

Pre-Content/Content Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre content</u> Initiate a discussion on fairy tale characters like dwarfs, elf, fairy etc <u>Content</u> Reading Comprehension Vocabulary Writing Grammar: (Adjectives) <u>Post Content</u> GROUP DISCUSSION Life skill: Differences in people	The students will be able to: • arouse interest and curiosity and warm up the students to the theme of the story. • develop confidence to actively participate in discussions. • read the lesson fluently with correct pronunciation • extrapolate the summary of the lesson • enhance vocabulary through spelling drills and use of dictionary • carry out all written work effectively with grammatical clarity. • identify adjectives, its types and use them correctly • foster the ability to understand differences in people.	The students will be able to: • identify the characters of different fairy tales and speak about them. • express their views about imaginary characters and places. • read with correct pronunciation and fluency to display quick and appropriate reading. • collate the essence of the story • infer the meanings of unfamiliar words from dictionary • demonstrate correct usage of the new words in written and verbal sentences. • answer factual and inferential questions effectively. • formulate a different conclusion to the story. • identify and use each type of adjective correctly to describe given situations • sensitize towards individuality

Homework /Assignments: 1. Read the lesson, find word –meanings and frame sentences with the words.

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will • ask introductory questions and initiate a discussion on fairy tale characters like dwarfs, elf, fairy etc Model Reading • initiate loud reading of the text, stressing on pronunciation and expression • draw the attention of students on the moral of the story • initiate silent reading in the classroom • initiate use of dictionary • pronounce new words from the text • guide to write a different conclusion to the story. Annexure 4 (A) • elicit answers to questions based on the text • explain adjectives and its types • initiate response on- 'differences in people'	Students will • share their ideas related to their favourite characters from fairy tales • draw and write about their favourite character from the story • follow the teacher and later read the entire text individually. • analyze the text and think rationally • read the entire text. • infer and write the meaning of new words from the dictionary and relate it to the text • use the words to make meaningful sentences. • discuss in groups and create a different conclusion for the story Annexure 4 (a) • write answers to questions in notebook. • identify the types of adjectives • use adjectives in the correct order before a noun. • add inputs and personal response	Teacher will write her observations after completion of topic/s.

Teaching Aid-, Internet, course book, ICR

Methodology/Innovative Methods: Discussion, demonstration, elicitation, brainstorming

Interdisciplinary Links: Sensitizing towards the differences in people

Coordinator

H.O.D

Headmistress

Principal

Annexure 4 (A) and 4 (a)

EXPERIENTIAL LEARNING

Lesson: Alice in Wonderland

Activity name	Write Your Own Ending
Level	IV
Skill	Collaboration, Creative Thinking, Decision Making, Functional writing
Time	40 minutes
Grouping of students	Pair
Materials	Paper, pen, pencil, colours

Learning Outcomes: The students will be able to:

- recognize the elements of a story
- develop planning, analyzing and organizing abilities
- connect and organize ideas in a logical sequence
- formulate a different conclusion to the story
- enhance expressions, voice modulation and body language

Stages:

- Setting up (giving instructions – guidelines, objectives, time limit): 5 minutes
- Discussion and compilation time: 10 minutes
- Presentation: 20 minutes
- Discussion and feedback: 5 minutes

Teacher Activity- Teacher will:

- apprise the students about the elements of a story
- instruct the students to analyze the lesson and interpret the theme of the lesson.
- divide the class into pairs and explain the meaning of 'conclusion' and its importance in a story
- guide the students to discuss in pairs and write a different ending of the story, 'Alice in Wonderland'
- provide ten minutes to each group for writing the ending of the story
- ask the students to share their endings to the story in the class
- summarize and share her feedback

Student Activity- Students will:

- comprehend the elements of a story
- decipher the theme of the lesson
- discuss in pairs and write a different ending of the story, 'Alice in Wonderland'
- read out the endings written by them to the class
- share their feedback

LET ME EVALUATE MYSELF

WORKSHEET

1. Write a brief character sketch of Alice.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

2. Plan a story: Fill in the story elements section given below for your idea and then write a story based on it.

ELEMENTS OF MY STORY

SETTING	
THEME	
PLOT	
CHARACTERS	
CONFLICT	
CONCLUSION	

Now write your story:

[illegible]