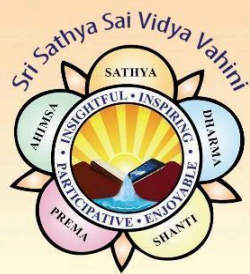**Master Lesson Plan**

for

Sentences - gap filling, reordering and transformation

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD VI	English	Sentences - gap filling, reordering and transformation	English	06-05-2024 07:34:31

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

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

DD

Questions to Assess
Make assessment interactive and effective

QA

Interesting Asides
Satisfy children's hunger to know more

IA

Classroom

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

IM_Sentences-gap filling, reordering and transformation

[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 'Sentences- gap filling, reordering and transformation' for grade 6 .
This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by CBSE .]

[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 'Sentences- gap filling, reordering and transformation' for grade 6.
This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by CBSE.]

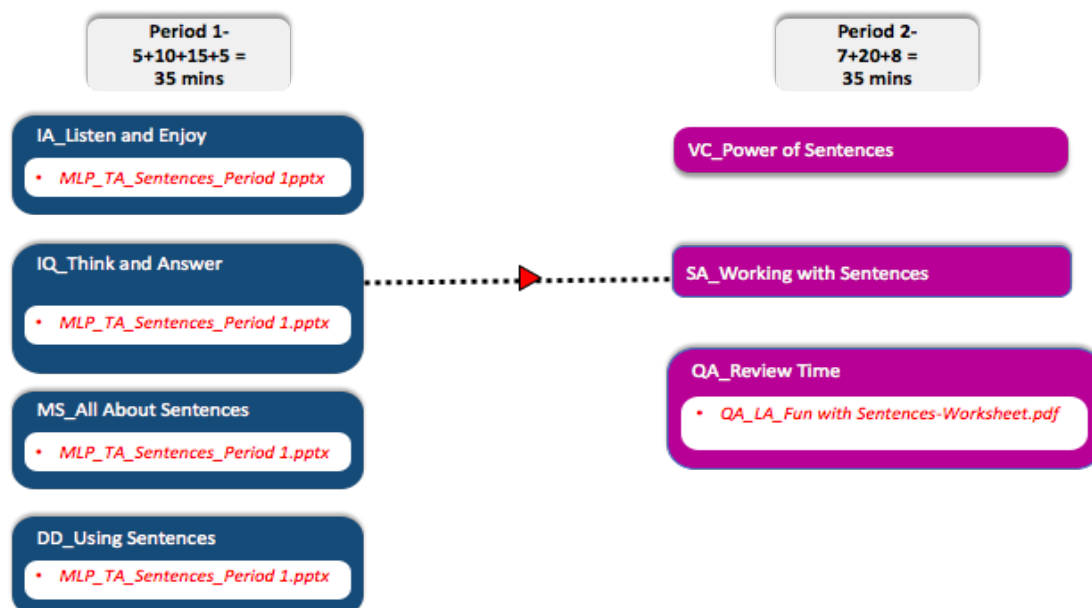**Total Time to transact MLP : 70 minutes, 2 periods**

Topics in this Chapter : Types of sentences (Punctuations, sentence structure, intonation, usage), Sequencing, Gap filling.

[Notes to teacher: The chapter on 'Sentences- gap filling, reordering and transformation' has been suggested. As you view this lesson plan, you will find that all seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participatory'. You will also notice that the activities and Value content are designed towards the attainment of curricular goals and competencies.

*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

Period 1-
5+10+15+5 =
35 mins

Period 2-
7+20+8 =
35 mins

IA_Listen and Enjoy
• MLP_TA_Sentences_Period 1pptx

IQ_Think and Answer
• MLP_TA_Sentences_Period 1.pptx

MS_All About Sentences
• MLP_TA_Sentences_Period 1.pptx

DD_Using Sentences
• MLP_TA_Sentences_Period 1.pptx

VC_Power of Sentences

SA_Working with Sentences

QA_Review Time
• QA_LA_Fun with Sentences-Worksheet.pdf

*[**Notes to the teacher:** Here is the MLP at a glance for a quick reference.]*

_____

PERIOD 1
Topic: Types of sentences (punctuations, sequencing, gap filling, intonation, usage)
Time : 5 + 10 + 15 + 5 = 35
Asset Types: Interesting Aside, Inquisitive Questions, Main Script, Day to day relevance

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(1) IA_Listen and Enjoy
Specific Learning Outcome: Students will be able to take delight in listening to various types of sentences read out.
Duration: 5 mins

Notes to the teacher: This asset is aimed to provide a start to the topic with an interesting yet insightful ppt with voice over, thereby helping students to recall their earlier knowledge of identifying the four types of sentences.]

Four sets of sentences conveying the same information have been presented using the four different types of sentences. **Play slide 3** of MLP_TA_Sentences_Period1.pptx with <u>voice over</u> . Repeat if necessary.

In the absence of AV facility, write the sentences on the board and read aloud (twice if required) the four sets of sentences with intonations to suit the sentence type.

Allow the students to observe the similarities and differences in the sentences.

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(2) IQ_Think and Answer
Specific Learning Outcome: Students will be able to differentiate between the types of sentences.
Duration: 10 mins
[Notes to the teacher: This asset provides ample scope for the students to assess themselves- 'Assessment for learning', and alongside tickling their curiosity to know more.]

Based on the information given in the IA asset, use the trigger questions as suggested in **slides 4, 5 and 6** of MLP_TA_Sentences_Period1.pptx to set the course of the students' thought process. Or ask the questions given below. Encourage students to discuss with their partners and answer. Accept all answers (create a non-threatening environment) before giving out the correct answer.
1. What do the four sets of sentences talk about? (Beauty of dawn. Or any similar answer)
2. Is there any difference in the four sets of sentences? If yes, what is the difference? (Each set uses a different type of sentence).
3. Can you spot any other difference? (Punctuation, sentence structure, intonation).

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(3) MS_All about Sentences
Specific Learning Outcome: Students will be able to explain the differences between the

sentence types.
Duration: 15 mins
[Notes to the teacher: This asset is aimed at knowledge construction through guided observation.]

Use the table given in **slide 7 and 8** of MLP_TA_Sentences_Period1.pptx (ask the students to copy the table in their notebooks) and allow them to fill in the empty boxes in the table to help them understand the punctuations, sentence structure and intonations that are unique to the four sentence types. Guide them as and when required. Allow them to discuss with their bench partners before revealing the answers. Encourage students to come up with more examples.

Use **Slides 9 and 10** of MLP_TA_Sentences_Period1.pptx to emphasise on the need for proper sequencing of sentences (sentence reordering) and using the right words (gap filling), for effective and meaningful communication.

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(4) DD_Sentences in use
Specific Learning Outcome: Students will be able to relate to the daily use of different types of sentences.
Duration: 5 mins
[Notes to the teacher: This asset helps students to understand the practical usage of the different types of sentences.]

Use **slide 11** of MLP_TA_Sentences_Period1.ppx to explain when each sentence type is used. Encourage students to come up with real life examples from their surroundings.
Draw the students' attention to the use of the different types of sentences in their everyday communication.

PERIOD 2
Topic : Value connect to the topic, Activity based learning, Assessment
Time : 7 + 20 + 8 = 35
Asset Types: Value Content, Suggested Activity, Questions to Assess

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(1) VC_Power of Sentence
Duration: 7 mins

POWER OF SENTENCES

Brief Description (Objective): The students will be able to appreciate the creative power of sentence transformation motivating them to embrace creativity in their use of language.

Concept-Value Connection:

- Sentence transformation involves changing the structure of a sentence without altering its original meaning. It requires the learners to think creatively and use language in versatile ways.

- Creative sentence construction transforms communication into an engaging experience making the message more meaningful and impactful.
- *Activity*: Story

Rani was a compassionate young girl studying in the 6th Grade at Bal Bhavan. Every day as she walked to school, she saw a visually impaired old man sitting in the marketplace. He had a bowl for donations and a placard that read:

> I am blind. Please help me

Only a few kind-hearted passersby would drop a coin into his bowl and this was hardly enough for the old man to afford even a single meal. He felt sad and helpless.

Moved by his plight, Rani decided to bring an extra packet of food every day for him. The old man was overjoyed with Rani's generosity and expressed his gratitude and blessed her.

But Rani felt compelled to do something more for him so that the old man could get enough to take care of his needs. That's when she got an idea.

The following day, Rani arrived a bit earlier than usual, surprising the man. After giving him the food packet and as he began to eat, she discreetly disposed off his old placard. Although the man couldn't see what she was doing, he sensed the change. Rani then replaced it with a new one that she had prepared and hurried off to school. Remarkably, that day, the old man had many people who stopped by not only to give him a coin or two but also to share a few kind words. There was also one kind gentleman who offered to get him shifted to an assisted living home where the old man would be taken care of along with being given a small job to support himself. The old man was astounded, attributing his good fortune to the new placard that Rani had made for him.

That evening, as Rani passed by him on her way home from school, she stopped to inquire about his day. He joyfully responded, "Today, I not only received a lot of money but one kind hearted gentleman has also promised to take me to an assisted living home where I can work and live under their care. From tomorrow, I will not have to sit here helpless. All thanks to you, my child. Your new sign board has been very fortunate for me."

Rani replied with a gentle smile, "No, it's not about the sign board itself. It is actually the change in the sentences that made all the difference." Curious, the man asked, "What did you write, my dear?" Rani shared with him, "I wrote:

> Isn't it a beautiful day?
>
> Indeed it is!
>
> Even for someone like me.. who can't see.

Through this thoughtful act, Rani not only provided help but also highlighted the power of empathy, perspective, and effective communication in making a meaningful difference in someone's life.

Point to Ponder: Words can paint pictures. Sentences can change how we feel.

Follow up activity (optional): The story given above may be paraphrased by the students and presented as a role-play or skit during appropriate school functions.

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(2) SA_Working with Sentences
   Brief Description (objective): Students will be able to use the different types of sentences effectively in their writing and oral communication.
   Duration: 20 mins
   Setting for the Activity: Indoor, group
   Resources Required: A4 paper, colour pencils and sketch pens (to be brought by students)
   Preparation of Activity:

➔ Make groups of 5 or 6 students depending on the strength of the class.
➔ Explain the objective (aim) of the activity.
➔ Let them fill the K and W of the KWL sheet. (They may do it in their notebooks.) K- What I know, W- What I want to know. Explain that 'L- what I have learnt' would be filled in at the end of the activity.
➔ Assign a role to every member in the group (one or two in the group to write, one or two to add artistic elements, one to oversee the language used, one to oversee creativity)
➔ Write the theme on the board. 'On the beach….' Or 'An evening in the park….' or 'What an adventure….' (or anything else that may suit the class) with a 'word bank' for reference. Example-
   ● An evening in the park…..- birds chirping, people walking, children playing, fragrance of the flowers.
   ● On the beach……- Sand, breeze, sand castles, getting wet.

- What an adventure- old man crossing the road- speeding truck / stuck in the lift– power failure/ playing in the park – stray dog chasing

➔ Write small chits with a specific writing skill
- poetry (4-6 lines on the given theme)
- short story (a short story in two paragraphs on the theme)
- a paragraph (a paragraph on the theme)
- dialogues (2 or 3 sets of imaginary dialogues based on the given theme)

➔ Let each group pick one.
➔ Each group to write on the given theme, in the writing skill chosen using the 4 types of sentences.
➔ Include creative ideas (Example- colour code - Green for assertive sentences, red for interrogative sentences, blue for exclamatory sentences and purple for imperative sentences)
➔ Encourage them to make an artistic presentation (for effective participation of students with skills in art) so that it can be displayed on the bulletin boards.
➔ Guide them with ideas.
➔ Choose a day for the activity. (Allow a few days for the students to plan and prepare.)

Procedure:
- ❖ Seat the students according to the groups already decided.
- ❖ Write the theme and the word bank on the board.
- ❖ Remind the groups about the allotted time of 10 minutes.
- ❖ Keep observing their work and ensure every student in the group is engaged.
- ❖ Guide the students as and when necessary.
- ❖ After the work is done, make them clean up.
- ❖ Now, let the groups read their work aloud.
- ❖ Allot an assessment role to each group. (group A to assess group B. Group B to assess C, etc.)
- ❖ Let groups assess the work based on- fluency, creativity and intonation (while reading)
- ❖ Keep a record of each presentation (fluency, creativity, intonation while reading, proper use of the four types of sentences)

Observation:

- Students are able to use the different types of sentences effectively in written and oral communication.
- Collaboration brought out creativity.

ll Aum Sri Sai Ram ll

Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Sri Sathya Sai Vidya Vahini
SATHYA
AHIMSA · INSIGHTFUL · INSPIRING · DHARMA
PARTICIPATIVE · ENJOYABLE
PREMA · SHANTI

Follow-up activity:

➢ Let the students present their views of the group they assessed.
➢ Ask the students to fill in the L of the KWL sheet. Discuss to ensure students have concept clarity.
➢ Appreciate the good work done by the groups and present your observations.
➢ Suggest modifications or corrections wherever required.
➢ Display the creative work of the students on the bulletin boards in the corridor.

Troubleshooting:

☑ In case, due to unforeseen circumstances, if the activity is not conducted in the scheduled period, arrange to conduct it on the same day during any suitable period.
☑ Keep a vigilant watch to maintain discipline during the activity.

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(3) QA_Review Time
Specific Learning Outcome: Students will be able to apply the knowledge of sentences to answer the questions.
Duration: 8 mins
[*Notes to the teacher*: This asset is aimed at '*Assessment of learning*'.]

Exercises based on the concepts covered in the topic have been provided in the attached worksheet QA_LA_Fun with Sentences-Worksheet.pdf.

Use students' inputs for a quick synopsis of the topic before using the worksheet.

➢ Sentences are of four types:
   1. Assertive Sentence
   2. Interrogative Sentence
   3. Exclamatory Sentence
   4. Imperative Sentence
➢ Every sentence type has a unique
   1. punctuation
   2. sentence structure
   3. intonation
   4. usage
➢ Use of appropriate words and sequencing of sentences are necessary to make the communication effective and meaningful.

QA_Fun with Sentences-Worksheet.pdf. may be used as home assignment, revision work or for any suitable assessment. The 'answer key' has been given in a separate page and is only for the teacher's use
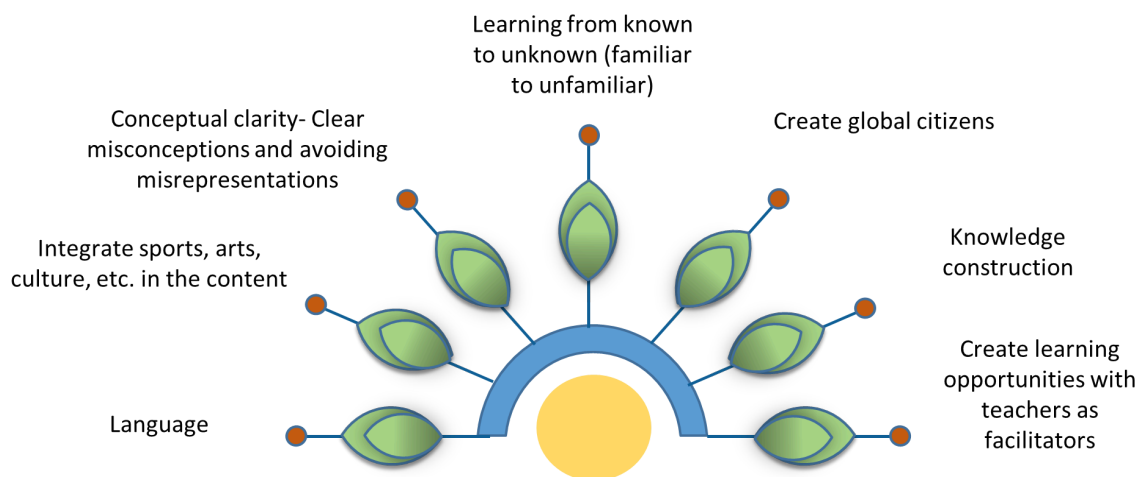

LESSON PLAN DESIGN

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

★ activity based learning

★ knowledge construction through guided observation

★ development of critical thinking skills

★ relevance and connection of the topic to the real world

★ collaborative learning

★ integration of Values to the concept

★ interaction in the classroom

Teaching aids and learning aids mentioned in this Lesson plan are provided in separate folders.

Salient recommendations of NEP

Learning from known to unknown (familiar to unfamiliar)

Create global citizens

Conceptual clarity- Clear misconceptions and avoiding misrepresentations

Knowledge construction

Integrate sports, arts, culture, etc. in the content

Create learning opportunities with teachers as facilitators

Language

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	Sentences	Types of sentences

Master Lesson Plan

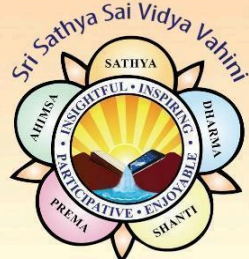| Seven Asset Methodology for MLP	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. 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.