

Lesson Plan for 3rd English

1.Name of the Teacher:

2. Name of the Unit: The Recipe Book.

3. No. of Periods: 20 + 20 = 40

4. Period Allotment

S.No.	Name of the Topic	T.L.P.	Workbook	e-content	Specifications
1.	Pre - Reading	1	1	1	Motivation
2.	Reading Segment -1	2	2		
3.	Reading Segment -2	2	2		
4.	Reading Segment -3	2	2		
5.	Reading Segment -4	2	2		
6.	Vocabulary	1	1		
7.	Grammar	2	1		
10.	Creative Writing	2	2		
9.	Conversation	1	1		
11.	Listening & Responding	1	1		
12.	Poem	2	1	1	
13.	Assessment & Revision	1	1		

5.Prior concept / skills:

1. Identifying the both lower and upper case letters. (Capital and small)
2. Having the knowledge different recipes and the utensils used for cooking.
3. Able to listen, read and comprehend simple texts and the poem.
4. Recalls the definition of noun and gives examples.
5. Writes at least 3 to 4 sentences about the story/picture etc.,
6. Uses glossary / dictionary and find the meaning of the word.
7. Take dictation of words.

6. Learning Outcomes:

Child will be able to...

1. Read and comprehend the texts in English by identifying the main idea, details and sequence and draws conclusions in English.
2. Express orally her/his opinion/ understanding about the story and the characters in the story, in English / Telugu.
3. Identify the plurals for the given singulars nouns like book – books etc.
4. Use punctuation mark full stop appropriately.
5. Write 5-6 sentences in English on events using the visual clues.
6. Could sing and feel the mood of the poem.

7. **TLM**: 1. Class 3 textbook and workbook of English.

2. Flash cards of words like recipe, dinner, opportunity, etc.,

3. https://diksha.gov.in/play/collection/do_3130986170163773441210?contentType=TextBookUnit

4. https://diksha.gov.in/play/collection/do_3130986170163200001194?contentType=TextBookUnit

5. <https://www.youtube.com/watch?v=FtCdvlVhzds>

8. Teaching Learning Process: (T.L.P.)

Induction/Introduction (Generating interest, informing students about the outcomes and expectations for the lesson)

- ☐ Inter action with the help of the pre reading.
- ☐ <https://www.youtube.com/watch?v=FtCdvlVhzds> shows the egg curry making video.

9. Experience and reflection (Task / question that helps students explore the concept and connect with their life)

- ✓ Who cooks food in your home?
- ✓ Who cooks food if there is any marriage?
- ✓ Have ever seen anyone ordering food for catering agencies?
- ✓ What if the catering agency could not supply food items in time?

<i>Explicit teaching / teacher modelling (I do)</i>	<i>Group work (we do)</i>	<i>Individual work (you do)</i>
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<u>Pre reading :</u> Teacher asks the children to open their English textbooks at page no 13 and asks the children to observe the picture. Later teacher asks about the picture. Teacher poses some questions given under the pre reading. <u>Reading</u> Teacher asks the students to observe the picture in page number 14 and interacts with the students and writes the key words on the black board. Segment 1. (Once therehe fainted.) <u>Model reading by the teacher:</u> Teacher reads the text aloud in British accent twice at the normal story telling speed with the proper stress and intonation. (for British accent use https://tophonetics.com/) <u>Echo reading</u> Teacher reads the text again and let the students repeat. <u>Individual Reading by the students:</u> Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary. <u>Supportive reading by the teacher</u> Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it.	Observe the picture and answers the questions. Students follow the teacher. Check Glossary and Dictionary for the unknown words. Discuss in groups and answer the following questions. 1. What is the name of the owner of the hotel? 2. What to him one day?	Students note down the key words extracted from the pre reading picture. Students repeat after the teacher. Reads the text individually and comprehend it. Do the worksheets no 1.2 in page no.23 English workbook.
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Teacher gives the meanings for the key words. Eg. Small= Unfortunately= Dinner= Segment 2. (The recipe book book...the mixer.) <u>Model reading by the teacher:</u> Teacher reads the text aloud in British accent twice at the normal story telling speed with the proper stress and intonation. <u>Echo reading</u> Teacher reads the text again and let the students repeat. <u>Individual Reading by the students:</u> Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary. <u>Supportive reading by the teacher</u> Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it. Teacher gives the meanings for the key words. Opportunity= Immediately= Prepare= Need= Grind= Segment 3. (A knife came.... dinner) <u>Model reading by the teacher:</u>	Listen to the teacher. Discuss in groups and answer the following questions. 1. Who saw when Raju fainted? 2. What did the pot say?	Students repeat after the teacher. Students repeat individually with help of the teacher. Do the worksheet 2.2 in the page number 24.
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Teacher reads the text aloud in British accent twice at the normal story telling speed with the proper stress and intonation. <u>Echo reading</u> Teacher reads the text again and let the students repeat. <u>Individual Reading by the students:</u> Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary. <u>Supportive reading by the teacher</u> Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it. Teacher gives the meanings to the key words like Slice= Chillies= Onions= Begin= entered= Surprised= Segment 4. (Raju woke up A delicious dinner.) <u>Model reading by the teacher:</u> Teacher reads the text aloud in British accent twice at the normal story telling speed with the proper stress and intonation. <u>Echo reading</u>	Listen to the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions in groups. 1. "I can slice" who said these words? 2. What did the recipe book say? Students follow the teacher.	Listen to the teacher. Repeat after the teacher. Students read the passage. Answer the questions. So the worksheet 2.3 in the page number 25. Students follow the teacher.
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Teacher reads the text again and let the students repeat. <u>Individual Reading by the students:</u> Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary. <u>Supportive reading by the teacher</u> Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it. Teacher gives the meanings of some key words like Couple= Delicious= <u>Vocabulary</u> Teacher makes the student to identify the objects and asks them to name and write them in English in blackboard. Asks them to find them in the word grid given in the activity 3 under vocabulary. <u>Singular and plural:</u> Teacher makes them to recall singular and plural concept by giving examples. Later teacher shows the objects and asks them to say singular and plural. <u>Grammar</u> Teacher interacts with the children in order to make the children get the meaning of a 'noun'	Students repeat after the teacher. Discuss in groups and answer the following questions. 1. Why did the people like the food in the hotel? 2. Who helped Raju to cook food for the big party? Do the activity 4 in the textbook. Do the activity 5 in the textbook.	Do the Worksheet 2.4 in the workbook in page no.26. Answer the questions. Do the activity. Do the worksheet 2.7 in the workbook page number 29. Do the worksheet 2.8 in the workbook page number 30.
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Later he makes the children to observe the situation in the class where personal pronouns are used. Later teacher asks the children to read the given sentences and identify the underlined words and presents the personal pronouns. <u>Writing</u> Teacher asks the students to observe the endings of the sentences, and asks What do you observe at the sentence endings? Have you noticed the 'dot' at the end of the sentence? What is it called? Teacher asks the students to read and observe the sentences given in the page number 20. <u>Conversation</u> Teacher reads the model conversation between the recipe book and its friends. Asks the students to read the activity 7. Teacher makes the students to complete the conversation with the help of the given clues. <u>Listening and responding.</u> Teacher demonstrates the uses of Can and May by creating meaningful classroom situations.	Do the activity 6 in the textbook. Listen in groups. Students participate.	Do the worksheet 2.9 in the workbook page number 31. Read the given conversation and clues. Do the activity 7. Do the worksheet 2.9 in the workbook page number 31. Do the activity 7,8 and 9.
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Teacher makes the children to play a language game by following the clues which are given in the textbook page number 23. Poem (The Swing) Teacher interacts with the picture with students. Students tell the actions taking place in the picture. Teacher writes the sentences on the black board. <u>Model reading by the teacher:</u> Teacher reads the poem twice slowly in a normal story telling speed and asks the students to look into their books. <u>Echo reading:</u> Teacher reads the poem again and asks the students to repeat after the teacher. <u>Individual reading:</u> Teacher asks the students to read the poem individually. <u>Supportive reading:</u> Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it. Teacher gives the meanings of some key words like.. Swing = Pleasant = Wide = Cattle = Countryside= Roof=	Students participate in the game and use can and may in a meaningful activity. Students interact with the picture. Students follow the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions. 1. What is the poem about? 2. What is the colour of the garden? 3. Do you like swinging? 4. Name the colours mentioned in the poem?	Do the worksheet 2.9 in the workbook page number 31. Do the worksheet number 2.10 Students read the poem with the help of the teacher. Answer the question. Do the activity 11.
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Rhyming words: Swing-thing Blue- do Wall-all Wide-side		
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11. Check for Understanding - Questions:

✓ *Factual:*

1. Who was the owner of the small hotel?
2. What order did he get one day?

✓ *Open ended/critical thinking:*

1. What do you do if you are sick?
2. Do you think the book really help people?

12. Student Practice Questions & Activities:

1. Answer all the questions given in the textbook.
2. Do all the worksheets given in the textbook.

13. Assessment:

1. Do you like swinging?
2. Write the colours mentioned in the picture.
3. Name the personal pronouns.
4. Write the names of any five objects and their plurals.

SIGN OF THE TEACHER:

SIGN OF THE HEAD MASTER:

SIGN OF THE SCX HM/VISITING OFFICER WITH REMARKS: