

Lesson Plan/ Learning Plan	
Topic- Poem- Clouds	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 enjoying in rain. 3. Feel happy and thankful to clouds for having a rain after hot summer .	
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 What is the colour of the sky? Ans. Blue .

	Ques.2 . what is the colour of the clouds?\ Ans. white colour. Ques.3 . can you catch the clouds? Ans. No, we can not catch the clouds. Ques. 4. When does cloud look gray and black? Ans. When it is about to rain. ii) Responses to this kind of questions will help the students towards a thought that clouds are white and beautiful and become dark when it is about to rain. This will make them curious that clouds bring rain. 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 “clouds and rain “ ii) A PPT will be shown with examples of how clouds bring rain . iii) The facilitator will now recite a poem ‘clouds’ 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 important to rain ? d) What do the children miss if they don’t enjoy rain ? 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 importance of rain . 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>“clouds ” – , with a plea to see the clouds and see when clouds bring rain . .</u> <u>A beautiful message taken and spread.</u> iii) Now all the students will make a picture of clouds and write a message ‘CLOUDS BRING RAIN ’ <u>This will be then put up in the class 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 pictures in the class
Lesson Plan : Stage 2	
Formatives/Unit test <i>(How will the facilitator check for comprehension?)</i> <u><i>*Integration of Arts/ICT</i></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 playing and staying happy 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 3--As in the poem it has been said to play and dance in the rain . as students your contribution can be that you will see and enjoy rain as it brings greenery everywhere. Children can paste some white cotton on the image of clouds. This picture making will be done in the notebooks. A picture 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: • Picture 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	