

Lesson Plan/ Learning Plan	
Topic- Poem-One Little Kitten	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 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 playing and staying healthy. 3. Feel happy and thankful for having a green tree which gives shade.	
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 How many creatures are there in this poem? Ans. There are fifteen creatures Ques.2 Where do the fish live? Ans. Fish lives in water. Ques.3 Are the seals Happy? Ans. Yes seals are happy according to the poem. 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-rubrics reflect critically
Resources Required:	Blackboard, Smartboard, PPT, Literary Reader
Implementation of lesson plan - Stage 1	
	Day 1: (Learning engagement 1) (i)The Question -Induction will enable the students to feel the importance of learning number names, animal names and adjectives used in this poem” for all the children. ii) A PPT will be shown with examples of how beneficial it is to play with numbers and learn number names. iii) The facilitator will now recite a poem ‘One Little Kitten” 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 be happy? - What do the children miss they don’t learn

	number names? e) What is the mood of the poem? f) Does it tell you about the different numbers? 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 learning number with animal names. 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>“One Little Kitten” – with a plea to adopt the habit of playing and learning with numbers and animal names.</u> <u>A beautiful message taken and spread.</u> iii) Now all the students will make a sheet using mother’s BINDI and write a number along with it and put number of BINDIS according to the

	increasing numbers-1 to 15. <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 (How learners keep a track of what they are learning, includes reflections)	notebook, the portrait in the corridor
Lesson Plan: Stage 2	
Formatives/Unit test (How will the facilitator check for comprehension?) <u>*Integration of Arts/ICT</u>	The work to be done individually, the responses and participation of the students.
Teacher Interventions (Addressing the concerns and issues faced during the transactions)	To Develop learning habit, to learn number names and animal names is 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 (Creating through Active experimentation)	Day 3--As in the poem it has been said to play and stay happy. As students your contribution can be that you will learn number and animal names and enjoy the process of learning and make a chart on it. This chart making will be done in the notebooks. A chart will be made 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: • Chart 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	