

Lesson Plan/ Learning Plan	
Topic-Lalu and Peelu	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>	Skills-Thinking, Communication, Social Competencies—Creativity, Communication, Critical thinking, Collaboration, Character Attitudes- Enthusiasm, Cooperation, empathy
Lesson Plan Duration : <i>(flexible based on the requirements of the topic)</i>	6 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>Brainstorming, Pair-share, Story Map, PPT audio-video, ticket out the door.</i>
Questioning Technique/s to be Used : <i>(Probing/Comprehension/Simple/Multiple choice, open-close ended)</i>	Probing, simple/ Multiple choice Comprehension, Open-close ended
Learning objectives: By the end of the topic, the learners will be able to: <i>(write in pointers, use verbs from Bloom's Taxonomy)</i> - Identify and list new words after reading the lesson aloud with correct pronunciation. - Memorize new vocabulary and make sentences based on their understanding of the tricky words from the lesson. - Infer and complete comprehension-based exercises and vocabulary tasks. - Paraphrase and narrate the story in their own words.	
Annexure 1 (Kolb's Model)	
Connecting to Prior knowledge <i>(How do you check what learners already know?)</i>	Provocative questions 1 Have you seen mother hen and chicks? 2. How many hen and chicks are there in the story? 3. What kind of noise they make?

	4. Have you ever a hen grains to eat? 5. What did you feel when you see small chicks?
Resources Required:	Course book, Board, marker, A-4 sheet, pictures of animals, notebook
Implementation of lesson plan - Stage 1	
	Day 1 Lalu and Peelu-Through this strategy the students are given some situations to discuss and share in a group. Through this activity the facilitator gets multiple possible responses or solutions. I . What do you do when you see so many chicks? II. Why Lalu started screaming? III. Name the chicks in the story? Q2. Do you feel excited after watching the chicks playing? Q 3. Who like yellow things in the story? After that they will further discuss with the facilitator the pictures given in the book to extract an outline of the story. This will be followed by the model reading of the story by the facilitator and the students will listen to it attentively. Critical Thinking- Uses various types of reasoning to handle the situation and to create the things as per their imagination. Communication- Communicates clearly and effectively.

	Collaboration- Collaborates well for appropriate listening and speaking skills. Day 2 Chunk Reading by the students. Small portion read and explained by the students. Communication- Communicates clearly and effectively. Day 3: The facilitator will list down the difficult words from the lesson on the board with their meaning. (Guided Practice)
Proceeding further <i>(What strategies will be used in the class to achieve the lesson objectives?)</i>	Day 1: (Learning engagement 2) Dictogloss: The facilitator will conduct one round of Model reading of the lesson in the class with correct pronunciation, punctuation and stress and explain parts difficult to understand. The learners will be asked to underline the key words. IP- Read the story “<u>Lalu and Peelu</u>” Day 2 Pair share—Students will pause and ponder with the partner and then paraphrase the story in their own words and narrate/enact in class with their partners. AHAA Moment of Appreciation. Collaboration- Assumes shared responsibility for narration of story. Critical Thinking- Effectively interprets the story and presents using their own language and understanding. ii) Pass the ball-The students will stand in a circle The facilitator will pass a ball and the student who gets it will tell a new vocabulary word learned. AHAA moment of achievement.

	The facilitator will then write these words on the board which the students will copy in their note books. Communication- Uses communication clearly and effectively. IP- read the lesson and learn the word bank for class test <i>Day 3</i> Give one word for the given meaning (Independent practice) <i>Ticket out the Door-</i> The facilitator gives meanings of key words from the story on the board, the students will write one word in a quick response on a chit. The facilitator will collect their responses as a “ticket out the door” to check their understanding. Critical Thinking- Uses various types of reasoning to reach the desired goal. Creativity- Uses a wide range of ideas created through brain storming. creation techniques. Character (zest) Works enthusiastically and happily Communication- Communicates clearly and effectively. Collaboration Assumes shared responsibility for collaborative work and knows when it is appropriate to listen and when to speak.
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Learning Logs <i>(How learners keep a track of what they are learning, includes reflections)</i>	Day 3: Word meanings in the notebook. Day 4: The facilitator will ask the students to pen down their own sentences after the discussion and correction (grammatical error/sentence formation). Critical Thinking- Uses various types of reasoning to reach the desired goal. Creativity- Uses a wide range of ideas created through brain storming.
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>	Day 2 Pair share—Students will pause and ponder with the partners and then narrate or enact (in groups) the story in their own words after paraphrasing it in class with their partners. AHAA Moment of Appreciation. Collaboration- Assumes shared responsibility for narration/enactment of story. Critical Thinking- Effectively interprets the story and presents using their own language and understanding. Character (zest) Works enthusiastically and happily Day 5: The facilitator will ask the learners to read and comprehend the given passage and answer the questions. Reference to Context Exercises like -complete the statement, fill in the blanks, answer the questions, word attack will enable the students to comprehend and

	apply the knowledge. (in the notebook) Critical thinking Effectively synthesize and make connections Communication-understands and Communicates Clearly
Teacher Interventions <i>(Addressing the concerns and issues faced during the transactions)</i>	Day 2: The facilitator will assist the students who struggle with pronouncing big and difficult words. Day 3: While making sentences the teacher will guide and intervene in case of wrong sentence formation or any grammatical error.
Extending the Lesson Further <i>(Creating through Active experimentation)</i>	Research and share • Famous stories of “Panchatantra” in which every story is having a moral. • Stories related to animals who played significant role in their master’s life. • Illustrate the story on A4 sheet by drawing and coloring pictures. Communication- Communicates Clearly Creativity – Generates Ideas
Summative Assessment (How will the facilitator check that learning objectives have been achieved?)	
• Pen paper Test—including questions like MCQ’s, complete the statement, word attack, question answers – Critical Thinking. Communication- communicates clearly OR • Day 6 Create a story map in groups <i>The facilitator will provide a blank Story map with structured instructions to all groups and ask them to fill the details according to their understanding of the story.</i> Followed by presentation by all groups in the class. Character- Zest-Works enthusiastically and happily Collaboration--Assumes shared responsibility for collaborative work and values everyone’s contribution. <u>Communication</u>-Communicates clearly and effectively.	