

Lesson Plan/ Learning Plan	
Topic- Poem—Wake-Up	Grade: IV
Concept (If Applicable)	
<u>Mapping of skills/competencies/attitudes :</u> <i>(Skills/competencies/attitudes that a teacher plans to develop through the learning engagements)</i>	Competencies: Communication, Creativity, Critical thinking, Citizenship, collaboration Attitudes: respect and love , Creativity, Curiosity, Enthusiasm Skills: , Communication skills
Lesson Plan Duration :	3 days
Learning Engagements for Active Learning:	Provoking questions, Reciting in chorus.
Questioning Technique/s to be Used :	1. Probing Questions 2. Recital
Learning objectives: By the end of the topic, the learners would be able to: 1. Recite the poem with voice modulation and comprehend the text . 2. Understand the message being conveyed and spread the message of getting up early in the morning. 3. Feel grateful and thankful for what they have	
Annexure 1 (Kolb's Model)	
Connecting to Prior knowledge <i>(How do you check what learners already know?)</i>	Day 1: i)The facilitator will start the class with a set of questions: Ques.1 At what time you wake up?

	Ans.I wake up at 5:30 am. Ques.2 Who wake you up? Ans.My mother wakes me up. Ques.3 What do you do first after getting up? Ans.After getting up I wish my parents good morning. ii) Responses to this kind of questions will help the students towards a thought that all children should get up early C-Critical Thinking-rubrics reflect critically
Resources Required:	Blackboard, Smartboard, PPT, Literary Reader
Implementation of lesson plan - Stage 1	
	Day 1: (Learning engagement 1 The Question -Induction will enable the students to feel the importance of ‘Early to bed and early to rise’ for all living creatures. ii)a PPT will be shown with examples of how beneficial it is to get up early. iii) The facilitator will now recite a poem ‘Wake-Up’ with the students listening attentively. <u>Great emphasis will be laid on voice modulation to enable the students catch the mood of the poem.</u> iv)After the recital of the poem twice , the students will be asked a few relevant questions to test the understanding- a) Who has composed the poem - b)What is the poem about? c) How is it important to get up early? - d)What do the children miss if they get up late? f) What is the mood of the poem? g) Does it tell you about the sounds of different animals? iv)The students will now recite the poem with the

	facilitator for enhancing the speaking skills v)Dictogloss- make a list of words which are new to them (in the notebook) Pause and Ponder:i) Find out about the poet, where does he live, her work . ii) discuss with your mother about the importance of getting up early. C-Critical Thinking- rubric Listens and reflect effectively C- Collaboration- rubric Work effectively with others.
Proceeding further <i>(What strategies will be used in the class to achieve the lesson objectives?)</i>	Day 2: i) After a brief introduction of the poet discussed ,it will be noted down in the notebooks. ii) The students will recite the poem in chorus . iii) they will now attempt a few questions in the notebook- like writing word meaning, rhyming word, a few multiple choice questions (all to make a good seep in of the content) ii)Sensitization—The students will now be probed - with whom do you feel connected in the poem and why? This will be first discussed taking responses , then it will be recorded in the notebooks under the heading- <u>“ Early to bed and early to rise” – with thoughts weaved - into love and care for all, with a plea to adopt the habit of getting up early in the morning. .</u> <u>A beautiful message taken and spread.</u> <u>iii) now all the students will write their names on a big portrait of a MORNING SUN and write a message ‘WE WILL GET UP EARLY’</u> <u>This will be then put up in the corridors for all to read.</u>

	C-Critical thinking-rubric Use various type of reasoning C-Creativity and Innovation-rubric Develops, implements and communicates new ideas. (Think gigantic)
Learning Logs <i>(How learners keep a track of what they are learning, includes reflections)</i>	notebook, the portrait in the corridor
Lesson Plan : Stage 2	
Formatives/Unit test <i>(How will the facilitator check for comprehension?)</i> <u>*Integration of Arts/ICT</u>	The work to be done individually , the responses and participation of the students.
Teacher Interventions <i>(Addressing the concerns and issues faced during the transactions)</i>	A developing habit of getting up early is to be monitored. All throughout the activities- the facilitator will keep a check that all students participate and clarify thoughts, While written work prompt where required Encourage students to do work with least help, editing and adding to enrich the vocabulary
Extending the Lesson Further <i>(Creating through Active experimentation)</i>	Day 3--As in the poem it has been said to enjoy the morning beauty. as students your contribution can be that you will get up early daily and enjoy the morning beauty and make a poster on it. This poster making will be done in the notebooks. A poster will be made and sent to the school authority through students' representatives (2) along with the facilitator . The AHAA moment! Our contribution! C- Citizenship-rubric

	Feel aesthetic beauty
Summative Assessment (<i>How will the facilitator check that learning objectives have been achieved?</i>)	
Day 6: • Poster making • Pen and Paper Test Communication- Communicates Clearly Critical Thinking- Use various type of reasoning Collaborate- collaborates effectively Creativity— Develops, implements and communicates new ideas. (Think gigantic) Citizenship-- Feel aesthetic beauty	