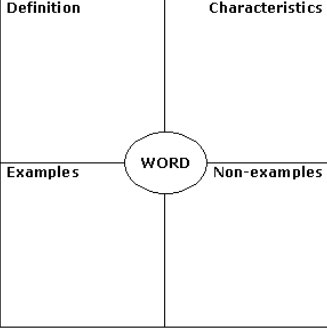


Lesson Plan/ Learning Plan	
Topic- Little tiger,Big Tiger	Grade: III
Concept (If Applicable)	
<u>Mapping of skills/competencies/attitudes :</u> <i>(Skills/competencies/attitudes that a teacher plans to develop through the learning engagements)</i>	Skills: Communication skills, Thinking skills Attitudes: 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 Have you ever seen a tiger? If yes,then where? Ans. Yes I have seen a tiger at zoo. Ques.2 Did you feel scared ? 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 happy moment spend with their mothers. 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%; text-align: center;">Definition</td><td style="width: 50%; text-align: center;">Characteristics</td></tr> <tr> <td style="width: 50%; text-align: center;">Examples</td><td style="width: 50%; text-align: center;">Non-examples</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 ‘Little tiger,Big Tiger’ 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 about the things that they have and are they satisfied with it..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. Word Meanings <table data-bbox="852 388 1380 787"> <tr> <th>Word</th><th>Meaning</th></tr> <tr> <td>Shady</td><td>Full of darkness</td></tr> <tr> <td>Fowl</td><td>A bird</td></tr> <tr> <td>Dawn</td><td>Light before sunrise</td></tr> <tr> <td>Pounced</td><td>Swing to catch the prey</td></tr> <tr> <td>Hoped</td><td>Jumped</td></tr> <tr> <td>Frightened</td><td>Scared</td></tr> </table> 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). Frame Sentences 1.Shady 2Fowl 3.Dawn 4.Pounced 5.Hoped 6.Frightened. 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.	Word	Meaning	Shady	Full of darkness	Fowl	A bird	Dawn	Light before sunrise	Pounced	Swing to catch the prey	Hoped	Jumped	Frightened	Scared
Word	Meaning														
Shady	Full of darkness														
Fowl	A bird														
Dawn	Light before sunrise														
Pounced	Swing to catch the prey														
Hoped	Jumped														
Frightened	Scared														
Lesson Plan : Stage 2															
Formatives/Unit test <i>(How will the facilitator check for comprehension?)</i> <u><i>*Integration of Arts/ICT</i></u>	Day 2: (Individual Practice) The facilitator will ask the learners to imagine that if you are stuck in a shady area would you call your mother or you will face yourself ? Prepare a Word file showcasing your reaction. 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 share their happy moments with their mothers or any act of bravery.
Summative Assessment <i>(How will the facilitator check that learning objectives have been achieved?)</i>	
Day 6: • Pen and Paper Test	