

Precontent/Content/ Post Content	Learning Outcome/Objectives	
	General	Specific
Pre-Content - Students will be asked to collect information about the animals found in different habitats-deserts, mountains and plains. Content Text Reading Comprehension Vocabulary Writing tasks Grammar Post Content Research on animals in different habitats, Questionnaire, Evaluation Life Skill Activity -designing an information booklet	After completing this topic, the students will be able to- collect the required information. warm up to the theme of the play. deliver the dialogues correctly. comprehend the text read in the class. improve vocabulary through spelling drill and use of dictionary. locate smaller words from the given words. identify the body parts of animals. comprehend the picture story in the reader. identify Homophones explore and collect information about the animals in different habitats Values incorporated: respect and appreciation for others.	After completing this topic, the students will be able to- compile the information. develop the confidence to present the information. participate in the interaction about the different characters of the play. speak clearly and distinctly. draw inferences from the text and answer the questions. identify new words locate their meaning and use them appropriately in writing. build smaller words using the letters of a given word. match the animals with their body parts frame a story from the pictures given in the reader. comprehend the correct meaning of homophones with relation to context. design an information booklet. develop appreciation for the unique qualities that others have.

H W/Assignment. Read the story. Frame sentences with the given words. Collect information about animals

Teacher's Activity	Student's Activity	Teacher's Observation and Remedial
The teacher will- • initiate an interaction on the play. Model reading • initiate loud reading of the text stressing on pronunciation and expression (Coursebook pages100-103.) • give situations from the story for enactment. • explicate the moral of the story. Study Skill • motivate the students to locate the meaning of words from the dictionary. • guide the students to locate smaller words from the given words(Coursebook page105.). • elicit answers to global questions((Coursebook page104.) • brainstorm on the picture story(Coursebook page106.) • introduce Homophones. Experiential Learning Activity • provide necessary inputs to help students design the information booklet	The students will – • participate in the interaction. • listen intently to the teacher. • participate in the role play in the class. (Group Work- Collaborative learning) Study skill • locate the meaning of difficult words from the dictionary. • frame meaningful sentences. • build smaller words using the letters of a given word(Coursebook page105.). • match the animals with their body parts • skim answers of global and inferential questions based on text (Coursebook page104.) • frame a story from the picture given in the reader (Coursebook page 106). • comprehend Homophones(Reader page 107). • collaborate in groups to design the information booklet.(Activity-Annexure A)	Teacher will write her observation after the completion of the topic/s.

Teaching Aids Smartboard, coursebook, worksheets, ICR, Flash cards
 Methodology/ Innovative Methods: Discussion, demonstration, role play, activity oriented. Interdisciplinary Links: Life skill,(Appreciate the unique qualities of others)
 EVS Animals,Art (mask making),Performing art,(Role Play).

Coordinator

HOD

HeadMistress/Vice Principal

Principal

Annexure A

Experiential Learning

Lesson- Ship of the desert

Activity Name	Know more about us
Level	III
Skill	Exploring, critical thinking, integrating art and creativity
Time	40 minutes
Grouping of students	Group work
Materials	Pencil, paper, drawing sheets, glue, scissors, colours and pictures of animals

Learning Outcomes:

- classify animals according to their habitats-cold regions, deserts, forests and water.
- identify their characteristic features.
- design an information booklet.
- work collaboratively.
- answer factual, inferential and evaluative questions

Stages:

- Setting up (giving instructions and guidelines time limit) 5 minutes
- Activity: 25 minutes
- Presentation:5 minutes
- Give and receive feedback to evaluate their own learning: 5 minutes

Teacher's Activity:

The teacher will:

- divide the class into four groups of ten students each.
- assign each group one category of animals according to their habitats two days in advance of the activity.
- provide the required material to each group.
- give the necessary instructions to make the information booklet
- assign each group 25 minutes to complete the activity.
- summarize and share her feedback.

Students' Activity:

The students will-

- work collaboratively.
- share the information collected with the other members of the group.
- prepare an information booklet containing the names of animals and their characteristic features.
- present their work to the class.
- share their feedback.

Activities for the groups

Group 1

Information booklet on -Animals in the cold regions- and their characteristic features.

Group 2

Information booklet on- Animals in the deserts_ and their characteristic features

Group 3

Information booklet on- Animals in the forests_ and their characteristic features

Group 4

Information booklet on - Water animals- and their characteristic features

LET ME EVALUATE MYSELF:

A. TICK THE CORRECT ANSWER.

1. A lion's feet are

a) padded ☐

b)webbed ☐

c)thick and fat ☐

2. An elephant has -

a) paws ☐

b)tusks ☐

c)hoofs ☐

3. A cat has-

a) feathers ☐

b)whiskers ☐

c)fins ☐

B. Why is the camel called the ship of the desert?

C. Name any three plant eating animals.

D. Name any three flesh eating animals.