

Lesson Plan/ Learning Plan	
Topic- Poem-Our Tree	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 :	4 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 see the growing sapling in kitchen garden and school garden. 4. Feel happy and loving with mother nature.	
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 indicate a tree in school garden and start the class with a set of questions: Ques.1 Where do the birds live? Ans. Birds live in the nest.

	Ques.2 Where do they make nest? Ans. They make nest on a tree . Ques.3 where does the fruits grow ? Ans. The fruits grow on tree. Ques.4 How can you get the fruit ? Ans. We can climb on the tree. / We can shake the tree. / We 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&2 : (Learning engagement 1) Students could be asked to observe a tree for an hour and draw the things they have observed. The teacher will show some pictures and ask them to circle the things they can find on a tree. (i)The Question -Introduction will enable the students to imagine in various forms and think what they can get from tree. ii) A colourful PPT will be shown to students that what they get from trees and how useful are they for human being. iii) The facilitator will now recite a poem ‘Our Tree’ with the students listening attentively. <u>Great emphasis will be laid on voice modulation to enable the students catch the mood of the</u>

	<u>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 love nature? d) 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 trees . 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 3: 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>“Our Tree” – , with a plea to adopt the habit to love everything and habit to take care for plants .</u> <u>:</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 draw different things they get from trees and 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 4--As in the poem it has been conveyed to take care of trees and plants and stay happy. Teacher will bring some seeds and dispose them in the school garden and children will water them daily . After 4 days a sapling will be there and children will speak how they germinated their plant. 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: • Draw and introduce the things we get from trees. • Germination of a plant. • 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	