

Lesson Plan/ Learning Plan	
Topic- Poem—The Balloon Man	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>	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: 1. Recite the poem with voice modulation and comprehend the text . 2. Understand the concept of getting involved with everyone and having fun. 3. Feel grateful and thankful for what they have	
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 Do you like the balloons?

	Ans. Yes we like the balloons. Ques.2 Which all colors do you like? Ans. Yes, we like all colors Ques.3 What all shapes we can have of balloons? Ans. It can be of any cartoon or an animal shape. ii) Responses to this kind of questions will help the students towards exploring the things around them. 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 experience the feeling of togetherness. ii)a PPT will be shown with examples of a balloon seller. iii) The facilitator will now recite a poem ‘The Balloon Man’ 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) Who has composed the poem - b)What is the poem about? c) How balloons fly in the sky? - d)Where do balloons reach after flying so high? f) What is the mood of the poem? 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 poetess, where does s he live, her work . ii) discuss with your parents about the life of balloon man. 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) After a brief introduction of the poet discussed ,it will be noted down in the notebooks. ii) The students will recite the poem in chorus . iii) 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) ii) Sensitization—The students will now be probed - with whom do you feel connected in the poem and why? 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, the portrait in the corridor
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</i>	All throughout the activities- the facilitator will keep a check that all students participate and clarify thoughts,

<i>the transactions)</i>	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 in the poem it has been told about the colors as students your contribution can be that you will draw the balloons of different colors. This balloon making will be done in the notebooks. The balloons will be made 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: • Balloon making • 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	