

Lesson Plan/ Learning Plan	
Topic- Neha's Alarm Clock	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>	Skills: Communication skills, Thinking skills Attitudes: Confidence, Cooperation, Creativity, Enthusiasm Competencies: Communication, Critical thinking
Lesson Plan Duration :	6 days
Learning Engagements for Active Learning:	Think-pair-share, Dictogloss, Brainstorming, Bluff
Questioning Technique/s to be Used :	1. Probing Questions 2. Hot seat
Learning objectives: By the end of the topic, the learners would be able to: • read the lesson and summarize it in their own words. • infer the meaning of unfamiliar words by reading them in context. • imbibe the value of kindness in their own self. • empathize with people and their circumstances	
Annexure 1 (Kolb's Model)	
Connecting to Prior knowledge <i>(How do you check what learners already know?)</i>	Day 1: The facilitator will ask a few probing questions in order to check the prior knowledge of the learners: Ques.1 At what time you sleep in night? Ans.10:00pm Ques.2 Do you know how to set alarm? Ans. Yes we know how to set alarm . Ques.3 Do you get up at once when alarm ring? Ans .No
Resources Required:	Blackboard, Smartboard, Strip cards, Coursebook, dictionary, Word file, Chart paper
Implementation of lesson plan - Stage 1	
	Day 1: (Learning engagement 1) Think-pair-share: The facilitator will ask the children to

	pause and ponder over their last act of kindness. They will then form pairs and discuss their ideas with each other. After some time, the partners will be called to share the same with the rest of the class. Day 3: (Learning engagement 1) Frayer's Model The facilitator will ask the learners to define the target vocabulary words and apply this information by generating examples and non- examples. This information will later be placed on a chart that is divided into four sections to provide a visual representations to learners. Frayer Model <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50%; height: 150px; vertical-align: top;">Definition</td><td style="width: 50%; height: 150px; vertical-align: top;">Characteristics</td></tr> <tr> <td style="width: 50%; height: 150px; vertical-align: bottom;">Examples</td><td style="width: 50%; height: 150px; vertical-align: bottom;">Non-examples</td></tr> </table> WORD	Definition	Characteristics	Examples	Non-examples
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Proceeding further <i>(What strategies will be used in the class to achieve the lesson objectives?)</i>	Day 1: (Learning engagement 2) Dictogloss: The facilitator will conduct one round of Model reading of the lesson ‘Neha’s Alarm Clock’ in the class. The learners will be asked to write down the key words and then later reconstruct the text in their own words. Day 2: (Learning engagement 1) Brainstorming: The facilitator will ask the learners to think about the things that they have and are they satisfied with it..This activity will be followed by a loud reading session by each student in the class with proper stress, intonation and pronunciation of words. (Roll number wise) C : Communication-Communicates Clearly <u>RUBRICS</u> • Listens effectively to decipher meaning, including knowledge, values, attitudes and intentions. • Uses communication for a range of purposes (e.g. to				

	inform, instruct, motivate and persuade).																						
Learning Logs <i>(How learners keep a track of what they are learning, includes reflections)</i>	Day 3: The learners will find the meaning of the difficult words from the dictionary and jot them down in their notebook. Word Meanings <table> <tr> <th>Word</th><th>Meaning</th></tr> <tr> <td>1. Snuggles</td><td>Go to sleep</td></tr> <tr> <td>2. Mutters</td><td>To whisper</td></tr> <tr> <td>3. Window sill</td><td>Window panel</td></tr> <tr> <td>4. Relax</td><td>To calm down</td></tr> <tr> <td>5. Blanket</td><td>A woolen covering</td></tr> <tr> <td>6. Imagine</td><td>Assume</td></tr> <tr> <td>7. Pillow</td><td>Cushion</td></tr> <tr> <td>8. Escape</td><td>To hide, run away</td></tr> <tr> <td>9. Chirping</td><td>Sound of bird</td></tr> <tr> <td>10. Tomorrow</td><td>The next day</td></tr> </table> Day 4: The facilitator will ask the students to pen down their own sentences in their learning log after the discussion and correction (grammatical error/ sentence formation). Frame Sentences 1. Snuggles 2. Mutters 3. Window sill 4. Relax 5. Blanket 6. Longer 7. Asthana 8. Imagine 9. Pillow 10. Covering 11. Tomorrow 12. Chirpy 13. Escape Day 4: The facilitator will write the selected set of difficult words on the board and ask the children to come up with their own sentences. The facilitator will also ask the children to summarize the lesson in their own words and then later ask them to solve some comprehension-based exercises.	Word	Meaning	1. Snuggles	Go to sleep	2. Mutters	To whisper	3. Window sill	Window panel	4. Relax	To calm down	5. Blanket	A woolen covering	6. Imagine	Assume	7. Pillow	Cushion	8. Escape	To hide, run away	9. Chirping	Sound of bird	10. Tomorrow	The next day
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Lesson Plan : Stage 2																							
Formatives/Unit test	Day 2: (Individual Practice)																						

<i>(How will the facilitator check for comprehension?)</i> <u>*Integration of Arts/ICT</u>	The facilitator will ask the learners to spend a day without a clock and briefly describe their daily routine? Prepare a Word file showcasing your reaction. Critical Thinking- Uses Systems Thinking <u>RUBRICS</u> • Uses various types of reasoning as appropriate to the situation. • Effectively analyzes and evaluates major alternative points of view. While the learners are reading aloud the facilitator will assess the reading style and level of the learner. Also with the help of the questioning technique (Hot Seat) the understanding of the learner will be checked.
Teacher Interventions <i>(Addressing the concerns and issues faced during the transactions)</i>	Day 2: The facilitator will assist the students who struggle with pronouncing big and difficult words. Also encourage children to refer a dictionary if they are not able to comprehend a word. Day 3: While making varied sentences the teacher will guide and intervene in case of wrong sentence formation or any grammatical error. The students will then be asked to reframe their sentences with little help provided by the facilitator. Diagnosis: PCC classes
Extending the Lesson Further <i>(Creating through Active experimentation)</i>	Day 4: (Individual Practice) (AHAA Moment) The facilitator will ask the learners to make a time table of daily routine work and write how particular you were to follow the routine. (Beginning, middle and end)
Summative Assessment (How will the facilitator check that learning objectives have been achieved?)	
Day 6: • Pen and Paper Test	