Lesson Plan

Subject	**English Language**
Class/ Section	**Year 3 A – 3F**
Week	**4 (19th September 2021 to 23rd September 2021)**
Work send to students by	**Google classroom**
Total number of lessons per week	**6 + 2 (Guided Reading)**
Unit/Topic	**Non Fiction Text - Tricking Our Eyes**
Key Vocabulary	lie, look,make,illusion, camouflage,tricks,pattern,optical illusion,shortest,longest,length,ruler,believe,bent,rectangles, placed
Lesson 1 –Live Zoom lesson along with face to face instruction for students present on a particular day	**Specific Learning objectives** (1) Answer simple comprehension questions to check understanding of the text. (2) Collect information for an instruction text (3) Plan to write an instruction text **Specific Intended Learning Outcomes** ➢ Read and understand the comprehension questions to answer accurately. ➢ Jot down ideas for the instruction text topic 'How To Create An Optical Illusion' ➢ Explore form, layout and language of an instruction text

Tasks	• Answering read and respond questions in gform. • Planning an instruction text using connectives(sequential), bossy/command verbs, nouns and interesting details/ vocabulary to write an **instructional text** on **How To Create An Optical Illusion**.
Assessment Criteria/ Essential questions	❖ Use specific vocabulary and layout for writing an instruction text like; a proper title, an introductory sentence that explains the meaning of the title, subheadings,list of things/items with bullet points, clear instructions in the correct order with connectives and an ending sentence that wraps up the whole text.
Resources	**Nonfiction Text:Tricking Our Eyes – Allocated in Active Learn; Posted in English GC as PPT**
Lesson 2 –Live Zoom lesson along with face to face instruction for students present on a particular day **Tasks** **Assessment Criteria/ Essential questions** **Resources**	**Specific Learning objectives** (1) Edit and correct instruction text. (2) Present the instruction text to peers. **Specific Intended Learning Outcomes** ➢ Follow correct layout to write an instruction text. ➢ Display confidence to present the instruction text. • Writing instruction text using correct layout and specific vocabulary. • Presenting instruction text to peers with confidence. ❖ Interesting Title ❖ Introduction / First paragraph - Briefly describe about **Optical Illusion.** ❖ Sub title 1 – Things I need for **Optical Illusion**. ❖ Use bullet points while listing down the things needed. ❖ Sub title 2 - Using sequential connectives and command verbs to write down the ways to create an **Optical Illusion** in the correct order. ❖ Ending / Last Paragraph - Write one or two sentences about how impressive are these optical illusions. **Nonfiction Text:Tricking Our Eyes – Allocated in Active Learn; Posted in English GC as PPT**

Lesson 3 –Live Zoom lesson along with face to face instruction for students present on a particular day	**Specific Learning objectives** (1) Ask and answer simple questions (2) Identify features of explanation text **Specific Intended Learning Outcomes** ➢ Ask and answer simple textual questions ➢ Identify features of explanation text from the book read. ➢ Identify the key details and causal conjunction • Skimming and scanning through the text • Identifying features of explanation text from the nonfiction book. • Identifying the key details from the text • Tell how a causal conjunction helps explain a key information
Tasks	
Assessment Criteria/ Essential questions	❖ Answer questions with reference to the details of the text. ❖ Select relevant features of explanation text ❖ Identify the purpose of a causal conjunction in justifying an explanation.
Resources	**Nonfiction Text:Tricking Our Eyes – Allocated in Active Learn; Posted in English GC as PPT**
Lesson 4 –Live Zoom lesson along with face to face instruction for students present on a particular day	**Specific Learning objectives** (1) Discuss success criteria for an explanation text **Specific Intended Learning Outcomes** ➢ Recognise the correct layout of an explanation text. ➢ Identify some of the language features to be included in an explanation text • Annotating and writing a teacher-modelled explanation text.
Tasks	
Assessment Criteria/ Essential questions	❖ Understand that there is a suitable and interesting title for the explanation text. ❖ Understand the purpose of an opening statement which gives the reader an idea about the explanation text. ❖ Identify the purpose of causal conjuctions like – because/so/as a result/due to; to describe cause and effect.

Resources	Nonfiction Text:Tricking Our Eyes – Allocated in Active Learn; Posted in English GC as PPT
Lesson 5/6 - Live Zoom lesson along with face to face instruction for students present on a particular day **.** **Tasks** **Assessment Criteria/ Essential questions** **Resources**	**<u>Specific Learning objectives</u>** (1) Collect information to write an explanation text (2) Plan an explanation text **<u>Specific Intended Learning Outcomes</u>** ➢ Research and collect ideas and information for an explanation text ➢ Use correct layout and language to plan and write an explanation text. • Gathering ideas and information for an explanation text • Writing Task: Write an explanation text on – **Optical Illusion**. ❖ Have you got a suitable and interesting title for your explanation text? ❖ Does it have an opening statement which gives the reader an idea about the explanation text? ❖ Have you used causal conjuctions like – because/so/as a result/due to; to describe cause and effect? **Nonfiction Text:Tricking Our Eyes – Allocated in Active Learn; Posted in English GC as PPT**

GUIDED READING

Unit/Topic	Can You Do This? / Turquoise B
Key Vocabulary	Straight, vinegar, piece, meter
Lesson 1 –Live Zoom lesson along with face to face instruction for students present on a particular day **Tasks** **Assessment Criteria/ Essential questions** **Resources**	**Specific Learning objectives** (1) Identify and use alphabetical elements of non-fiction texts: index, glossary (2) Read more formal sentences **Specific Intended Learning Outcomes** ➢ Confidently uses index, glossary for finding information. ➢ Understand and read formal sentences confidently. • Identifying the purpose of index and glossary. • Reading the nonfiction text loud and clear and with understanding. ❖ In which order are the words in index and glossary arranged? ❖ Read text with understanding and with clarity. **NONFICTION: Can You Do This? / Turquoise B**
Lesson 2 – Live Zoom lesson along with face to face instruction for students present on a particular day	**Specific Learning objectives** (1) Extract meaning from the text rather than from the illustrations (2) Interpret information presented in a variety of forms **Specific Intended Learning Outcomes** ➢ Give word meanings from context. ➢ Explain clearly the information presented in a variety of forms.

Tasks	- Explaining the meaning of few words from the text read. - Explaining that information can be presented in a variety of forms.
Assessment Criteria/ Essential questions	❖ Find out the suitable meaning of the given words from the context. ❖ Give examples of presenting information.
Resources	**NONFICTION: Can You Do This? / Turquoise B**