

Lesson Plan/ Learning Plan	
Topic- Poem-If I Were an Apple	Grade: I
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, imagination 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 free thinking and expressions. 3. Feel happy to imagine himself / herself to be an apple and offer itself to eat.	
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 show an apple tree and start the class with a set of questions: Ques.1 Do you know what tree it is? Elicit response and write: Ans. It is an apple tree. Ques.2 Where is the boy?

	Ans. The boy is under apple tree . Ques.3 Where does an apple grow ? Ans. The apple grow on tree. Ques.4 How can the boy get the apple? Ans. The boy can climb on the tree. / The boy can shake the tree. / The boy can ask the tree. ii) Responses to this kind of questions will help the students towards a thought that all children should go to park and play and relax under the shade of the green tree. C-Critical Thinking, imagination-rubrics reflect critically
Resources Required:	Blackboard, Smartboard, PPT, Literary Reader
Implementation of lesson plan - Stage 1	
	Day 1: (Learning engagement 1) Students could be asked to observe a tree for an hour and draw the things they have observed. After children have drawn the object, the related vocabulary could be introduced. (i)The Question -Introduction will enable the students to imagine the children in various forms and imagine what would be happen. ii) A colorful PPT will be shown to students that how they would behave if they would do as same to their imagination. iii) The facilitator will now recite a poem ‘if I were an apple’ 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- - Who has composed the poem? - What is the poem about? - How is it important to love others? - What is the mood of the poem?

	e) Does it tell you about the different moods? 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 to help others. 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>“If I Were an Apple” – , with a plea to adopt the habit of help others everyday and staying happy</u> ∴ <u>A beautiful message taken and spread.</u> iii) The teacher could draw the outline of a huge tree on a chart paper and students could be asked to paste their pictures in the appropriate places. We can create a worksheet similar to the activity mentioned above. The worksheet can have images

	and students have to identify and write the names under the picture. This activity could also been done in the reverse order, where the words are given in the worksheet and the students have to depict there . <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 imagination 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 conveyed to help others and stay happy. Teacher could show a set of cards with animals or things in it. She could ask them questions based on the cards. For example, what would you do if you were a fish? Students will frame sentences in the following format - If I were a fish. I would swim. The following vocabulary could be introduced through this activity. The narration can be recorded and sent to the school authority through student's representatives 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	