

Grade -3		Unit-1 Animals
<p>Through this unit, students learn about: listening to and comprehending songs, reciting poems, reading a play, describing characters (character sketch) and grammar concepts such as common and proper nouns, articles and homophones.</p> <p>Within this unit, there are opportunities for students to: listen to songs, comprehend them and read stories as well as are exposed to the literary style of a play, share their likes and experience and relate self to text.</p> <p><i>This unit takes approximately 28 Periods.</i></p>		
<p>WHERE DOES THIS UNIT FIT</p> <p>Students in Grade 1 and 2 use describing words to describe characters, whereas in this grade, they use those describing words to write character sketches. They also begin using dictionaries in this grade. Students read about naming words in Grade 1; in Grade 2, they are introduced to the term 'noun, and in this grade, they study about their types (common and proper). Additionally, they revise the usage of 'a' and 'an' and 'the'. They also learn to organize and represent their thoughts more coherently in verbal and written form.</p>	<p>VOCABULARY</p> <p>In this unit, students are provided with opportunities to use the following words:</p> <p>swing, ocean, scratch, fleas purring, chasing, maze, stomp, adorable, loyal, playful, special, orphanage, lovely, playmate, protect, worthy, incident, pointed, common and proper nouns, spread, hum, surround, announcement, berries, majesty, kingdom, sorrow, etc.</p> <p>SKILLS/KNOWLEDGE</p> <ul style="list-style-type: none"> • Reading in order to comprehend • Expressing thoughts and ideas • Writing character description/ character sketch • Using pre-writing and reading techniques 	<p>RESOURCES</p> <p>Curriculum Book</p> <p>Interactive board for the following:</p> <ul style="list-style-type: none"> -The Elephant Song -Common and Proper Nouns - Homophone Monkey -Homophones <p>Material Required; Chart papers and sketch pens</p>
<p>EXPECTATIONS</p> <p>At the end of this unit, most students will: be able to write character description/sketch and use articles appropriately, understand the usage of 'a', 'an' and 'the'. They understand and use common and proper nouns, and homophones.</p> <p>Some students will not have made much progress and will: use words to describe characters and will need help in writing character sketches, will use 'a' and 'an' appropriately. They are also able to identify common and proper nouns.</p> <p>Some students will have made progress and will also: use a variety of describing words to write character descriptions, use articles correctly while writing answers, understand homophones, and identify and use common and proper nouns appropriately.</p>		

ENG	G3	V1	Animals	CHAKRA 1	THE ELEPHANT SONG	ENG3111
BEGINNING DATE _____ COMPLETION DATE _____					PAGES FROM CURRICULUM BOOK: ESTIMATED # OF PERIODS: 6 ACTUAL # OF PERIODS: _____	
LEARNING OBJECTIVES					EVIDENCES OF LEARNING	
<ul style="list-style-type: none"> To listen to comprehend To express feelings and thoughts with clarity To comprehend the meaning of new words Students listen to the song and sing it with gestures. 					<ul style="list-style-type: none"> They express their thoughts about the song. They write answers for the questions based on locating details. They infer the meaning of new words by looking back at the text and referring to a dictionary. 	
<p>DO</p> <p>Periods: 2</p> <ul style="list-style-type: none"> ➤ Begin the class by asking students to act like an elephant. They can do the actions of swinging trunks or thumping the ground. ➤ Play the IB titled 'The Elephant Song'. Let students enjoy listening to and singing this song. As they sing, ask them to enact the animals that have been mentioned in the song. <p>NOTE</p> <p>Play the video several times so that students are able to understand the lyrics and sing along. Walk around in the class and observe students' work. Listen to their conversations to see how they frame sentences.</p>						
<p>REFLECT</p> <p>Once they are through with singing and dancing, ask them the question: Do you like the song? Why do you say so?</p> <p>Let all the students share their feelings as the response to the question is personal. Encourage maximum number of students to express themselves.</p>						
<p>PRACTICE</p> <p>Ask students to sing the song to their parents.</p> <p>NOTE</p> <p>Make a list of pointers on how students can edit their work. Some of them could be punctuation marks, capital letters and spellings.</p> <p>Although, learning to use a dictionary is a desirable skill, do not force students to look up a word in a dictionary. Encourage them to infer the meaning of the words through the given strategies.</p>						
<p>REFLECT</p> <p>Periods: 1</p> <ul style="list-style-type: none"> ➤ Ask students to read the questions given in CB-p8. ➤ Ask them to answer the questions in pairs, as it is the first writing task that they are doing in this grade. Encourage students to make new sentences with the given words in their notebook. ➤ For each of these words ask the following question: <ol style="list-style-type: none"> Where is the word located in the song? What do you think it means when you read it in the song? Is it a naming/describing or an action word? ➤ Once they have answered the questions, you can discuss the answers with them. <p>Ask them to edit their work as you discuss the answers with them.</p>						
<p>THINK</p> <p>Give students either an example of the word in a similar, but simple context, show/draw the picture or enact it out for them.</p>						

Thereafter, ask them write the meanings in their book and check the meaning from a dictionary.

ASSESS

OBSERVED EVIDENCES OF LEARNING



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PROPEL THY LEARNING

ENG	G3	V1	Animals	CHAKRA 2	FOR SPECIAL FRIENDS	ENG3112
BEGINNING DATE _____ COMPLETION DATE _____					PAGES FROM CURRICULUM BOOK: ESTIMATED # OF PERIODS: 4 ACTUAL # OF PERIODS: _____	
LEARNING OBJECTIVES					EVIDENCES OF LEARNING	
<ul style="list-style-type: none"> To read and comprehend To understand and apply the concept of common and proper nouns To express one's thoughts with clarity Students read a passage and understand the story and its details. 					<ul style="list-style-type: none"> They respond to questions asked in the class as per CB They are able to categorise common and proper nouns. They are able to exemplify common and proper nouns. 	

DO

Periods: 1

Read aloud the story 'For Special Friends', CB-p 9 with appropriate voice modulations and expressions. Ask questions while you read to ensure that students are listening to the text.

You can ask the following questions:

1. Where did Rhea go?
2. What was she looking for?
3. What was the name of the old lady?
4. What was the name of the shop?
5. What was Rhea looking for?
6. What did the old lady give her?

You can ask more questions to ensure that students are engaged in class.

NOTE

It is essential for students to hear the teacher read aloud, as it exposes them to correct pronunciation.

Make word walls or word trees after every chapter or two/three chapters as per the number of new words. You can also stick images or draw these words.

REFLECT

Periods: 1

Once you have read the story, discuss the questions given under the **I Talk**, CB-p11.

Let students read the questions and answer them. Ensure that all students participate actively in the discussion.

The questions given for discussion aim at focusing students' attention towards the importance of usage of names in their daily lives.

Make sure you elicit the answers from the students.

THINK

Students have already studied about naming words (nouns). Instruct them to fill the table given **under 'I Grammatize'** question no. 1, p-11.

Draw a similar table on the board and discuss it with students. Ask them to fill the table in their books simultaneously.

Once they have filled this table, discuss question no. 2 and 3, p12.

Help students induce a pattern and let them reach the conclusion that the words in Column A are common nouns and that in Column B are proper nouns.

After they have induced the pattern, explain to them how common nouns indicate similar groups and proper nouns indicate specifics. Give them examples of the same. Also, ask them to give some examples.

APPLY

Periods-1

Also, ask students to do the questions in CB; p-12 and 13. Discuss the questions in class and let students answer the questions with the help of their partners.

Discuss the answers after students have completed the task.

PRACTICE

Periods-1

In the next class, ask students to do the task titled, 'Feeling Lonely', CB; p14. Let students read the story. Ask them the question given on p15.

What did Chiku's mother tell her? Why did she say so?

Thereafter, let them do the task of categorising common and proper nouns. This is a reinforcement task on common and proper nouns. Discuss their work once they finish it.

Also, share with them the fact given under the **Fun to Know**

ASSESS

OBSERVED EVIDENCES OF LEARNING



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