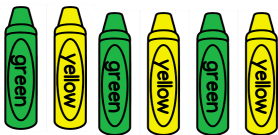
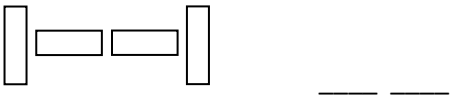
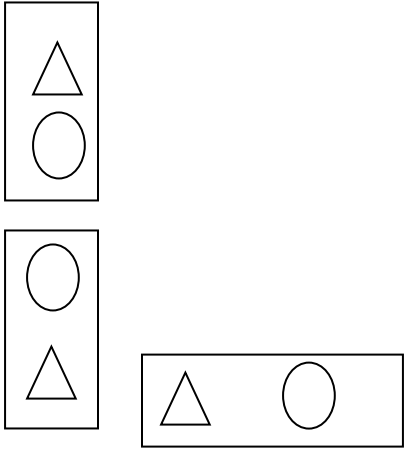


Lesson Plan/ Learning Plan	
Topic- Patterns	Grade: 3
Concept (If Applicable)	Sequential thinking
<u>Mapping of skills/competencies/attitudes:</u> <i>(Skills/competencies/attitudes that a teacher plans to develop through the learning engagements)</i>	Competencies: -, communication, creativity, character Skills: - Thinking skills, creativity Attitudes: - enthusiasm, creativity
Lesson Plan Duration: <i>(flexible based on the requirements of the topic)</i>	3-4 days
Learning Engagements for Active Learning: <i>(examples: KWL chart, Brainstorming, Bundling, Pair-share, Role-play, PPTs, Audio-Video ,live objects from the classroom, Reflections)</i>	<i>Think Pair share</i> <i>Objects from the classroom</i> <i>Brainstorming</i>
Questioning Technique/s to be Used : <i>(Probing/Comprehension/Simple/Multiple choice, open-close ended)</i>	Probing questions Simple questions Open-close ended
Learning objectives: • Observes, extends and creates patterns of shapes/ objects/numbers	
Annexure 1 (Kolb's Model)	

Connecting to Prior knowledge <i>(How do you check what learners already know?)</i>	The facilitator will check their prior knowledge by asking them to tell the sequence of their day's routine or bathing activity. The facilitator will further have class discussion on • Do they follow the same sequence every day? • How many times do they repeat any activity or routine ? • What if you have to do any routine/activity continuously for 2 to 3 times. Like at bath time we put water, use soap, then shampoo hair, put water, pat dry with towel, wear clothes. • What sequence do you follow while getting dressed up for school? • Wear shirt/skirt or pant/ socks, belt, shoes After classroom discussion the facilitator will conclude that when we repeat/extend any routine or activity it is called pattern.
Resources Required:	Concrete objects, cutouts,crayons, chartpaper
Implementation of lesson plan - Stage 1	
	DAY 1 Introduction of Pattern with concrete objects- Joyful moment - enthusiasm The facilitator will ask the learners to create a pattern using their colours. (Creativity and sequential thinking)  They can create any pattern they want to, using their own creativity. Rubric:

	Is open and responsive to new and diverse perspectives. Incorporates feedback in to the work. Day 2 After this the facilitator will distribute pebbles, leaves, match sticks, twigs on each table . The learners will now follow the given pattern  . Rubrics: Making judgements Effectively synthesizes and makes connection.
Proceeding further <i>(What strategies will be used in the class to achieve the lesson objectives?)</i>	Day 3 The facilitator will give strips of different shapes arranged in a sequence like square, circle, triangle, square,..... The facilitator will give learners some shape cutouts and learners have to complete it. (Character, creativity)  Rubrics - Thinks sequentially and complete the pattern - Works enthusiastically and happily Day 4 The facilitator will make some patterns on the board and students will copy and complete it.

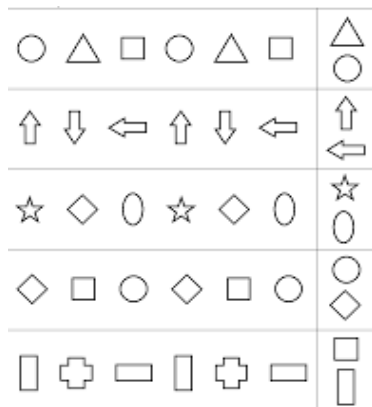
	Complete the pattern.- a)  a)  b)  c) Rubrics • Pays attention and exhibits self-control • Complete the pattern by using observation skills and sequential thinking skills.
Learning Logs <i>(How learners keep a track of what they are learning, includes reflections)</i>	<i>Independent Practice</i> <i>Bingo</i> <i>worksheets</i>
Lesson Plan : Stage 2	
Formatives/Unit test <i>(How will the facilitator check for comprehension?)</i> <u>*Integration of Arts/ICT</u> <i>(leads to creation, generates interest, builds curiosity, emotional connect through performing Arts leading to AHAA moment!)</i>	The facilitator will assess day 3 as FORMATIVE TEST (Integration of art) The facilitator will give strips of different shapes arranged in a sequence like square, circle, triangle, square,..... The facilitator will give learners some shape cutouts and learners have to complete it. (Character, creativity)

	 Rubrics • Thinks sequentially and complete the pattern • Works enthusiastically and happily
Teacher Interventions <i>(Addressing the concerns and issues faced during the transactions)</i>	• The facilitator will observe the learners who are unable to create or extend patterns and give them different concrete objects . only 2 in the starting. • The facilitator will give extra worksheet to students
Extending the Lesson Further <i>(Creating through Active experimentation)</i>	The facilitator will give learners strips with 2 shapes in each. Learners have to make domino by making a pattern that two adjacent shapes should be alike. 
Summative Assessment (How will the facilitator check that learning objectives have been achieved?)	

- *Pen paper Test*

The facilitator will ask the learners to observe the pattern and complete by circling the correct one.

Circle the correct pattern in each row:



Rubrics

Able to observe and think sequentially to complete the pattern.

*Some points to be kept in mind while planning the lessons.
Kindly go through them so that all of us are in sync.*

1. **Do not copy the activities from the textbook.**
2. *The Day plan that we make must be realistic. (can't have too many learning engagements in a single day)*
3. *Every day need not start with an activity. Engagement necessarily does not mean a classroom activity.*
4. **Real life connect is the most important factor to be kept in mind.**
5. *The final stage should lead to creativity.*
6. *Try not repeating similar activities in each LP. (role-plays, quizzes being the most common as per observations)*
7. **Integration of Arts (performing/Visual) as well as ICT is looked forward to.**

8. *Kolb's model needed for each LP*
9. *How the facilitator takes the learner to the learning outcome through the engagement **must reflect**.*
10. ***Connection, Creativity, Humour, involvement of emotion, Curiosity, Discovery.....are the factors that must be kept in mind***
11. *Give a brief description about the activity type taken as glossary is required.*
12. *AHAA moment can occur anytime during the lesson as the child creates or builds his own knowledge. (pls mention)*

Example :

Show and tell : This activity generates interest in the learner. The facilitator allows the learner to pick any object/s related to the concept and speak about it. It helps in building communication skills along with confidence.