

Lesson Plan/ Learning Plan	
Topic- Poem-A Kite	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, imagination. Attitudes: respect and love , Creativity, Curiosity, Enthusiasm 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 imagine freely. 3. Feel happy and thankful for having a beautiful kite and imagine to fly freely like that .	
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 start the class with a set of questions: Ques.1 Have you seen a kite ? Ans. I have seen a kite. Ques.2 where did you see the kite? Ans. I saw it in the sky .

	Ques.3 What did you feel when you see the kite ? Ans. I feel joyful when I see kite in the sky. ii) Responses to this kind of questions will help the students towards a thought that they would be like a kite and fly like that. It would be so beautiful. C-Critical Thinking-rubrics reflect critically
Resources Required:	Blackboard, Smartboard, PPT, Literary Reader
Implementation of lesson plan - Stage 1	
	Day 1: (Learning engagement 1) (i)The Question -Introduction will enable the students to feel the importance of “playing and imagine themselves different” for all the children. ii) A PPT will be shown with examples of how the boy is imaging himself as a kite . iii) The facilitator will now recite a poem ‘A Kite’ 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- a) Who has composed the poem? b) What is the poem about? c) How is it joyful to be a kite ? d) What do the children miss if they don’t play with kites ? e) What is the mood of the poem? f) 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 imagination to be a kite. 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>“A Kite” – , with a plea to feel that they can move anywhere with the blow of breeze.. .</u> <u>A beautiful message taken and spread.</u> iii) Now all the students will make a kite with the help of paper and write a message ‘kite my friend’. <u>These tiny kites will be then put up in the corridors for all to see .</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 and think differently will be enhanced. 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 said to love all and feel the breeze as it move all over the earth. as students your contribution can be that you will think and imagine and play daily and enjoy the cool wind in the garden and make a kite there. This kite making process will be done in the notebooks. A kite will be made and students will bind a string with it 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: • Kite 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	