## Lesson Plan for 3<sup>rd</sup> English

1. Name of the Teacher:

2. Name of the Unit: Do Good And Reap Good.

3. No. of Periods: 26 + 26 = 52.

#### 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	01/12/2022
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	2	2			
7.	Grammar	4	4			
8.	Creative Writing	2	2			
9.	Listening &Responding	2	2			
10.	Poem	3	3	1		
11.	Assessment & Revision	3	3			31/12/2022

## 5.Prior concept / skills:

- 1. Identifying the both lower and upper case letters. (Capital and small)
- 2. Having the knowledge good and bad behaviour. .
- 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 man 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 synonyms in written and oral expressions.
- 4. Use the regular verbs and their past forms in written and spoken English.
- 5. Write 5-6 sentences in English on events using the visual clues.
- 6. Could sing and feel the mood of the poem.
- 7. <u>TLM</u>: 1. Class 3 textbook and workbook of English.
- 3. https://diksha.gov.in/play/collection/do 3130986170163937281216?contentType=TextBookUnit
- 4. https://diksha.gov.in/play/collection/do\_3130986170164019201218?contentType=TextBookUnit
- 5. <a href="https://www.youtube.com/watch?v=7mjDYcY8Tgc">https://www.youtube.com/watch?v=7mjDYcY8Tgc</a> ( The Moon)

#### 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.

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

- ✓ Who gives you money to buy something?
- ✓ What do you do if your mother did not give money to buy something?

Supportive reading by the teacher  Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it  for the unknown words.  Discuss in groups and answer the following questions.  page no.89 in English workbook.	Explicit teaching / teacher modelling (I do)	Group work (we do)	Individual work (you do)
Teacher gives the meanings for the key	Pre reading: Teacher asks the children to open their English textbooks at page no 63 and asks the children to observe the picture. Later, teacher asks about the picture. Teacher poses some questions given under the pre reading. Reading Teacher asks the students to observe the picture in page number 64 and interacts with the students and writes the key words on the black board. Segment 1. (Once, thereon Saturdays.)  Model reading by the teacher: 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/)  Echo reading Teacher reads the text again and let the students repeat after the teacher. Individual Reading by the students: Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary. Supportive reading by the teacher Teacher gives the meaning of difficult words and supports the children by analyzing and explaining the text to understand it.	answers the questions.  Students follow the teacher.  Check Glossary and Dictionary for the unknown words. Discuss in groups and answer	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 6.1 in page no.89 in English

Nearby = near. 3 What did Malli like? Segment 2. (One saturday..... with a red face.) Model reading by the teacher: Teacher reads the text aloud in British accent Listen to the teacher twice at the normal story telling speed with the proper stress and intonation. Students repeat after the Echo reading teacher Teacher reads the text again and let the students repeat. Students read individually Individual Reading by the students: with help of the teacher. Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary. Do the worksheet 6.2 in the Supportive reading by the teacher page number 90. Discuss in groups and answer Teacher gives the meaning of difficult words the following questions. and supports the children by analyzing and 1. What did Malli ask her explaining the text to understand it. Teacher gives the meanings for the key mother? words 2. What did he say to his Hate = dislike strongly. mother? Segment 3. (He ran out of ...... I hate you!".) Listen to the teacher. *Model reading by the teacher:* Teacher reads the text aloud in British accent Listen to the teacher. twice at the normal story telling speed with the proper stress and intonation. Repeat after the teacher. Echo reading Teacher reads the text again and let the Students repeat after the students repeat. teacher. Students read the passage Individual Reading by the students: Teacher asks the children to read the text up individually. to their par. Teacher prompts whenever necessary. Supportive reading by the teacher Discuss in groups and answer Teacher gives the meaning of difficult words and supports the children by analyzing and the following questions in Answer the questions. explaining the text to understand it. So the worksheet 6.3 in the groups. Teacher gives the meanings to the key words 1. Where did Malli go? page number 91. Echo = resound.2. What did h do? Segment 4. (His mother ..... back the same)

#### Model reading by the teacher:

Teacher reads the text aloud in British accent twice at the normal story telling speed with the proper stress and intonation.

#### Echo reading

Teacher reads the text again and let the students repeat.

#### Individual Reading by the students:

Teacher asks the children to read the text up to their par. Teacher prompts whenever necessary.

#### Supportive reading by the teacher

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 Hug = embrace tightly to express affection.

## Vocabulary

Teacher reads the given sentences and asks them to repeat after him.

Asks them to read the given synonyms. Teacher helps them to do the activity 3 given under vocabulary.

#### Grammar

Teacher reads the given sentences and asks the children to repeat after him and observe the underlined words in page number 67. Teacher explains the formation of past forms of verbs adding by'd' and 'ed'.

Later teacher helps the children to do the activity 4.

#### Writing

Teacher asks the students to observe the picture read the given conversation. Teacher reads it once again and asks the children to repeat after him.

Teacher helps the students to do the activities 5 and 6 in page number 69 of textbook.

<u>Listening</u> and responding.

Students follow the teacher.

Students repeat after the teacher.

Students read individually.

Discuss in groups and answer the following questions.

1. What did he say to his mother at the end?

Do the activity 3 in the textbook in page number 67.

Do the activity 4 in the textbook.

Do the activities 5 and 6 in the textbook.

Listen in groups.

Students follow the teacher.

Students read individually.

Do the Worksheet 6.4 in the workbook in page no.92.

Do the activity 3.

Do the Worksheet 6.6 in the workbook in page no.94.

Do the worksheet 6.7 in the workbook page number 95.

Do the activity 5 and 6 in the textbook.

Do the worksheets 6.8 and 6.9 in the workbook page number 96 and 97.

Teacher reads the conversation and asks the students to repeat after him.

Teacher assigns the characters of mother and the child and prompts them to play their roles.

Teacher helps the students to do the activities 8 and 9 in page number 71.

Poem (The Moon)

Teacher interacts with the picture with students. Students tell the actions taking place in the picture. Teacher writes the sentences on the black board.

Model reading by the teacher:

Teacher reads the poem twice slowly in a normal story telling speed and asks the students to look into their books.

Echo reading:

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.

Supportive reading:

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

the textbook.

Do the activities 8 and 9 in

Students follow the teacher.

Students repeat after the teacher.

Students repeat after the teacher.

Students read individually.

Do the activity 10.

#### 11. Check for Understanding - Questions:

- 1. Where was Malli's house?
- 2. How was the valley?
- 3. What did Malli ask his mother?
- ✓ Open ended/critical thinking:
  - 1. Who do you ask for help?
  - 2. Have you ever afraid of anything? Why?

#### 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)

- I. Tell your experiences that you loved/hated your parents and why? (creativity, communication, criticalthinking)
- II. Draw and colour a valley or hilly area and describe it 3 simple sentences. (creativity)
- III. Enact a skit on how you behave with your mother/ father along with your partner. (adaptability, collaboration, cultural and social awareness.)
- IV. Sing a lullaby that you know with proper expression and voice modulation.

  (Aesthetic awareness, creativity)

#### 14. Assessment:

1. Tell story in	your own word	s in your conve	enient language.	

SIGN OF THE TEACHER:

SIGN OF THE HEAD MASTER:

SIGN OF THE SCX HM/VISITING OFFICER WITH REMARKS: