

Ice-cream Man

CBSE, English, Class 5, Unit 1

Appreciating the beauty of Language...

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English-grade V

Ice-Cream man-

This lesson plan,

How children enjoy when they see an ice cream man

The different flavors of ice creams

Prior Knowledge:

- ❖ Seasonal activities for summer and winter.

Learning Objectives:

Listening

- ❖ To give learners an opportunity to listen to sounds and appreciate the rhythm and music of rhymes. Speaking
- ❖ To enable learners to relate pictures with appropriate words and thereby provide understanding of the Language-Beauty of the poem.
- ❖ To narrate his/her experiences.
- ❖ To take part in group activity.

Reading

- ❖ To read the lyrics and enjoy the poem.

Writing

- ❖ To build on learners, readiness for writing.

Specific Objectives:

- ❖ To read and take pleasure in the poem for its rhyming words.
- ❖ Appreciate language; listen to the music of the poem, the stress, pause and intonation.
- ❖ Widen listening and speaking skills all the way through reading and repetition.
- ❖ Give opportunity to children to articulate themselves in various ways like role-play.
- ❖ To facilitate language learning through objects familiar to the children.

Major concepts:

- ❖ Main idea of the poem- About the Ice cream Man and things he sells.

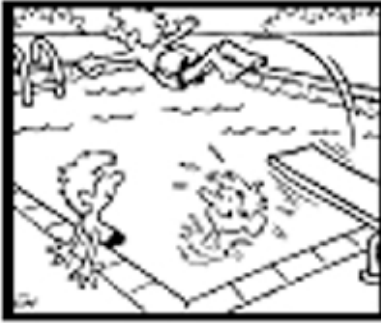
Learning Resources:

Activity sheets with pictures-Low cost materials (paper cups) - Authentic materials (Newspaper, color papers, ENO) - Word Cards/Word Chart.

Before 5E:

Divide the whole class into multiple groups as per the norms of grouping strategies. Here there are four groups.

Summer



Winter



ENGAGE

Teachers' Initiative

- ❖ Teacher divides a part of board into two (Summer and winter)
- ❖ In random, asks each one in the group to pick up any picture card (with double side tape behind it) kept on the table.
- ❖ Gives a whistle/clap sound.
- ❖ Asks students to rush to the board to place it as per the heading.

Suggested Queries:

1. Write the names of things/activities below the picture.
2. What is cold, sweet and creamy and wonderful to eat in summer?
3. Who sells ice cream? Or where do you

go and get ice cream?

4. Do all the ice creams look same in colour/taste?
5. What sound do you hear when an ice cream vendor comes to your street?
6. Who is more interested in ice creams? (elders or children)

Learners' Activity

- ❖ Student recalls prior knowledge of seasonal activities.
- ❖ Identifies the picture taken and relate it to the summer/winter activity and sticks to the board.
- ❖ Reflects to the teachers queries by answering orally and by writing.

Sample scene of engage stage:

Assessment: Teacher assesses the children's curiosity and interest to take part in the activity,

how children reproduce their previous knowledge about the seasons and share the experience of eating the ice cream.

EXPLORE

Task 1:- Scene of the ice cream is explored by the children. They read the words given in the clue box in activity sheet and label the parts.

Teachers' Initiative

Teacher displays the word chart and gives reading-cum-writing activity sheet to all in each group. She asks students to read out the clues and to label the parts asked for.

Learners' Activity: Children notice the picture read the words, write the names of the things asked to label and gets an idea of illustration of an Ice-cream man.

Assessment: Teacher assesses whether children read the words correctly and label for the picture.

Task 2: (Synonym of mounds)

Teachers' Initiative: Teacher gives semi-circled cut old newspapers to each one in the group to make cone. (If it takes time, give them paper cups)

Gives waste color papers (gift wrappers/biscuit cover) to crush them as mounds of ice creams.

Learners' Activity

❖ Construct an ice cream cone. Describe the ice cream made in his own language (color, size, taste). Gets the meaning of mounds.

Assessment

Teacher assesses : Awareness in making an ice cream cone.

Task 3: (Synonym of frosty-fizz)

Teachers' Initiative: Teacher demonstrates the sound of fizz using ENO and water and asks

students to guess the sound. (Prevails upon them to drink fruit juices instead of cool drinks).

Suggested queries:

1. Where have you seen/heard this type of sound?
2. Is it similar to the sound of snake?
3. What can you see inside the water when Eno is added?
4. So what is the meaning of fizz: (bubbling sound, gushing of water from a tap, whirring of the fan, jingle of a bell, crushing of paper, shuffling of feet, dropping of a bag with a thud)

Learners' Activity

Students observe what happens and understands the meaning of fizz-bubbling/hissing sound and narrates the experience/incidents while drinking cool drinks.

Assessment

Teacher assesses

❖ Mind visioning of cool drinks where they could have seen the fizz. Hypothesize the meaning of fizz.

Task 4:

Teachers' Initiative

· Using the poem chart/text/by heart sings the poem in rhythm.

Asks students to repeat after.

Learners' Activity

- Students enjoy singing the poem.
- Enjoy reading the poem in future periods.

Assessment: Teacher assesses how children listen and repeat the poem / reproduce the same by repeated reading.

EXPLAIN

Task 1: Meanings for new words.

Prepare the children for new vocabulary by projecting two concept pictures like children gathering around an ice-cream man and bees swarming a flower. Ask children compare the pictures and express their views.

Learners' Activity

❖ Matches picture to picture. Understands the meaning of new words. Reads the meaning given in the text.

Task 2: (flavors And Fruits)

Teachers' Initiative: Teacher asks students to take any ice cream cones/cups done in explore stage. Asks them to imitate as if they taste an ice cream. Asks to say and explain why they chose the particular colored ice cream. (Flavor is to be explained)

Suggested Queries:

❖ Which fruit gives pink color to the ice cream? What is your favorite flavor

LEARNERS' ACTIVITY

Learner's Activity:

- ❖ Speaking about the color and flavor of the ice cream.
- ❖ Guessing the name of the fruit added to it.
- ❖ Reading out the flavors that the ice cream man had in his cart.
- ❖ Answers the 3rd question in pg 4 in the text. (Name the different flavors of ice creams that the Ice cream man had in his cart.)

Assessment

Teacher Assesses

- ❖ How they speak about the ice cream.

- ❖ The way they sort the flavor.
- ❖ The reason for their favorite flavor.

Task 3: (Comparison of cart and children & ice cream and flowers)

Teachers' Initiative

- ❖ Teacher shows the picture chart used earlier in the explain stage to each group if possible.
- ❖ Asks to make a comparative study

Suggested queries:

1. Who are standing around the cart?
2. What do you see around the flower?
3. Why are children attracted towards the cart?
4. Why are bees attracted towards the flower?

Learners' Activity

- ❖ Students compare the pictures. Discuss in their groups. Explain the comparison made by the poet.
- ❖ Answers the 4th question in pg 4 in the text.
- ❖ What is the ice cream cart compared to in the poem?

Assessment: Teacher assesses how children compare and reproduce the inference and how they conclude that the comparison made was appropriate.

ELABORATE

Teachers' Initiative: Teacher asks students to say some of the sellers whom they see on the streets.

Eg. Balloon man, Soan papdi seller, Panjumittai seller, Bangle seller, Sundal seller, Popcorn seller etc.

Gives an activity sheet to each group to write the similarities and differences between Ice cream man and Pop corn seller.

Asks to think of some other items where the flavors are added for taste or color. Eg. Cake, candy, jelly etc.

Learners' Activity: Students observe the picture. Discuss, fill and write their answers in a Venn diagram. Come up with examples of jellies, candies and cakes they have seen in shops and TV advertisements.

Assessment : Teacher assesses points given by the children in differentiating while discussing. Creative writing in the Venn diagram. Assesses their application levels

EVALUATE

Teachers' Initiative

- ❖ Teacher provides activity sheet to match the flavor and color of the ice creams.
- ❖ Gives differentiating activity sheet of indoor and outdoor activities in summer.

Learners' Activity: Students match and write the flavor. Differentiate the activities and read the phrases and number them as per the pictures.

Assessment

Teacher Assesses : Matching colors and names of the flavors. Reading the phrases relating to the season. How students categorize the activities as indoor and outdoor.



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