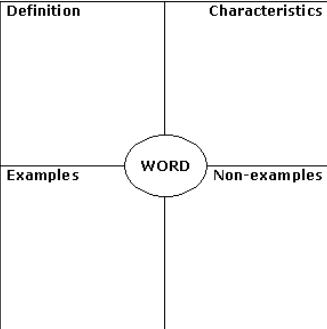


| Lesson Plan/ Learning Plan                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Topic-</b> The Yellow Butterfly                                                                                                                                                                                                                                                                                                                                                                      | <b>Grade:</b> III                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Concept (If Applicable)</b>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><u>Mapping of skills/competencies/attitudes :</u></b><br><i>(Skills/competencies/attitudes that a teacher plans to develop through the learning engagements)</i>                                                                                                                                                                                                                                     | Skills: Communication skills, Thinking skills<br>Attitudes: Confidence, Cooperation, Creativity, Enthusiasm<br>Competencies: Communication, Critical thinking                                                                                                                                                                                                                                                          |
| <b>Lesson Plan Duration :</b>                                                                                                                                                                                                                                                                                                                                                                           | 6 days                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Learning Engagements for Active Learning:</b>                                                                                                                                                                                                                                                                                                                                                        | Think-pair-share, Dictogloss, Brainstorming, Bluff                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Questioning Technique/s to be Used :</b>                                                                                                                                                                                                                                                                                                                                                             | <b>1. Probing Questions</b><br><b>2. Hot seat</b>                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Learning objectives:</b><br><b>By the end of the topic, the learners would be able to:</b> <ul style="list-style-type: none"> <li>• read the lesson and summarize it in their own words.</li> <li>• infer the meaning of unfamiliar words by reading them in context.</li> <li>• imbibe the value of kindness in their own self.</li> <li>• empathize with people and their circumstances</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Annexure 1 (Kolb's Model)                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Connecting to Prior knowledge</b><br><i>(How do you check what learners already know?)</i>                                                                                                                                                                                                                                                                                                           | <b>Day 1:</b> The facilitator will ask a few <b>probing questions</b> in order to check the prior knowledge of the learners:<br><b>Ques.1 Have you ever seen or touched the butterfly? If yes then where?</b><br><b>Ans.</b> Yes I have seen and touched nearby at garden.<br><b>Ques.2 Have you ever seen a spider web? Ans.</b> Yes<br><b>Ques.3 Are you caring towards animals? Ans.</b> Yes, I love and care them. |
| <b>Resources Required:</b>                                                                                                                                                                                                                                                                                                                                                                              | Blackboard, Smartboard, Strip cards, Coursebook, dictionary, Word file, Chart paper                                                                                                                                                                                                                                                                                                                                    |
| Implementation of lesson plan - Stage 1                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Day 1:</b> (Learning engagement 1)<br><b>Think-pair-share:</b> The facilitator will ask the children to                                                                                                                                                                                                                                                                                                             |

|                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |                 |          |              |
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|                                                                                                                              | <p>pause and ponder over their last act of kindness. 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.</p> <p><b>Day 3:</b> (Learning engagement 1)</p> <p><b>Frayer’s Model</b></p> <p>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.</p> <p style="text-align: center;"><b>Frayer Model</b></p> <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                 |          |              |
| <p><b>Proceeding further</b></p> <p><i>(What strategies will be used in the class to achieve the lesson objectives?)</i></p> | <p><b>Day 1:</b> (Learning engagement 2)</p> <p><b>Dictogloss:</b> The facilitator will conduct one round of Model reading of the lesson ‘The Yellow Butterfly’ in the class. The learners will be asked to write down the key words and then later reconstruct the text in their own words.</p> <p><b>Day 2:</b> (Learning engagement 1)</p> <p><b>Brainstorming:</b> 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)</p> <p><b>C : Communication-Communicates Clearly</b></p> <p><b><u>RUBRICS</u></b></p> <ul style="list-style-type: none"> <li>• Listens effectively to decipher meaning, including knowledge, values, attitudes and intentions.</li> <li>• Uses communication for a range of purposes (e.g. to</li> </ul>                                                                                                                         |            |                 |          |              |

|                                                                                                                                     | inform, instruct, motivate and persuade).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|---------|--------------|--------|---------------|--------|---------|--------|---------------------|-----------|------|---------|----------------|------|--------|
| <b>Learning Logs</b><br><i>(How learners keep a track of what they are learning, includes reflections)</i>                          | <p><b>Day 3:</b> The learners will find the meaning of the difficult words from the dictionary and jot them down in their notebook.</p> <p><b>Word Meanings</b></p> <table> <tr> <th>Word</th><th>Meaning</th></tr> <tr> <td>Floated</td><td>Rest or move</td></tr> <tr> <td>Chased</td><td>Catch up with</td></tr> <tr> <td>Escape</td><td>Getaway</td></tr> <tr> <td>Splash</td><td>Falling into liquid</td></tr> <tr> <td>Fluttered</td><td>Flap</td></tr> <tr> <td>Merrily</td><td>In a happy way</td></tr> <tr> <td>Grab</td><td>Caught</td></tr> </table> <p><b>Day 4:</b> 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).</p> <p><b>Frame Sentences</b></p> <p><b>1.Floated 2.Chasedl 3.Escape 4.Splash 5.Fluttered 6.Merrily 7.Grab</b></p> <p><b>Day 4:</b> The facilitator will write the selected set of difficult words on the board and ask the children to come up with their own sentences.<br/>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.</p> | Word | Meaning | Floated | Rest or move | Chased | Catch up with | Escape | Getaway | Splash | Falling into liquid | Fluttered | Flap | Merrily | In a happy way | Grab | Caught |
| Word                                                                                                                                | Meaning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |
| Floated                                                                                                                             | Rest or move                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |
| Chased                                                                                                                              | Catch up with                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |
| Escape                                                                                                                              | Getaway                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |
| Splash                                                                                                                              | Falling into liquid                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |
| Fluttered                                                                                                                           | Flap                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |
| Merrily                                                                                                                             | In a happy way                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |
| Grab                                                                                                                                | Caught                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |
| <b>Lesson Plan : Stage 2</b>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |
| <b>Formatives/Unit test</b><br><i>(How will the facilitator check for comprehension?)</i><br><u><b>*Integration of Arts/ICT</b></u> | <p><b>Day 2: (Individual Practice)</b></p> <p>The facilitator will ask the learners to imagine that if you had been a butterfly and you came across a boy or spider then what would you do? Prepare a Word file showcasing your reaction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |         |         |              |        |               |        |         |        |                     |           |      |         |                |      |        |

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|                                                                                                                      | <p><b>Critical Thinking- Uses Systems Thinking</b></p> <p><b><u>RUBRICS</u></b></p> <ul style="list-style-type: none"> <li>• Uses various types of reasoning as appropriate to the situation.</li> <li>• Effectively analyzes and evaluates major alternative points of view.</li> </ul> <p>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 (<b>Hot Seat</b>) the understanding of the learner will be checked.</p> |
| <p><b>Teacher Interventions</b></p> <p><i>(Addressing the concerns and issues faced during the transactions)</i></p> | <p><b>Day 2:</b> 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.</p> <p><b>Day 3:</b> 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.</p> <p>Diagnosis: PCC classes</p>                       |
| <p><b>Extending the Lesson Further</b></p> <p><i>(Creating through Active experimentation)</i></p>                   | <p><b>Day 4: (Individual Practice)</b></p> <p><b>(AHAA Moment)</b> The facilitator will ask the learners to prepare a paper folding and will make a butterfly. (with decorative materials)</p>                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Summative Assessment (How will the facilitator check that learning objectives have been achieved?)</b></p>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Day 6:</b></p> <ul style="list-style-type: none"> <li>• Pen and Paper Test</li> </ul>                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |