM : GOOD MORNING**

**Ppd by S. BASU**

**Name : \_\_\_\_\_**

**Q1. Complete the following poem :**

**Good \_\_\_\_\_,sky;**

**Good morning, \_\_\_\_\_;**

**Good morning, \_\_\_\_\_winds that run!**

**Good morning, birds;**

**Good morning, \_\_\_\_\_;**

And creeping \_\_\_\_\_, and \_\_\_\_\_ bees!

**Q2. Find words in the poem which rhyme with :**

bees \_\_\_\_\_      day \_\_\_\_\_

too \_\_\_\_\_      sun \_\_\_\_\_

**Q3. Write name of any 5 things which you have seen in a garden ?**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_

**Q4.. Match the following words with proper adjectives as given in the poem:**

Good                                      winds

Little                                      bees

Creeping                                      morning

Brownie                                      grass

**Q5. How do you greet your elders and teachers in:**

Morning : \_\_\_\_\_ Afternoon : \_\_\_\_\_

Evening : \_\_\_\_\_ Night: \_\_\_\_\_

**Q6. Underline the vowels in the given words :**

1.SUN

2. LITTLE

3. BEES

4.SKY

**5.GOOD**

**6. DAY**

**7. AWAKE**

**8.NOW**

**Q7. Write any two benefits of exercising ?**

**Ans. 1.** \_\_\_\_\_

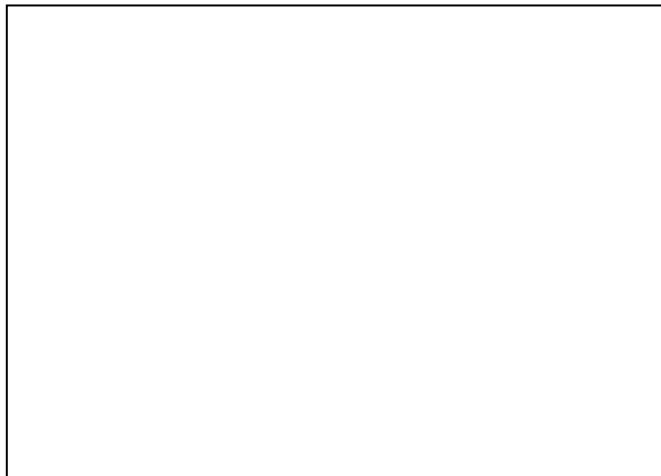
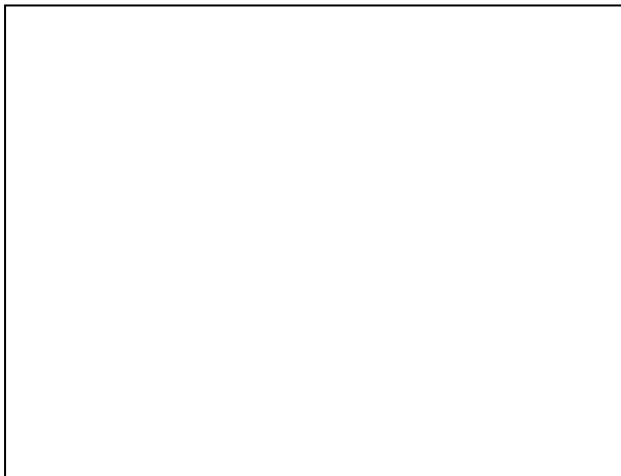
**2.** \_\_\_\_\_

**GOOD MORNING**

**CLASS 5 ENGLISH ACTIVITIES PLANNED**

**SANGEETA BASU PRT, K V O F DUMDUM**

**Activity 1. What do you see in the sky during day and night time ? Draw their pictures.**





**Activity 2 . Prepare slips for different situation. Divide the class in groups of 6-8. Give one slip each to each group to enact the following roles.**

A] How will you greet the following:

i. Greeting your Grandparents :

Situation: When you visit their home.

ii. Greeting your Teachers :

Situation: Greeting your teacher outside your classroom

iii. Greeting your relative :

Situation: When you meet your aunt in a market place.

**Activity 3**

Make flash cards on RHYMING WORDS and help students to match them

**Activity 4**

Make flash cards on OPPOSITE WORDS and help students to match them

**Activity 5**

Write a simple poem of 4 lines neatly

**Activity 6**

**Picture description**



See the picture and write two sentences on the picture

---

---

---

---

---

---

---

## LESSON PLAN , PLAN OF ACTIVITIES AND WORKSHEETS

Class/ Section : V \_\_\_\_\_



Subject : English

Ice-Cream Man (Poem 1)

No. of Periods : 08

MONTH: APRIL

FIRST FORTNIGHT

GIST OF LESSON	Targeted Learning Outcomes (TLO)	Teaching Learning Activities Planned	Assessment Strategies Planned
<p>The lines in the poem refer to the hard work of Ice-cream man who sells ice-creams in the hot burning heat of the sun in the summer season. He fills the cones with mounds of cool creamy flavours like vanilla, chocolate and strawberry and with frosty-fizz bottles of different flavours.</p>  <p>As soon as the Ice-cream man enters the street,</p>	<ol style="list-style-type: none"> <li>1) to be able to read and enjoy the poem.</li> <li>2) to be able to recite the poem with proper pronunciation, pause and modulation.</li> <li>3) to be able to match rhyming words.</li> <li>4) to be able to list out activities during different seasons.</li> <li>5) to be able to spell and match the new words.</li> <li>6) to be able to match describing words</li> </ol>	<p>Teacher asks questions to test the previous knowledge of the child like:</p> <ol style="list-style-type: none"> <li>1) Name the seasons</li> <li>2) Which season do you like?</li> <li>3) Very soon we will be facing _____ season .</li> <li>4) List any two activities you like to do in summer season .</li> <li>5) What do you do to beat the heat ?</li> <li>6) What do you enjoy eating to beat the heat?</li> <li>7) Name the different flavours of Ice cream .</li> <li>8) How does as an ice-cream taste to you?</li> </ol>	<p>Poem Recitation</p> <p>Match meanings (dictionary work )</p> <p>Answer the questions orally and also write them later</p> 

children are gathered around him as honeybees struck to the flower. In the same manner children are compared to honeybees and the Ice-cream man is compared to the flower bed.

### COMPETENCY

Reading

Writing

Listening

Speaking

Spelling

Handwriting

### RESOURCES:

1]Flash cards of NEW words, adjectives & RHYMING words.

2]VIDEO / PPT ON THE POEM

7) answers coherently in written or oral form in simple English.

8) to be able to comprehend unseen text and answer.

9) to be able to use dictionary and find meanings of the words from dictionary.

10) to be able to spell properly and take dictated notes.

Act 1-Teacher will recite the poem first and then the children will imitate.

Act 2-Flash cards of NEW words with meaning are used to comprehend the poem better.

Act 3-Flash cards of rhyming words will be made for the students to match.

Act 4- In group of four , Student s are asked to prepare at least two questions from the poem.

Act 5- Name two outdoor and two indoor activities done in summer and also activities done in different seasons.

Act 6- a) List out the describing words from the poem

b) Circle the words with ZZZZ sound and list it

Act 7- answers orally and then write in simple English on questions asked on day-to-day life experiences, unfamiliar stories , poem heard or read

Act 8- read unseen text with comprehension and answer the questions asked.

Take dictation

List out describing words

Narration of incidents

Observation and reporting



Drawing



<p>3] Visit to nearby ICE-CREAM PARLOUR for survey</p> <p>4] Dictionary</p> <p>5] My you tube link  <a href="https://youtu.be/ir_7AFy8ass">https://youtu.be/ir_7AFy8ass</a></p>		<p>Act 9- use the dictionary for reference</p> <p>Act-10 take dictation of words, paragraphs, dialogues etc.</p> <p>Act 11-REPORT WRITING----Students go to the Ice cream man's shop[ to know about the different flavours , brands and rates of ice-cream] observe and write a report and present it to the class .</p> <p>Act 12- Students will be asked to write steps how kulfi is served in the plate along with the drawing .</p>	<p>Total Physical Response</p> <p>Use of LEC card</p> <p>Paper pencil test (LAT)</p>
---	--	---	--

**LIFE SKILL DEVELOPED** : \*Know how ice-creams are made , the ingredients used , the rates of ice-cream in one's locality

- \* talk to an Ice-cream Man and know about his daily activities and how is it different from our life.
- \* the different occupations on whom our life depends .

**CREATIVE LEARNING:** \* Draw ----- 1)activities during the summer , winter season 2) your dream ice-cream

- \* write -----1) dialogues between an ice-cream man and a customer 2) about a dream ice-cream
- 3) visit an ice-cream parlour and write a report

**CRITICAL THINKING** 1]Is there any harmful affects of eating ice-cream?

- 2]What is the difference between an ice-cream seller and a popcorn seller
- 3] In which season do you see more ice cream vendors and why?

4) PISA ---Read unseen passage and answer .

**VALUE BASED QUESTIONS** ---1 Your mom makes ice cream at home but you buy from the market, which value do you ignore.

**LEC CARD** : GRADE 5: CARD 3 Games Skills: Four Court Dodge Ball ---LO -- Answers coherently in written or oral form to questions in English

GRADE 5: CARD 10 Basic Games Skills: Track and field events--- LO-- Conducts short interviews of people around

-----S.BASU , PRT , KVOFDUMDUM , Kolkata region

K.V.O.F.DUMDUM , KOLKATA

CLASS : V SEC : \_\_\_\_\_ ENGLISH WORKSHEET- 1 Date : \_\_\_\_\_

UNIT : I POEM : ICE-CREAM MAN Ppd by S. BASU

Name : \_\_\_\_\_

Language Items:-

Look at the advertisement given below and answer the following questions by choosing the correct option:-



Q 1. The advertisement is about \_\_\_\_\_

- a) icecream      b) biscuit      c) chocolate      d) Wafer

Q 2. The name of the ice cream brand is \_\_\_\_\_

- a) Vadilal      b) Amul      c) Havmor      d) Kwality Walls

Q 3. The quantity of ice cream given in the box is \_\_\_\_\_

- a) 1.3 L      b) 1.2 L      c) 1.5 L      d) 1.8 L

Q 4. \_\_\_\_\_ ice cream is free.

- a) 28%      b) 50%      c) 25%      d) 33%

Q 5. The quantity 1.2 L is equal to \_\_\_\_\_

- a) 900+200 ml      b) 800 + 300 ml      c) 900 + 300 ml      d) 800 + 500 ml

CLASS : V    SEC : \_\_\_\_\_    ENGLISH    WORKSHEET- 2    Date : \_\_\_\_\_

UNIT : I    POEM : ICE-CREAM MAN

Ppd by S. BASU

Name : \_\_\_\_\_



**Read the passage carefully and answer the questions :**

ICE CREAM a frozen treat , is a favourite of many of us in the class which is made more tasty by adding different flavours.

“ Homemade Chocolate Chip Ice Cream” can be made with just these ingredients: 1 cup milk, 1 cup sugar, ½ teaspoon salt, 1 cup half-and-half, ½ tablespoon vanilla extract, 2 cups whipping cream, and 2 cups of chocolate chips.

Boil milk in a saucepan and remove from heat, add sugar and salt to the hot milk and stir until dissolved. Add remaining ingredients and stir well. Pour into an airtight freezer container and allow mixture to cool for at least four hours.

Remove from the freezer and beat with a fork, food processor or electric mixer to break up the ice crystals. Cover and freeze for two more hours. Add in chocolate chips by hand. Enjoy your ice cream.

**NOW ANSWER :**

1] How can ice-cream be made more tasty ?

Ans : \_\_\_\_\_

2] The recipe of which ice-cream is given in the passage ?

Ans : \_\_\_\_\_

3]Name the ingredients needed to make this ice-cream .

Ans : \_\_\_\_\_  
\_\_\_\_\_

4] Why is the mixture put in a freezer?

Ans : \_\_\_\_\_

**5] CHOOSE AND TICK THE RIGHT ANSWER :**

a] The mixture is refrigerated for atleast \_\_\_\_\_ hours .

- 1] 2 hours            2] 3 hours            3] 4 hours

6] The mixture is put in the mixer to \_\_\_\_\_

- A] cool it further    b] break the ice crystal

7] The chocolate chips are added at the

a] end of the whole process

b] beginning of the process

8] Use dictionary : { find the words from the passage }

1] a vessel used to boil water or milk = \_\_\_\_\_

2] made very cold = \_\_\_\_\_

3] Different sweet smell used in a dish = \_\_\_\_\_

9]The freezing point of water is \_\_\_\_\_[ 0 degree Celsius / 100 degree celsius ]

10] Write the adjectives for the nouns from the passage

A] \_\_\_\_\_ flavours

B] \_\_\_\_\_ extract

C] \_\_\_\_\_ chips

11] Name some brands of Ice-creams sold in your locality

\_\_\_\_\_

\_\_\_\_\_

**Name :** \_\_\_\_\_

**Q1. FIND OUT WORDS FROM THE POEM “Ice-cream Man” which means the same :**

- 1 ] Bright flame or fire = \_\_\_\_\_
2. Moving on small broad wheels = \_\_\_\_\_
3. Heap, pile = \_\_\_\_\_
4. Chilled drink making a hissing, bubbling sound = \_\_\_\_\_
5. Gather around = \_\_\_\_\_
6. Under / below = \_\_\_\_\_
7. Scene = \_\_\_\_\_
8. May be = \_\_\_\_\_

**Q2. THINK AND ANSWER**

1] How do you feel in summer {answer in 10 words}

Ans : \_\_\_\_\_

2] The ice-cream man in the poem carries ice-cream on a

Bicycle / tricycle / cart . Circle and write Ans : \_\_\_\_\_

3] The cart moves on the

Lane / street / road

Circle and write Ans : \_\_\_\_\_

4] Does the ice-cream man sell any other thing other than the ice-creams ? What is it ?

Ans \_\_\_\_\_

### Q3 . MATCH THE RHYMING WORDS

<b>Brick</b>
<b>Cream</b>
<b>Cart</b>
<b>Down</b>
<b>Round</b>
<b>Sight</b>
<b>Cool</b>
<b>flower</b>
<b>rose</b>
<b>cone</b>

<b>Nose</b>
<b>Town</b>
<b>Fool</b>
<b>Sick</b>
<b>Lone</b>
<b>Tower</b>
<b>Dream</b>
<b>Part</b>
<b>Bright</b>
<b>found</b>

#### ANSWERS

1] brick = sick

2] \_\_\_\_\_

3] \_\_\_\_\_

4] \_\_\_\_\_

5] \_\_\_\_\_

6] \_\_\_\_\_

7] \_\_\_\_\_

8] \_\_\_\_\_

9] \_\_\_\_\_

10] \_\_\_\_\_

#### **Q4. DIALOGUE-WRITING**

**Imagine you go to an Ice-cream man to buy an ice-cream.**

**Write the dialogues between you and the ice-cream man. Begin like this.**

*Ice-cream Man* : Cool , creamy ice-cream ! take your ice-cream !

*You* : Hello ! Ice-cream Man . Wait I want to buy one ice-cream

**Ice-cream Man** \_\_\_\_\_

**You** \_\_\_\_\_

**Ice-cream Man** \_\_\_\_\_

**You** \_\_\_\_\_

**Ice-cream Man** \_\_\_\_\_

**You** \_\_\_\_\_

**Ice-cream Man** \_\_\_\_\_

You \_\_\_\_\_

## **ICECREAM MAN**

**CLASS 5 ENGLISH SANGEETA BASU PRT, K V O F DUMDUM**

### **ACTIVITIES**

#### **ACTIVITY -1**

Youtube link [https://youtu.be/ir\\_7AFy8ass](https://youtu.be/ir_7AFy8ass)

Facebook link <https://youtu.be/-WL6VBYXSFA>

Please watch the videos for better comprehension. Hope it helps you.

#### **ACTIVITY -2**

DO THE WORKSHEETS PLANNED AND GIVEN

#### **ACTIVITY – 3**

In group of four , Students are asked to prepare at least two questions from the poem.

#### **ACTIVITY -4**

REPORT WRITING----Students go to the Ice cream man's shop[ to know about the different flavours , brands and rates of ice-cream] observe and write a report and present it to the class .

## ACTIVITY – 5

RECITATION OF THE POEM

## ACTIVITY - 6

DIALOGUE-WRITING

Imagine you go to an Ice-cream man to buy an ice-cream.

Write the dialogues between you and the ice-cream man. Begin like this.

Ice-cream Man : Cool , creamy ice-cream ! take your ice-cream !

You : Hello ! Ice-cream Man . Wait I want to buy one ice-cream

Ice-cream Man : \_\_\_\_\_

You : \_\_\_\_\_