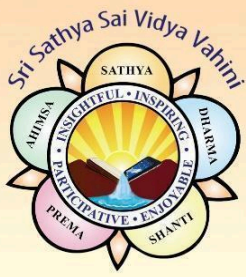**Master Lesson Plan**

for

Modal Verbs - could, should, would, might, must, ought to

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD VI	English	Modal Verbs - could, should, would, might, must, ought to	English	26-03-2024 07:43:30

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

Main Script
Make concepts simple
and easy to understand

MS

Value Content
Integrate Human Values
seamlessly into
curriculum

VC

Inquisitive Questions
Use questions as means to
promote curiosity and critical
thinking

IQ

Suggested Activity
Promote learning by
doing

SA

Classroom

Day to Day Relevance
Help children understand
practical relevance of every
topic

DD

Questions to Assess
Make assessment
interactive and effective

QA

IA

Interesting Asides
Satisfy children's hunger to
know more

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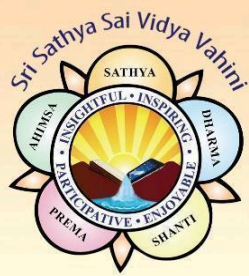
IM_Modal Verbs_could would should

[Notes to teacher: Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, Teacher Reference Documents (TRD), Teaching Aids (TA) and Learning Aids (LA) for the topic 'MODAL VERBS - could, would, should, might, must, ought to' for grade 6.
This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by CBSE.]

Curricular Expectations:
Children are expected to comprehend and use the form and functions of grammar in a given context.

Learning Outcome:
The student will be able to:
- **Write grammatically correct sentences for a variety of situations using verbs.**
- **Respond to announcements and instructions made in class, school assembly, railway station and in other public places.**

_____

Total time to transact MLP: 70 minutes, 2 periods
**Topics in this Chapter:**
1. **Meaning of modal verbs**
2. **Types of modal verbs, usage with examples**
3. **Application of modal verbs in spoken and written English**

[Notes to teacher: The chapter on MODAL VERBS - could, would, should, might, must, ought to, have 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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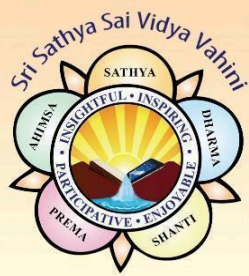
Lesson Plan Flow
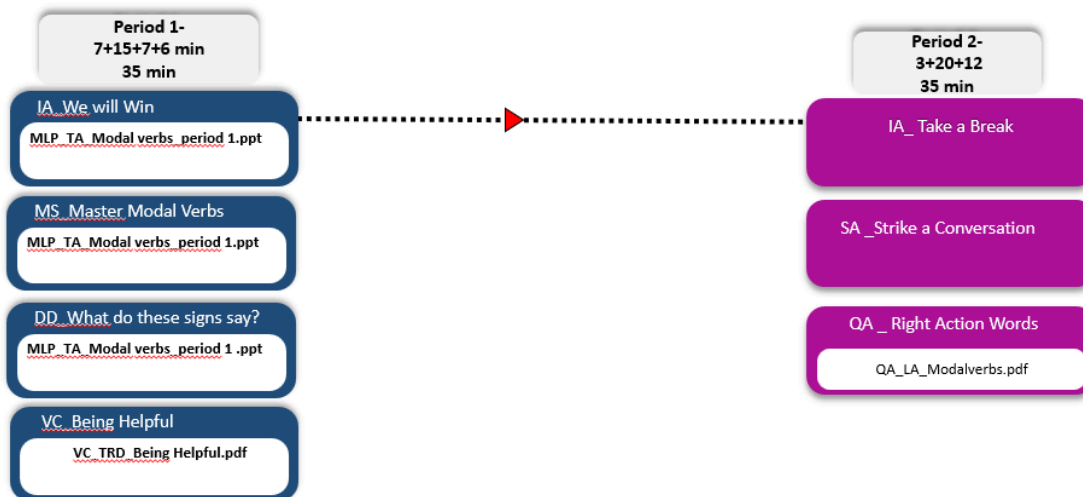
[**Note to the teacher:** *Here is the MLP at a glance for a quick reference.*]
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PERIOD 1
Topic:
Time: 7+15+7+6 = 35 mins
Asset Types: IQ, MS, DD, VC

Objective: Students will be able to:
1. **discover** the use of modals to create a motivational poem
2. **apply** the different modal verbs based on their functions
3. **actuate** the instructions at public places in the form of signs and symbols in accordance with their meaning
4. **realise** the importance of being helpful without expecting anything in return
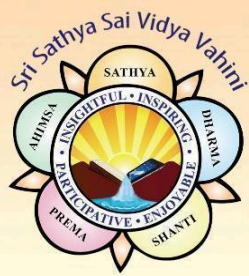
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1. **IQ_We Will Win**

Read the below motivational poem given in slide 2 of the attached file **MLP_TA_Modal verbs_Period 1** *with appropriate voice modulation -*
After reading this motivational poem, ask some questions. Start with direct questions. E.g.
·   *What should the player have done better?*
·   *What would that have resulted in?*

·   *What will they do next time?*
·   *What do they believe they can do?*

Generate a discussion: Ask the students what verbs are used to express the mood of the players? What do they believe in? Direct the discussion to the topic for the day - modal verbs.

2. MS_Master Modal Verbs

Start the discussion with a brief recap of modal verbs done in Class V. You may use the attached PPT **MLP_TA_Modal verbs_Period 1.** Read the sentences and elicit responses from the students. It can be used as a tool of ASSESSMENT FOR LEARNING.).

Cover the different modal verbs using the attached PPT - COULD, WOULD, SHOULD, MIGHT, MUST, OUGHT TO, their usage with examples.

3. DD_What do these Signs say?

Notes to teacher: Using the attached PPT **MLP_TA_Modal verbs_Period 1 (slide number 11 and 12)**, show the signs/symbols that are seen often in daily life. For e.g. traffic rules, signs related to health and hygiene. Sentences will be displayed on what they indicate. (using modal verbs).

Students can match the signs with their corresponding meanings. Let the questions pass row wise in the classroom.
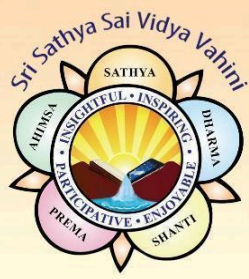
4. VC_Being helpful

Notes to teacher:
Narrate the story given in the attachment **VC_TRD_Being_Helpful.pdf**. Generate a discussion on what they learnt from the story and summarize the value of right conduct by helping others.

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PERIOD 2
Topic: Application of modal verbs in spoken and written English

Time: 3+20+12 = 35 mins
Asset Types: IA, SA, QA

Objective: Students will be able to:
1) **develop** interest in using modals to convey their thoughts
2) **demonstrate** the use of modal verbs in daily conversations
3) **practice** the correct use of modal verbs

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1. IA_Take a Break

Objective: Students will be able to develop interest in using modal verbs to convey their thoughts.

[*Notes to the teacher- This is an amusing conversation using modal verbs. It can be read out with expressions or can be enacted by students.*]

"You dare not, you must not, you should not," roared the king in royal rage, glaring at the queen.

"I shall, I will, I must, I cannot stop!" retorted the queen, red in the face.

There was pin drop silence in the court, with everyone wondering what would happen thereafter.

"Achoo! Achoo! Achoo!" sneezed the queen with regal grace.🤧

The whole court burst into loud laughter.😁🤪

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2. SA_Strike a Conversation

[*Notes to the teacher: This asset provides ample opportunities for <u>assessment of learning</u> and helps to facilitate <u>peer and activity-based learning</u>.*]

Aim: To demonstrate the use of modal verbs in daily conversations.
Setting: Indoor group activity
Role of the teacher: Facilitator
Preparation for the activity: Divide the class into five groups. Give the topics one day before the activity so that the students can prepare, write and enact the scenario using modal verbs. The topics can be:

- At the dinner table
- At the playground planning a football match
- Friends planning a surprise birthday party
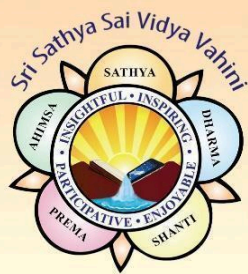
- Classmates discussing the study plan for the final exams
- Visiting the market place with family for Diwali shopping

Procedure: On the day scheduled for the activity:

- Give students time to assemble with the allocated group. (as decided earlier)
- Give each group 4 minutes to enact the conversation. Other groups can observe with emphasis on content and use of modal verbs.
- Once all the groups have performed, give five minutes for peer review and feedback.
- Ask students to express their takeaways from the activity. Teachers can also provide their inputs and guide the conversation.

Observation:
Students will enact the scene.
For example:
Conversation at a clinic
Patient: May I see the doctor please?
Nurse: Yes, but you have to wait for a while.
Patient: I must see the doctor immediately.
Nurse: Sorry, you will have to wait till the doctor arrives.
Patient: Nurse, could you please give me something? I have a splitting headache.
Nurse : Could you wait for a second? I will give you some medicine.

Troubleshooting:
Alert the group one minute before the end of their time, to avoid delay.

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3. QA_Right Action Words

Objective : Student will be able to practice the correct use of modal verbs

[Notes to the teacher: This asset is aimed at assessment of learning.]
- Present the worksheet **QA_LA_modal verbs.pdf** to the students. Alternatively, the worksheets may be printed and distributed.
- Once the students have completed the worksheet, the correct answers can be discussed.
- If the worksheets are being printed for circulation among the students, make sure not to print the answers page.
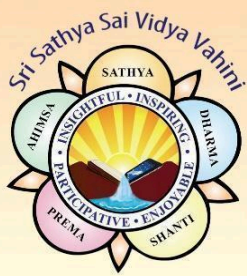
[Notes to the teacher: This asset could be used as a formative assessment tool.]

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LESSON PLAN DESIGN

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

★ activity based learning

★ relevance and connection of the topic to the real world

★ integration of values with the concept

★ Interaction in the classroom

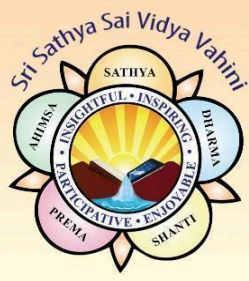Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the folders below.

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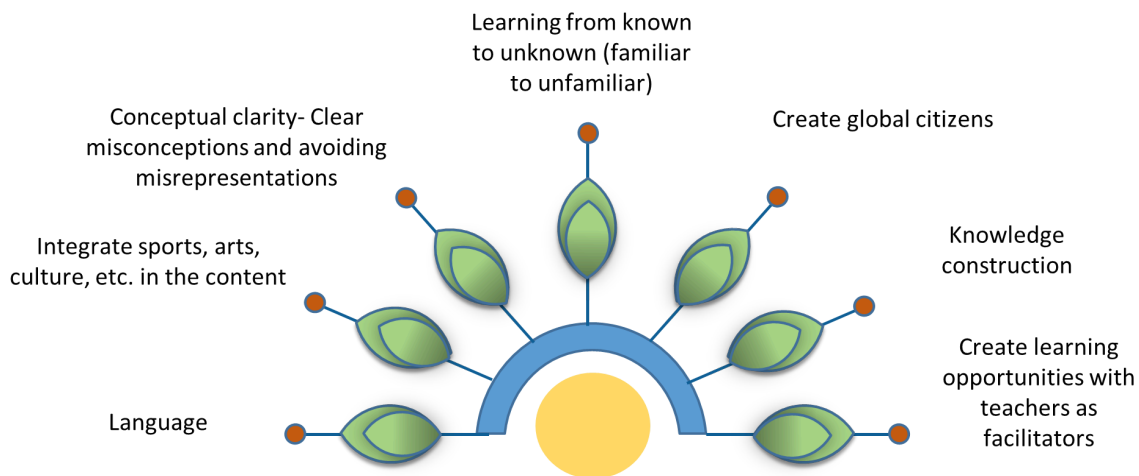
We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.

Time to teach	Asset type	Theme	Sub Theme
70 minutes	Ideation Module	Verbs	Auxiliaries Can and Could May and Might Modals

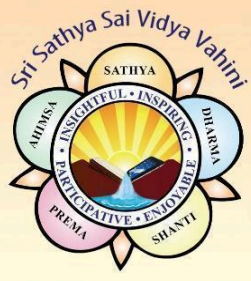|			Must Would and Should

Master Lesson Plan

Seven Asset Methodology for MLP	
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 nth 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

	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 titbits 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.