

Lesson Plan for 3rd 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 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 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. **TLM**: 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. <https://www.youtube.com/watch?v=7mjDYcY8Tgc> (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. Experience and reflection (Task / question that helps students explore the concept and connect with their life)

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

<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 63 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 64 and interacts with the students and writes the key words on the black board. Segment 1. (Once, there.....on Saturdays.) <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. Valley = a low area of land between hills.	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. Where did Malli live? 2. When did they have weekly fair?	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 workbook.

Nearby = near. Segment 2. (One Saturday..... with a red face.) <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 part. 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. Hate = dislike strongly. Segment 3. (He ran out of I hate 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> Teacher asks the children to read the text up to their part. 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 Echo = resound. Segment 4. (His mother back the same)	3. What did Malli like? Listen to the teacher. Discuss in groups and answer the following questions. 1. What did Malli ask her mother? 2. What did he say to his mother? Listen to the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions in groups. 1. Where did Malli go? 2. What did he do?	Students repeat after the teacher. Students read individually with help of the teacher. Do the worksheet 6.2 in the page number 90. Listen to the teacher. Repeat after the teacher. Students read the passage individually. Answer the questions. So the worksheet 6.3 in the page number 91.
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<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 of some key words like Hug = embrace tightly to express affection. <u>Vocabulary</u> 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. <u>Grammar</u> 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. <u>Writing</u> 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 and responding.</u>	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.
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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. <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.	Students follow the teacher. Students repeat after the teacher.	Do the activities 8 and 9 in the textbook. Students repeat after the teacher. Students read individually. Do the activity 10 .
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11. Check for Understanding - Questions:

✓ *Factual:*

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, critical thinking)
- 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 words in your convenient language.

SIGN OF THE TEACHER:

SIGN OF THE HEAD MASTER:

SIGN OF THE SCX HM/VISITING OFFICER WITH REMARKS: