

Lesson Plan/ Learning Plan	
Topic- Poem—Books	Grade: IV
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: - Recite the poem with voice modulation and comprehend the text. - Understand the importance of books.	
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 ever visited the library? Ans. Yes, we did. Ques.2 Do you like reading books? Ans. Yes, we like it.

	ii) Responses to this kind of question will help the students to learn about the importance of books. 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 the library and books. ii) PPT will be shown with the examples of different types of books. iii) The facilitator will now recite a poem 'Books' 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) What is the poem about? b) What is the importance of books? 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 different kinds of books you can get in the library. ii) Discuss with your friends about the importance of the library. 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) The students will recite the poem in chorus. ii) 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) iii) Sensitization—The students will now be probed –What do you think we should read books? This will be first discussed taking responses, then it will be recorded in the notebooks under the heading- <u>Reasons why we should read books</u> <u>Now all the students will look at a picture given in the text and will try to think and write about the picture.</u> <u>Then everyone is going to share their views about this.</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, activity
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>	Developing a habit of reading books. 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 the poem talks about the books as students, your contribution can be that you will write different stories and then the class can combine it and make a storybook out of it. This story writing will be done in the notebooks. The story writing will be written 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 (How will the facilitator check that learning objectives have been achieved?)	
Day 6: • Story writing • 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	

