

Lesson Plan for 3rd English

1. Name of the Teacher:

2. Name of the Unit: The Lazy Grasshopper.

3. No. of Periods: 19-4 = 15 (4 days for SA- 1).

4. Period Allotment

S.No.	Name of the Topic	T.L.P.	Workbook	e-content	Specifications	Timeline
1.	Pre - Reading	1	1	1	Motivation	01/01/2023.
2.	Reading Segment -1	1	1			
3.	Reading Segment -2	1	1			
4.	Reading Segment -3	1	1			
5.	Reading Segment -4	1	1			
6	Vocabulary	2	2			
7.	Grammar	2	2			
8.	Creative Writing	2	2	1		
9.	Listening and responding.	2	2			
10.	Assessment & Revision	1	1			31/01/2023

5.Prior concept / skills:

1. Identifying the both lower and upper case letters. (Capital and small)
2. Able to listen, read and comprehend simple texts.
3. Writes at least 3 to 4 sentences about the story/picture etc.,
4. Uses glossary / dictionary and find the meaning of the word.
5. Take dictation of words.
6. Should have the knowledge of lifestyle of ants and the grasshopper.

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 differences between the simple past and simple present and use them in written and spoken form.
4. Use punctuation marks such as full stop, question mark and capital letters appropriately.
5. Write 5-6 sentences in English on events using the visual clues.
6. Performs in events such as role play/skit in English with appropriate expressions.
7. **TLM**: 1. Class 3 textbook and workbook of English.

2. Dictionary.

3. Grammar book.

4. https://diksha.gov.in/play/collection/do_3130986170163527681202?contentType=TextBookUnit

5. https://diksha.gov.in/play/collection/do_3130986170164264961228?contentType=TextBookUnit

6. <https://www.youtube.com/watch?v=diwcldiALac> (The Ant and The Grasshopper)

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

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

☐ Interaction with the help of the pre reading.

☐ <https://www.youtube.com/watch?v=diwcldiALac> (The Ant and The Grasshopper)

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

✓ What if you spend your time leisurely without doing any work?

<i>Explicit teaching / teacher modelling (I do)</i>	<i>Group work (we do)</i>	<i>Individual work (you do)</i>
<u>Pre reading :</u> Teacher asks the children to open their English textbooks at page no 73 and asks the children to observe the picture. Later teacher asks about the picture. Teacher poses some questions given under the pre reading. Teacher makes the students to watch the video of 'The Ant	Observe the picture and answer the questions.	Students note down the key words extracted from the pre reading picture.

and The Grasshopper’ https://www.youtube.com/watch?v=diwcl diALac <u>Reading</u> Teacher asks the students to observe the picture in page number 54 and interacts with the students and writes the key words on the black board. Segment 1. (Once there was they said.) <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://topphonetics.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. Teacher gives the meanings for the key words. Gather = collect. Segment 2. (The ant advised to sing and dance.) <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>	Students watch the video and understand the story. Students follow the teacher. Check Glossary and Dictionary for the unknown words. Discuss in groups and answer the following questions. 1. How does the grasshopper usually spend his time? 2. What did he ask the ants to do? 3. What did the ants say? Listen to the teacher.	Students repeat after the teacher. Reads the text individually and comprehend it. Do the worksheets no 7.1 in page no. 105 in English workbook. Students repeat after the teacher.
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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. Season = a particular period of a year. Segment 3. (Then the grasshopper rainy season.) <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 to the key words like Foolish = not intelligent, stupid. Segment 4. (Days passed by..... working hard.) <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 to the key words like Enjoy = taking delight.	Discuss in groups and answer the following questions. 1. What did the ants advise the grasshopper? 2. What did the grasshopper say then? . Listen to the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions in groups. 1. What did the grasshopper ask the squirrels? 2. What did the squirrels do then? Students listen to the teacher.	Students read individually with help of the teacher. Do the worksheets 7.2 in the page number 106. Listen to the teacher. Repeat after the teacher. Students read the passage. Answer the questions. Do the worksheet 7.3 in the workbook page number 107. Students listen to the teacher. Students repeat after the
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Realize = understand clearly. <u>Vocabulary</u> Teacher reads the given paragraph given under vocabulary and asks the children to underline the names of the insects in the paragraph. Teacher asks the names of the other insects that they know. Teacher asks the students to find the names of the different insects from the dictionary. Teacher helps the students to do the activities 4 and 5. <u>Grammar</u> Teacher reads the sentences and asks the students to repeat after him. Teacher explains the syntax and use of simple past tense. And explains the differences between the simple present and simple past. Teacher helps the students in doing the activity 6. <u>Writing</u> Teacher asks the students to read the given sentences under writing in the textbook in page number 80 and explains about the grasshopper and helps the students to do the activity 7. Teacher explains the students how to do the activity 8. <u>Listening and responding.</u> Teacher asks the students to repeat after the conversation. Teacher helps the students to role play the conversation between the grasshopper and the ants. Teacher asks the students to speak about the insects that they have seen. Teacher reads the given words in activity 10 and asks them to repeat after him.	Students repeat after the teacher. Discuss in groups and answer the following questions in groups. 1. What happened to the grasshopper in the rainy season? 2. Who do you like in the story? Why? Students follow the teacher. Do the activities 4 and 5 given in the textbook. Follow the teacher. Do the activity 6. Do the activities 7 and 8..	teacher. Do the worksheets 7.4 and 7.5 in the workbook in page numbers 108 and 109. Do the activities 3 and 4 given in the textbook. Do the worksheet 7.6 in the workbook in page number 110. Do the activity 6. Do the worksheet 7.7 in the workbook in page number 111. Do the activities 7 and 8.. Do the worksheet 7.8 in the workbook in page number 112. Do the activities 9, 10 and 11. Do the worksheet 7.9 in the workbook in page number 113.
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11. Check for Understanding - Questions:

✓ *Factual:*

1. What did the Grasshopper like to do?
2. What did the grasshopper ask the ants?
3. What did the ants suggest the grasshopper?
4. Why did the grasshopper laugh at the squirrel?
5. What happened to the grasshopper in the rainy season?

✓ *Open ended/critical thinking:*

1. Who do you like in the story ants or the grasshopper? Why?

12. Student Practice Questions & Activities:

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

14. Assessment:

1. Prepare a conversation between the squirrel and the grasshopper.

13 No-Bag-Day / Assembly activities. (Integrate 21st century skills / SEL)

- I. Tell a story on laziness and discuss the bad consequences being laziness in the class.
(Creativity and critical thinking)
- II. Share your experiences with the class of being laziness and activeness.
(Communication and social awareness)
- III. What do you learn from the ants and its colony? (adaptability, social awareness)
- IV. Collect some quotations on 'work' and share in your class. (Creativity)
- V. Read aloud: Teacher should take one library book with reading level one or two and read it aloud to whole class in a creative manner using body gestures, voice modulation, intonations. After reading, students should come with their own words. (Creativity)

SIGN OF THE TEACHER:

SIGN OF THE HEAD MASTER:

SIGN OF THE SCX HM/VISITING OFFICER WITH REMARKS: