



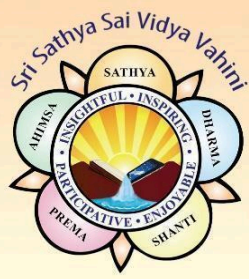
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# Sri Sathya Sai VIDYA VAHINI श्री सत्यसाई विद्या वाहिनी



## Master Lesson Plan for Report Writing

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD VI	English	Report Writing	English	12-03-2024 20:57:37

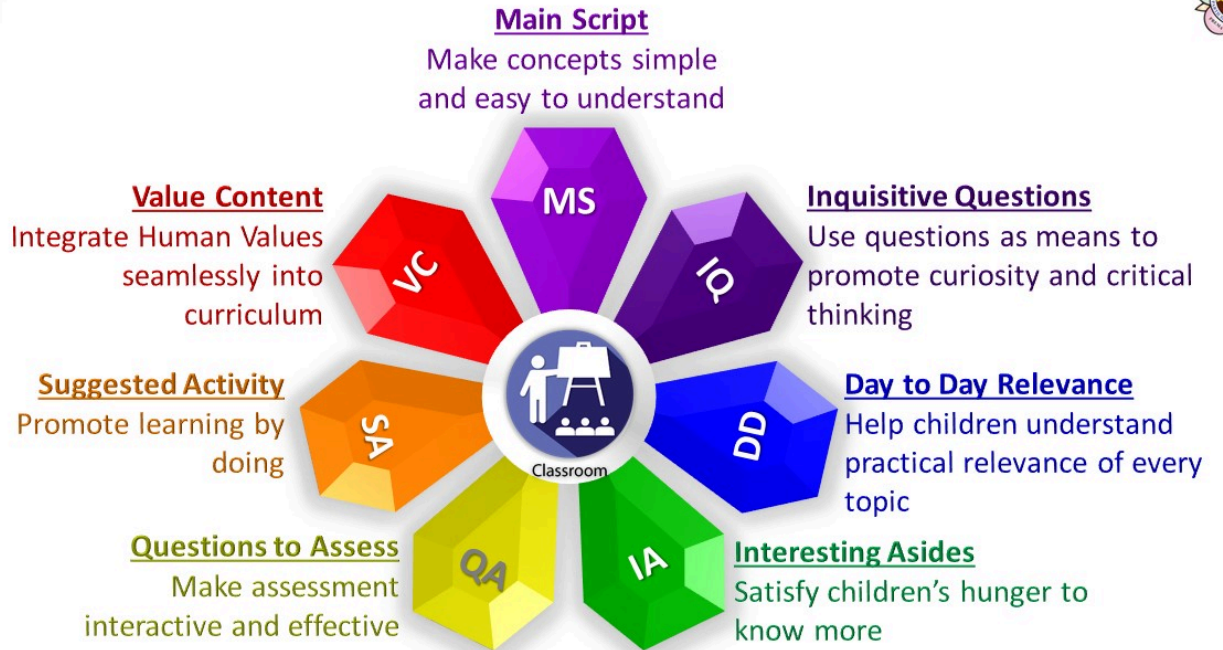


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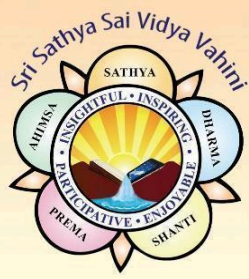
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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.



## IM\_Report Writing

*This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by CBSE.]*

**Curricular Expectations:** The learner is expected to write coherently keeping in mind the target audience.

**Learning Outcome:** The learner will be able to use meaningful sentences to describe and narrate factual or imaginary situations in speech and writing.

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**Total Time to transact MLP: 70 minutes, 2 periods**

**Topics in this Chapter: Report Writing**

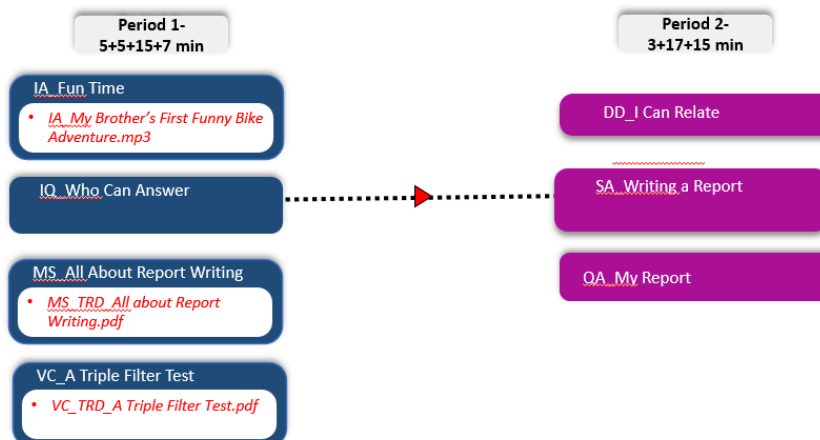
**[Notes to teacher:** The chapter on Report Writing has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.

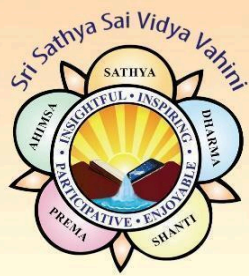
*This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]*

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### Lesson Plan Flow

*Here is the MLP at a glance for a quick reference.*





## PERIOD 1

**Topic: Report Writing**

**Time: 5+5+15+7 = 32 mins**

**Asset Types: Interesting Aside, Inquisitive Questions, Main Script, Value Content**

**Objectives:** Students will be able to:

- 1) enjoy listening to the funny write-up
- 2) connect to the different forms of writing
- 3) explain how to write a report
- 4) be truthful to themselves and to others

### 1) IA\_Fun Time

Play the audio file **IA\_My Brother's First Funny Bike Adventure.mp3** about a hilarious report on 'My Brother's First Funny Bike Adventure' for the students to enjoy.

### 2) IQ\_Who Can Answer

After the fun time, ask the students a few questions such that their attention is drawn to the difference between writing a letter, a drama or a report and what sort of writing the script of the audio is. The following sample questions can be asked.

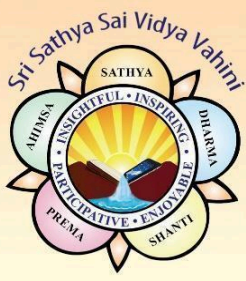
1. What is the audio clip about?
2. Is the narrator reading out a letter, narrating a story or reporting an event? How do you know?

The response from the students leads to the correct answer. Thereafter it can be concluded that it is an example of report writing and how it differs from the other forms of writing can be clarified.

### 3) MS\_All about Report Writing

**Report** - A report is a factual description of an event or happening. It is written for a clear purpose and a particular audience. A report is sharp and concise in nature. The various forms of reports are: newspaper reports, inquiry reports, progress/action taken report, a police report, a report of a meeting, survey report, etc., each having a distinct character and format.

Using the **MS\_TRD\_All About Report Writing.pdf**, the special features of report writing can be brought out.



#### 4) VC\_A Triple Filter Test

A report describes a problem or an issue in a crisp manner so that the target audience gets the gist of it.

It is important to give a truthful message. Similarly, the quality of being truthful, is a defining part of our character.

Using the **VC\_TRD\_Triple Filter Test.pdf**, allow the students to discuss how the concepts and features of report writing can be linked to real life human values.

### PERIOD 2

**Topic:** Report Writing

**Time:** 3+17+15 = 35 mins

**Asset Types:** Suggested Activity, Day to Day Relevance, Questions to Assess

**Objectives:** Students will be able to:

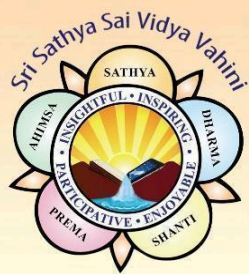
- 1) write a report collaboratively on a given topic
- 2) relate to the process of report writing in their daily lives
- 3) write a report independently

#### 1) SA\_Writing a Report

Students can be divided into groups of 4 and given a topic each, based on their day to day activities/experiences. For e.g. reporting a prize distribution function at school, reporting the sports day held at school, reporting on a recent field trip etc. The groups can then exchange their reports and read them out aloud for everyone to hear. The sample reports can then be displayed on the common notice board or can be published as an article in the school magazine.

Students can be asked to fill in the first two boxes before they start the suggested activity and the last box, after the suggested activity.

What is it that I know?	What is it that I want to know?	What is it that I have learnt?



## 2) DD\_I Can Relate

Through the SA activity done, the students will be able to relate the process of report writing to their daily lives. **This way, the DD seamlessly flows into the SA.**

## 3) QA\_My Report

Ask the students to write a report on a recent activity that has taken place in the school. The teacher can write the below pointers to have in mind while writing the report as pointers for guidance and facilitation.

1. Always write in the past tense.
2. Always be clear and concise.
3. Use the passive voice.
4. Does not include suggestions, opinions or recommendations.
5. Structure of the report:
  - Heading/headline
  - Day, Date and by whom it is written
  - Answer the questions 'what' (description of what and how the event was conducted ( paragraph 1)
  - 'how' and 'who' (description of who attended the event) in two paragraphs

**Rubrics for assessment given below are for the teacher:**

Criteria	Very Good	Good	Satisfactory
1. Introduction	Captures immediate attention	Clear Introduction	Lacks clarity
2. Content & Relevance	Thorough comprehensive content	Adequate information provided	Limited content
3. Formatting	Adheres to formatting guidelines	Some formatting issues	Poorly formatted
4. Language use	Clear language, appropriate style	Some language/style issues	Poor language and style
5. Grammar	Error-free	Some errors	Many errors



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The following Rubrics are to be written on the board to facilitate effective report writing.

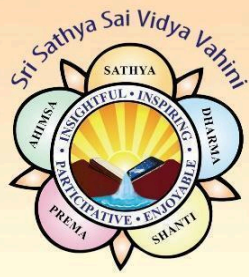
Criteria	A (Excellent)	B (Good)	C (Needs Improvement)	Marks Allotted
1. Format - Title, name of the writer, place and date				1
2. Content and ideas (Writes on the topic and adds detail)				2
3. Grammar (subject-verb agreement and writing complete sentences that make sense)				1
4. Punctuation (the student uses correct punctuation marks)				1
5. Spellings				1
				Total = 6

## LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem solving
- ★ integration of Values with the concept
- ★ Interaction in the classroom

Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the folders below.



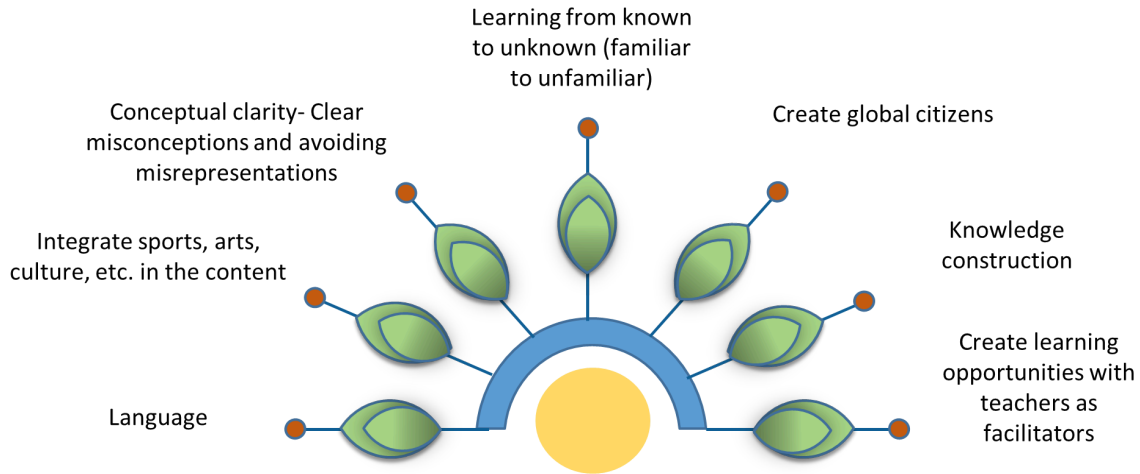
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## Salient recommendations of NEP

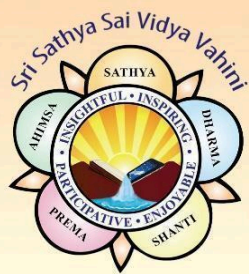


We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.

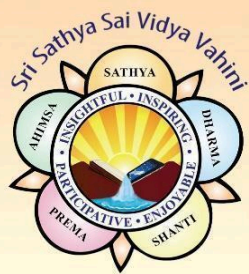
Time to teach	Asset type	Theme	Sub Theme
70 minutes	Ideation Module	Writing	Report Writing





### Master Lesson Plan

<b>Seven Asset Methodology for MLP</b>	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the $n^{\text{th}}$ why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If

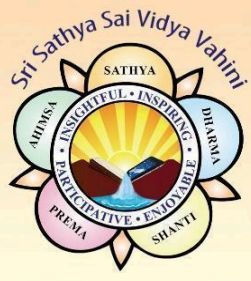


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	students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.



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