Lesson Plan for 3rd English

1. Name of the Teacher:

2. Name of the Unit: The Good Samaritan.

3. No. of Periods: 23 + 23 = 46(2 days for CBA 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	1/11/2022
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	3	3			
7.	Grammar	3	3			
8.	Creative Writing	3	3	1		
9.	Listening and responding.	2	2			
10.	Assessment & Revision	2	2			30/11/2022

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 know who is Jewish? Where is Jerusalem? Who is Samaritan?

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 the plurals for the given singulars nouns like book – books etc.

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.https://diksha.gov.in/play/collection/do_31309861701641011212222?contentType=TextBookUnit

4. https://diksha.gov.in/play/collection/do_31309861701636915212206?contentType=TextBookUnit

5. https://youtu.be/nHZkgii-TpQ (The Good Samaritan story)

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://youtu.be/nHZkgii-TpQ (The Good Samaritan story)

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

✔ What do you if you see someone who is wounded and left alone by the road?

Explicit teaching / teacher modelling (I do)	*Group work (we do)*	*Individual work (you do)*
Pre reading : Teacher asks the children to open their English textbooks at page no 53 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 Good Samaritan. https://youtu.be/nHZkgii-TpQ Reading 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.	Observe the picture and answer the questions. Students watch the video and understand the story.	Students note down the key words extracted from the pre reading picture.

Segment 1. (Once upon..... was left on road.) *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. *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 for the key words. Jewish man = a man belongs to Judaism. Robber = a thief who steals by violence. Segment 2. (After some time..... and went away.) *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 for the key words. Priest = a person who performs religious duties. Levite = a member of the tribe of Levi.	Students follow the teacher. . Check Glossary and Dictionary for the unknown words. Discuss in groups and answer the following questions. 1. Where did the Jewish man live? 2. Who started the journey to Jericho? 3. What happened to the Jewish man? Listen to the teacher.	Students repeat after the teacher. Reads the text individually and comprehend it. . Do the worksheets no 5.1 in page no.74 in English workbook. Students repeat after the teacher. Students read individually with help of the teacher. Do the worksheets 5.2 in the page number 75.

Segment 3. (Then he saw…….....bandaged them.) *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 to the key words like Samaritan = a member of people inhabiting Samaria. Inn = a hotel providing lodging for travellers. Segment 4. (Then, the Samaritan……beaten man.) *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 to the key words like Gesture = symbol. Vocabulary	Discuss in groups and answer the following questions. 1. Who did the wounded Jewish Man see ? 2. Did the man help the Jewish man? Listen to the teacher. Students repeat after the teacher. Discuss in groups and answer the following questions in groups. 1. Who helped the Jewish man? 2. What did the Samaritan do to the Jewish man? Students listen to the teacher. Students repeat after the teacher.	Listen to the teacher. Repeat after the teacher. Students read the passage. Answer the questions. Do the worksheet 5.3 in the workbook page number 76. Students listen to the teacher. Students repeat after the teacher.

Teacher makes the students to play 'opposite game' and makes the students what is an opposite is. Teacher reads the given words and their opposites and asks the students to repeat after him. Teacher asks the students to do the activities 3 and 4 after interacting with the pictures. <u>Grammar</u> Teacher reads the sentences and asks the students to repeat after him. Teacher explains what are action words and regular verbs. And asks the students do the activities 5 and 6. Teacher helps in doing so. <u>Writing</u> Teacher asks the students to read the given sentences under writing in the textbook in page number 60 and explains the use of the capital letters and full stop. Teacher asks the students to do the activity 7. Teacher explains the students how to write 4 to 5 sentences using the given hints. Asks the students to do the activity 8. <u>Listening and responding.</u> Teacher explains the given situation. You helped the limping and crying puppy and you are late to school. Asks the students to have the characters and the simple dialogues (in their convenient language but teacher megaphones in English) Teacher reads the given poster in activity 11 and asks the students to repeat after. Teacher asks the teacher to prepare a poster imitating the same. Teacher asks the students to colour the given picture. .	Discuss in groups and answer the following questions in groups. 1. Who helped the Jewish man? 2. What did the Samaritan do to the Jewish man? Students follow the teacher. Students repeat after the teacher. Do the activities 3 and 4 given in the textbook. Do the activities 5 and 6. Follow the teacher. Do the activity 7. Do the activity 8. Do the activity10.	Do the worksheet 5.4 in the workbook in page number 77. Students repeat after the teacher. Do the activities 3 and 4 given in the textbook. Do the worksheet 5.6 in the workbook in page number 79. Do the activities 5 and 6. Do the worksheet 5.7 in the workbook in page number 80. Do the activity 7. Do the activity 7. Do the worksheet 5.8 in the workbook in page number 81. Do the activity10. Do the worksheet 5.5 in the workbook in page number 78. And 5.9 in the page number82.

	Do the activities 11 and 12.	Do the activities 11 and 12.

11. Check for Understanding - Questions:

✔ *Factual:*

1. Where did the Jewish man live?
2. Who started the journey to Jericho?
3. Who helped the Jewish man?

✔ *Open ended/critical thinking:*

1. Who do you think the real neighbour to Jewish man? 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 activities. (Integrate 21st century skills / SEL)

I. Tell a story on helping others in your own words. Discuss in the class in a divergent way. (Creativity and critical thinking.)

II. Enact /present a play of Samaritan in an event with your team. (creativity, collaboration, communication)

III. Prepare a poster on 'Humanity' by collecting pictures and pasting them. (Creativity)

IV. 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.

14. Assessment:

1. Read all the opposite words to the all given words.

2. Read and write all the questions and answers.

SIGN OF THE TEACHER:

SIGN OF THE HEAD MASTER:

SIGN OF THE SCX HM/VISITING OFFICER WITH REMARKS: