

Lesson Planning Proforma

Taking care of process takes care of the outcomes

<p>Teacher's name: Pratima</p> <p>Standard: IV Section: A</p> <p>Date: 26th August, 2013</p> <p>Session no: _1_/_6__</p> <p>Unit/Theme: EVS</p> <p>Topic and Subtopic: Changing Families, Chapter 9</p> <p>Related topic from previous year: Families can be different</p>	<p>Learning Outcomes</p> <p>By the end of the lesson all students will be able to: <i>(a set of bullet points using words from Bloom's Taxonomy – examples on right hand column)</i></p> <ul style="list-style-type: none"> • decode the pictures in their text to understand the story they tell • describe how families grow bigger by adding more members • use the questions in their text to think about the impact of a change in the family size <p>By the end of the lesson students who grasp quickly will be able to <i>(determining what some students will know when they have more information than others in the class)</i></p> <ul style="list-style-type: none"> • think further about the use of the word "change" • draw or write about change using examples from their own families 	<p>Words for Bloom's Taxonomy</p> <p>Knowledge Recognize, List, Describe, Identify, Name, Locate</p> <p>Understanding Interpret, Summarise, Explain, Classify, Compare, Infer</p> <p>Application Implement, Carry out, Use, Execute</p> <p>Analysis Compare, Organise, Structure</p> <p>Evaluation Comment, Review, Check, Critique</p> <p>Creation (Synthesis) Construct, Plan, Design, Invent</p>
<p>Resources Required and locations for the lesson <i>(Material provided / required by the teacher and students for use in the location such that the concept being learned is understood by them)</i></p> <p>Looking around: NCERT textbook for Class IV; class work notebooks, pencils and colours, home work given last week, squares of chart paper, one per group.</p>		
<p>References: <i>(Name of books, websites, news papers, magazines)</i></p> <p>NCERT textbook</p> <p>Website: http://familychildrenservice.nonprofitoffice.com/vertical/Sites/%7B180D3755-B455-4299-8D88-544431B73DE8%7D/uploads/%7BE278FB8B-6117-4BFD-BAA5-97832071236F%7D.PDF</p>	<p>Display board: <i>(A generic/ student work to be generated to display on the soft-board)</i></p> <ul style="list-style-type: none"> • Words and phrases associated with the word 'change' • A drawing or paragraph from students, about how their family has changed. <p>Thinking question – What makes change feel nice?</p>	
<p>Assessment: <i>(techniques/strategies required by the teacher to assess whether students are progressing during the lesson, towards the learning outcomes)</i></p> <p>Formative: Can you tell me how Nimmi's family changed? (to be asked after the picture talk)</p> <p>Summative:</p>		
<p>Starter <i>(Setting the tone for the lesson with an activity to interest/attract the students to what is going to take place – not more than five minutes)</i></p> <p>Ask for a volunteer student. The volunteer stands up in front of the group and the teacher asks the class to look at them very carefully. Take the volunteer student out of the room with you and together, alter one thing about her/his appearance. For example, they could untie a shoelace, fold a pant leg or take off a piece of jewelry. Then return to the room and ask the class to guess what has changed about the volunteer student.</p>	<p>Keywords/phrases: CHANGE Family member</p>	

Introduction (*Eliciting prior knowledge from the students through pair or individual work – not more than 5 minutes. Explanation of learning outcomes to the students*)

Today's lesson is about change, change in families. We have done work last year about the need for families and how they are useful. What do we remember of our learning last year? Take 2 minutes to talk with your neighbour about this. (*Give two minutes for the pair conversation, ask children to volunteer what they remember – only one statement per student. Write keywords from their answers on the board. Ask if anyone has anything new to add when you feel most keywords have been listed. Add in important keywords that may not have been identified by the students*)

This year we learn about how families are not the same for our entire life. The number of people in a family change. Can anyone tell me how?

We will be able to explore change in size and change in family members through the entry of new members. Some of us will also be able to think about and tell us how this change makes us feel.

We will do this by looking at the pictures in our textbook on page 66 and 67.

Development: (*The body of the lesson and the teaching style to be employed by the teacher.*)

For all students:

In this chapter on page 66, we will learn about 3 families, the families of Nimmi, Tsering and Nazli. Your family is also known as the family of (name some students in the class). Today we will learn only about Nimmi's family. They are your families. In Nimmi's family, we can see that she has got a new baby sister.

(10 minutes for the following activity) Pair work: Look at the pictures on page 66 and 67. Discuss the pictures that you see with your buddy. You get 2 minutes to look and discuss.

I am going to pick the buddy stick from my magic glass. The buddy pair I pick out will tell me what they see in the first picture. (2 minutes for each picture, different pair for each picture description).

(10 minutes for the following activity) Group discussion: share the 4 questions in **Let Us Talk** between the students' groups and ask them to respond to the questions – the recorder should record the response (**2 minutes for discussion**). Then randomly pick one of the groups using the buddy sticks, so the recorder can share their response. (**2 minutes per group for sharing**)

For students who find it difficult to grasp at the same pace as others: Ask group facilitators to involve all members in the discussion. Since students have been asked to speak in English, remind the students of group norms in which it had been agreed that such students can use their mother tongue without making them conscious or embarrassed.

For students who grasp quickly: Ask them to list the words associated with change on squares of chart paper that can be put on the display board or make a drawing or write a paragraph about how their family has changed.

Plenary – (*getting a range of students from different levels to summarize the lesson/describe what they enjoyed/describe their discoveries*)

How many of you have had a change in your family like Nimmi had in hers? (show of hands) So, when a new baby is added to the family, what happens to the family? Does that change what everyone in the family has to do? How many of you agree. How many of you feel it doesn't. Think about other kinds of change that happen to families. When we meet tomorrow you can tell me what you have found out.

Homework- (*students should revisit the lesson to reinforce the objective at home independently*)

Write your answer to the questions in Look at the Pictures and Write on page 67.

Review: (*to be filled in by the teacher after the class to identify areas that may need reinforcing during the review week*)

WWW: the students were able to pick up interesting clues in the picture when I asked – how do you know it's a hospital. Also some of them knew from their own experience that children were not only born in the hospital but also at home. I found this a good opportunity to talk briefly about adoption – that there were two ways in which babies could come to a family.

EBI: there could be more time!