

Lesson Plan/ Learning Plan	
Topic- Poem- Flying - Man	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 that how would a child feel if he/she get a chance to move freely by flying. 3. Feel happy and imagine himself like a flying man.	
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, and show a picture of spider man. Ques.1 Do you have seen spider man ? Ans. Yes , we have seen a spider man. Ques.2 Does he has the wings ? Ans. No, he don't have wings .

	Ques.3 How a flying man fly in the sky.? Ans. He might have some power/ He might have magic. (Illicit responses can be come) ii) Responses to this kind of questions will help the students towards a thought that all people can not fly, only flying man can fly. So they want to know how he fly in the sky. 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 that flying man must have some power to fly anywhere. ii) A PPT will be shown with examples of how a flying man move anywhere. iii) The facilitator will now recite a poem ‘ Flying-Man’ with the students listening attentively. The facilitator can show a vedio of spider man to enhance the poem reading. <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 joyful to fly in the sky ? - How children can imagine themselves to fly ? - What is the mood of the poem? - 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 flying man . 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>“ Flying-Man” – , with a plea to imagine themselves to fly and see the earth from the sky. .</u> <u>A beautiful message taken and spread.</u> iii) Now all the students will make the wings with the help of colorful paper and act like to fly , <u>This 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 colorful wings made of paper 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 playing and imagine differently 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 conveyed that a flying man can fly anywhere. as students your contribution can be that you will stay happy and play daily and enjoy the imagination and talk about flying man . children will do colour in the picture of flying man. The 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: • Poster 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	