

Lesson Plan/ Learning Plan	
Topic- Poem—What’s in the mailbox	Grade: III
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 use of post office, letters .	
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 Have you seen a post office?

	Ans. Yes I have seen. Ques.2 Who is a postman ? Ans. Who delivers letters. Ques.3 Have you ever seen a letter? Ans. Yes. C-Critical Thinking-rubrics reflect critically
Resources Required:	Blackboard, Smartboard, PPT, Literary Reader
Implementation of lesson plan - Stage 1	
	Day 1: (Learning engagement 1 The Question -Introduction will enable the students to feel the importance of ‘importance of post-office’ ii)a PPT will be shown with examples of post-office and post man and his role. iii) The facilitator will now recite a poem ‘What’s in mail box’ 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) What is the mood of the poem? 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 poetess/poet, where does he/she live, her/his work . ii) discuss with your mother importance of writing

	letter. 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- - Learners will write a letter to their parents, Grand-parents,teachers or friends. 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 portrait 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	A developing habit of writing will be monitored.

<i>(Addressing the concerns and issues faced during the transactions)</i>	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 write a letter. as students your contribution can be that you will get up early daily and enjoy writing letter and make a poster on it. This poster making will be done in the notebooks. A poster will be made and sent to the school authority through students' representatives (2) 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	

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