

| VLesson Plan/ Learning Plan                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                         |
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| <b>Topic-</b> Poem—Bird Talk by Aileen Fisher                                                                                                                                                                                                                                                                                                                               | <b>Grade:</b> III                                                                                                                                                                                                                       |
| <b>Concept (If Applicable)</b>                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                         |
| <b><u>Mapping of skills/competencies/attitudes :</u></b><br><i>(Skills/competencies/attitudes that a teacher plans to develop through the learning engagements)</i>                                                                                                                                                                                                         | Competencies: Communication, Creativity, Critical thinking, Citizenship, collaboration<br><br>Attitudes: respect and love , Creativity, Curiosity, Enthusiasm<br><br>Skills: , Communication skills                                     |
| <b>Lesson Plan Duration :</b>                                                                                                                                                                                                                                                                                                                                               | 3 days                                                                                                                                                                                                                                  |
| <b>Learning Engagements for Active Learning:</b>                                                                                                                                                                                                                                                                                                                            | Provoking questions, Reciting in chorus.                                                                                                                                                                                                |
| <b>Questioning Technique/s to be Used :</b>                                                                                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li><b>1. Probing Questions</b></li> <li><b>2. Recital</b></li> </ol>                                                                                                                                |
| <b>Learning objectives:</b><br><br><b>By the end of the topic, the learners would be able to:</b> <ol style="list-style-type: none"> <li>1. Recite the poem with voice modulation and comprehend the text .</li> <li>2. Understand the message being conveyed and spread the message of love and care,</li> <li>3. Feel grateful and thankful for what they have</li> </ol> |                                                                                                                                                                                                                                         |
| Annexure 1 (Kolb's Model)                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                         |
| <b>Connecting to Prior knowledge</b><br><i>(How do you check what learners already know?)</i>                                                                                                                                                                                                                                                                               | <b>Day 1:</b><br>i)The facilitator will start the class with a set of questions:<br><b>Ques.1 Have you seen the talking birds?</b><br><br><b>Ans.</b> Eyes<br><br><b>Ques.2 Which bird can speak like us?</b><br><br><b>Ans -Parrot</b> |

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|                                                | <p>ii) Responses to this kind of provoking questions will stimulate the students towards a thought that how birds can also communicate..</p> <p><b>C-Critical Thinking-rubrics<br/>reflect critically</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Resources Required:</b>                     | Blackboard, Smartboard, PPT, Literary Reader                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Implementation of lesson plan - Stage 1</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                | <p><b>Day 1:</b> (Learning engagement 1</p> <p>The Question -Introduction will enable the students to feel the importance of birds.</p> <p>ii)a PPT will be shown with examples</p> <p>iii) The facilitator will now recite a poem ‘Bird Talk’ with the students listening attentively.</p> <p><b><u>Great emphasis will be laid on voice modulation to enable the students catch the mood of the poem.</u></b></p> <p>iv)After the recital of the poem twice , the students will be asked a few relevant questions to test the understanding-</p> <ul style="list-style-type: none"> <li>a) Who has composed the poem</li> <li>b)What is the poem about?</li> <li>c)The characters in the poem</li> <li>d)How do you feel for the characters in the poem?</li> <li>f) What is the mood of the poem?</li> </ul> <p>iv)The students will now recite the poem with the facilitator for enhancing the speaking skills</p> <p>v)Dictogloss- make a list of words which are new to them ( in the notebook)</p> <p>Pause and Ponder:i) Find out about the poetess, where does she live, her work .</p> |

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|                                                                                                                              | <p><b>C-Critical Thinking- rubric</b></p> <p><b>Listens and reflect effectively</b></p> <p><b>C- Collaboration- rubric</b></p> <p><b>Work effectively with others.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Proceeding further</b></p> <p><i>(What strategies will be used in the class to achieve the lesson objectives?)</i></p> | <p><b>Day 2:</b></p> <p><b>i) after a brief introduction of the poet discussed ,it will be noted down in the notebooks.</b></p> <p>ii) The students will recite the poem in chorus .</p> <p>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)</p> <p>ii)Sensitization—The students will now be probed - with whom do you feel connected in the poem and why?</p> <p>This will be first discussed taking responses , then it will be recorded in the notebooks under the heading-</p> <p>The main aim of this Unit is to sensitise the child and make her/him feel about the birds and other natural things. These expressions of inner feelings are not to be judged/labelled but may only be heard, seen and shared by you</p> <p><b><u>A beautiful message taken and spread.</u></b></p> <p><b><u>iii) now all the students will write their names on a chart and write a message ‘RESPECT NATURE AND LOVE ALL THE ANIMALS AND BIRDS. will be then put up in the corridors for all to read.</u></b></p> <p><b>C-Critical thinking-rubric</b></p> |

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|                                                                                                                                                | <p><b>Use various type of reasoning</b></p> <p><b>C-Creativity and Innovation-rubric</b></p> <p><b>Develops, implements and communicates new ideas. ( Think gigantic)</b></p>                                                                                                                                                                                                                                                               |
| <p><b>Learning Logs</b><br/> <i>(How learners keep a track of what they are learning, includes reflections)</i></p>                            | <p><b>notebook, the portrait in the corridor</b></p>                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Lesson Plan : Stage 2</b></p>                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Formatives/Unit test</b><br/> <i>(How will the facilitator check for comprehension?)</i><br/> <u><i>*Integration of Arts/ICT</i></u></p> | <p>The work to be done individually , the responses and participation of the students.</p>                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Teacher Interventions</b><br/> <i>(Addressing the concerns and issues faced during the transactions)</i></p>                             | <p>A developing sense of contentment for all is to be monitored.</p> <p>All throughout the activities- the facilitator will keep a check that all students participate and clarify thoughts,</p> <p>While written work prompt where required</p> <p>Encourage students to do work with least help, editing and adding to enrich the vocabulary</p>                                                                                          |
| <p><b>Extending the Lesson Further</b><br/> <i>(Creating through Active experimentation)</i></p>                                               | <p>Day 3-- Lacking vocal cords, birds are thought to make tones and sounds using throat muscles and membranes – the syrinx in particular. Pet birds can be taught to speak by their owners by mimicking their voice. If then introduced to wild birds, the wild birds may also mimic the new sound.</p> <p>By knowing this fact students will be delighted.</p> <p><b>C- Citizenship-rubric</b></p> <p><b>Feel socially responsible</b></p> |

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| <b>Summative Assessment</b> ( <i>How will the facilitator check that learning objectives have been achieved?</i> )                                                                                                                                                                                                                                                                                                              |  |
| <b>Day 6:</b> <ul style="list-style-type: none"> <li>• Letter drafting</li> <li>• Pen and Paper Test</li> </ul> <b>Communication-</b> Communicates Clearly<br><b>Critical Thinking-</b> Use various type of reasoning<br><b>Collaborate-</b> collaborates effectively<br><b>Creativity—</b> Develops, implements and communicates new ideas. ( Think gigantic)<br><b>Citizenship--</b> Feel socially responsible towards nature |  |