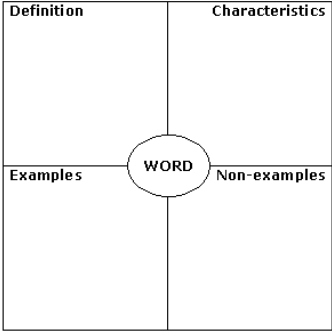


Lesson Plan/ Learning Plan	
Topic- RIP VAN WINKLE	Grade: V
Concept (If Applicable)	
<u>Mapping of skills/competencies/attitudes :</u> <i>(Skills/competencies/attitudes that a teacher plans to develop through the learning engagements)</i>	Skills: Communication skills, Thinking skills Attitudes: Confidence, Cooperation, Creativity, Enthusiasm Competencies: Communication, Critical thinking
Lesson Plan Duration :	6 days
Learning Engagements for Active Learning:	Think-pair-share, Dictogloss, Brainstorming, Bluff
Questioning Technique/s to be Used :	1. Probing Questions 2. Hot seat
Learning objectives: By the end of the topic, the learners would be able to: • read the lesson and summarize it in their own words. • infer the meaning of unfamiliar words by reading them in context. • imbibe the value of kindness in their own self. • empathize with people and their circumstances	
Annexure 1 (Kolb's Model)	
Connecting to Prior knowledge <i>(How do you check what learners already know?)</i>	Day 1: The facilitator will ask a few probing questions in order to check the prior knowledge of the learners: Ques.1 Do you full form of RIP? Ans. Rest in Peace. Ques.2 Have you ever been to mountain region? Ans. Yes
Resources Required:	Blackboard, Smartboard, Strip cards, Coursebook, dictionary, Word file, Chart paper

Implementation of lesson plan - Stage 1

	Day 1: (Learning engagement 1) Think-pair-share: The facilitator will ask the children to pause and ponder over their knowledge on different ways to follow best time table for a day.They will then form pairs and discuss their ideas with each other. After some time, the partners will be called to share the same with the rest of the class. Day 3: (Learning engagement 1) Frayer’s Model The facilitator will ask the learners to define the target vocabulary words and apply this information by generating examples and non- examples. This information will later be placed on a chart that is divided into four sections to provide a visual representations to learners. Frayer Model  <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td style="width: 50%;">Definition</td><td style="width: 50%;">Characteristics</td></tr><tr><td style="height: 100px;"></td><td style="height: 100px;"></td></tr><tr><td style="width: 50%;">Examples</td><td style="width: 50%;">Non-examples</td></tr><tr><td style="height: 100px;"></td><td style="height: 100px;"></td></tr></table>	Definition	Characteristics			Examples	Non-examples		
Definition	Characteristics								
Examples	Non-examples								
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 ‘My Elder Brother’ in the class. The learners will be asked to write down the key words and then later reconstruct the text in their own words. Day 2: (Learning engagement 1) Brainstorming: The facilitator will ask the learners to think how much sleepy they feel. This activity will be followed by a loud reading session by each student in the class with proper stress, intonation and pronunciation of								

	words. (Roll number wise) C : Communication-Communicates Clearly <u>RUBRICS</u> • Listens effectively to decipher meaning, including knowledge, values, attitudes and intentions. • Uses communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
Learning Logs <i>(How learners keep a track of what they are learning, includes reflections)</i>	Day 3: The learners will find the meaning of the difficult words from the dictionary and jot them down in their notebook. Day 4: The facilitator will ask the students to pen down their own sentences in their learning log after the discussion and correction (grammatical error/ sentence formation). Day 4: The facilitator will write the selected set of difficult words on the board and ask the children to come up with their own sentences. The facilitator will also ask the children to summarize the lesson in their own words and then later ask them to solve some comprehension-based exercises.
Lesson Plan : Stage 2	
Formatives/Unit test <i>(How will the facilitator check for comprehension?)</i> <u>*Integration of Arts/ICT</u>	Day 2: (Individual Practice) The facilitator will ask the learners to imagine that if you had been at RIP's place then what would you do ? Prepare a Word file showcasing your creativity. Critical Thinking- Uses Systems Thinking <u>RUBRICS</u> • Uses various types of reasoning as appropriate to the situation. • Effectively analyzes and evaluates major alternative points of view. While the learners are reading aloud the facilitator will

	assess the reading style and level of the learner. Also with the help of the questioning technique (Hot Seat) the understanding of the learner will be checked.
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. Also encourage children to refer a dictionary if they are not able to comprehend a word. Day 3: While making varied sentences the teacher will guide and intervene in case of wrong sentence formation or any grammatical error. The students will then be asked to reframe their sentences with little help provided by the facilitator. Diagnosis: PCC classes
Extending the Lesson Further <i>(Creating through Active experimentation)</i>	Day 4: (Individual Practice) (AHAA Moment) The facilitator will ask the learners to write story on their experience when they are caught in any difficult situation and what they did to resolve it.
Summative Assessment <i>(How will the facilitator check that learning objectives have been achieved?)</i>	
Day 6: • Pen and Paper Test	