

Lesson Plan for 3rd English

1.Name of the Teacher:

2. Name of the Unit: Help mePlease!

3. No. of Periods: 19 + 19 = 38.

4. Period Allotment

S.No.	Name of the Topic	T.L.P.	Work book	e-content	Specifications	Time line
1.	Pre - Reading	1	1	1	Motivation	07/10/2022
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	1	1			
10.	Creative Writing	2	2			
9.	Conversation	1	1			
11.	Listening & Responding	1	1			
12.	Poem	2	2	1		
13.	Assessment & Revision	1	1			31/10/2022

5.Prior concept / skills:

1. Identifying the both lower and upper case letters. (Capital and small)
2. Having the knowledge different professions and their work.
3. Able to listen, read and comprehend simple texts and the poem.
4. Writes at least 3 to 4 sentences about the story/picture etc.,
5. Uses glossary / dictionary and find the meaning of the word.
6. 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 and use the ordinals in written and oral expressions.
4. Use correct prepositions like on, in and under.
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 of different professions.
 3. https://diksha.gov.in/play/collection/do_3130986170163445761200?contentType=TextBookUnit
 4. https://diksha.gov.in/play/collection/do_3130986170164183041226?contentType=TextBookUnit
 5. https://www.youtube.com/watch?v=e_04ZrNroTo (The wheels on the bus go...)

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.
- ☐ Teacher asks about the works their parents do to earn their living.

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

- ✓ What is your father?
- ✓ Where do you get food grains from?
- ✓ Who does your hair cut?

<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 41 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 42 and interacts with the students and writes the key words on the black board. Segment 1. (One day..... replied the porter.) <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 after the teacher. <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. Sow = please seed in ground. Forget = unable to remember. Neighbour = a person who lives near another. Segment 2. (Then the rabbit..... He will help you.) <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>	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. Who was sowing seeds? 2. What did the rabbit forget? 3. What did the rabbit ask the farmer? Listen to the teacher.	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 4.1 in page no.57 in English workbook. Students repeat after the teacher.
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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. Quick = skilful, fast. Trim = cut closely. Stitch = do needle work. Segment 3. (The rabbit went to..... I don't know.) <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 Mend = restore by replacing. Segment 4. (The rabbit was sad hopped away) <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.	Discuss in groups and answer the following questions. 1. What was the barber doing? 2. What was the tailor doing? . Listen to the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions in groups. 1. Where did the cobbler sit? 2. What did the rabbit ask the cobbler? Students follow the teacher. Students repeat after the teacher.	Students read individually with help of the teacher. Do the worksheet 4.2 in the page number 58. Listen to the teacher. Repeat after the teacher. Students read the passage individually. Answer the questions. So the worksheet 4.3 in the page number 59. Students follow the teacher.
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<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 Alphabet = letters use to write. <u>Vocabulary</u> Teacher asks the students to stand up who came first to school today and second so on. Teacher writes the first, second and third.....(ordinal numbers) Asks them to read the given after me and find the ordinals given in red and underlined. Teacher helps them to do the activity 3 given under vocabulary. <u>Grammar</u> Teacher asks the children to observe the given pictures in page number 46 to introduce in, on and under. Teacher makes the students to play hide and seek (a language game) to reinforce the given prepositions. Later teacher helps the children to do the activity 3 and 4. <u>Writing</u> Teacher asks the students to read the given example and teacher read it once and asks the children to repeat after him. Teacher helps the students to write 4 to 5 sentences about the mobile phone. (Activity 6). Teacher asks the students to imagine the situation in the given picture. Teacher reads the conversation and asks the children to repeat after him. Teacher helps the students to write 4 to 5 sentences about the mobile phone. (Activity 7). <u>Listening and responding.</u> Teacher demonstrates saying ‘Thank you’ with meaningful examples in the classroom.	Discuss in groups and answer the following questions. 1. Who helped the rabbit to find her name? Do the activity 3 in the textbook. Do the activity 3 and 4 in the textbook. Do the activity 6 in the textbook. Do the activity 7 in the textbook.	Do the Worksheet 4.4 in the workbook in page no.60. Answer the questions. Do the activity. Do the Worksheet 4.6 in the workbook in page no.62. Do the worksheet 4.7 in the workbook page number 63. Do the activity 6 in the textbook. Do the activity 7 in the textbook. Do the worksheet 4.8 in the workbook page number 64.
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Teacher reads the given conversation and helps the students in filling up the conversation with the given clues. Later teachers encourages the students to role play it. Teacher guides the students in doing activity 8, 9 and 10. Poem (The Wheels on the Bus..) 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. Teacher sings the rhyme by following all the conventions of the teaching rhyme. Teacher choreographs the rhyme. Teacher asks the students to do the activity 11 and 12.	Listen in groups. Students follow the teacher. Students repeat after the teacher. Do the activity 11 and 12.	Do the worksheet 4.5 and 4.9 in the workbook page number 61 and 65. Do the activities 8, 9 and 10 in the textbook. Students repeat after the teacher. Do the activities 11 and 12. Do the worksheet 4.10 in the workbook page number 66.
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11. Check for Understanding - Questions:

✓ Factual:

1. What was the barber doing?
2. What was the tailor doing?
3. What did the rabbit ask the cobbler?

✓ Open ended/critical thinking:

1. Who do you ask for help?
2. Have you ever helped anyone who is in need? Who? How?

12. Student Practice Questions & Activities:

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

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

1. Tell a story on forgetting something in your own words. Discuss in the class about the consequences of forgetting. (Creativity and critical thinking.)
2. How do you overcome of forgetting something in your learning? (Literacy)
3. Enact the role plays and fancy dresses of different professions. (Cultural and civic literacy)
4. Prepare some tools of different professions with no/ low cost material and exhibit in the class.
(Creativity and collaboration)
5. 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 and critical thinking.)

14. Assessment:

1. How do you help your mother or father?

Write in 4 to 5 sentences.

SIGN OF THE TEACHER:

SIGN OF THE HEAD MASTER:

SIGN OF THE SCX HM/VISITING OFFICER WITH REMARKS:

