# Master Lesson Plan

## for

## <span style="color:blue">Comprehension Check</span>

| Board | Standard | Subject | Chapter | Language | Creation date |
|---|---|---|---|---|---|
| CBSE | STD VII | English | Comprehension Check | English | 21-06-2024 15:14:34 |

**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

Classroom

**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.
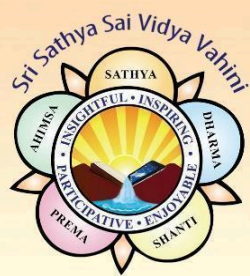
[Notes to teacher: *Dear Teachers, through this MLP, we bring to you suggestions, pedagogical approaches, ideas, teacher reference documents (TRD), teaching aids (TA) and learning aids (LA) for the topic 'Comprehension Check' for Grade  7 .*
*This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by  CBSE .]*

| CURRICULAR GOALS | CG-1 develops the capacity for effective communication using language skills for description, analysis and response |
|---|---|
| COMPETENCIES AS PER NCF/NIPUN BHARAT | C-1.1 identifies main points and summarises from a careful listening or reading of the text or data |

| Strategies as per NEP | NA |
|---|---|
| Learner Centric Techniques used | Peer learning |
| Teacher's Tool Kit | Think Pair Share |
| SDG(Sustainable Development Goals) | SDG 4- ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. |
| Inter/Multidisciplinary | Yes |

Total time to transact MLP : 55 minutes, 2 periods
Topics in this chapter :

- **Activity to understand data comprehension**
- **Different formats of data compilation**
- **Practical use of data comprehension**
- **Role of 'Focus' in comprehension**
- **Morse Code, a unique messaging system**
- **Map reading**

*[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 approximately, considering **each period to be of 35 minutes.** An additional one or two periods may be used if required.]*

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**Lesson Plan Flow**
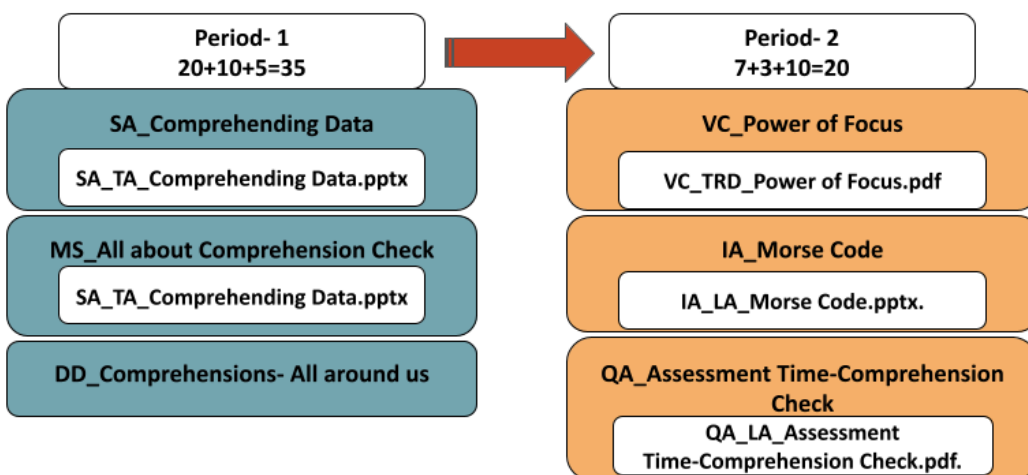


**[Notes to the teacher:** *Here is the MLP at a glance for a quick reference.***]**

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**PERIOD 1**
    **Topics:**
- **Activity for clarity about data comprehension**
- **Compiling given data in different formats**
- **Data comprehension in everyday use**

**Time : 20 + 10 + 5 = 35 mins**
**Asset Types: Suggested Activity + Inquisitive Questions,Main Script, Day to Day Relevance**

**1. SA_Comprehending Data (Integrated with IQ)**
**Specific Learning Outcome:** Students will be able to <u>compile</u> the given data [fulfills C-1.1]
**Duration: 20 minutes**

*[Notes to the teacher: Use this asset to help students understand that data can be presented in different forms. This asset is aimed at 'assessment for learning'. Begin with an introduction to the 'Stock taking' exercise that is undertaken from time to time in the school library. The purpose behind this activity is to know how many books in each category are available and thus plan to replace or purchase new ones.]*
<u>Aim</u>: Students will be able to understand that data can be compiled in different ways.
<u>Preparation</u>: Group the students in pairs. (Use discretion while pairing to promote peer learning.)
Go through SA_TA_Comprehending data.pptx. beforehand to gain clarity about the activity. (Details provided in the ***notes*** <u>section of each slide</u> will help in conducting the activity with ease.)
<u>Procedure</u>:
   ➔ Seat the students in pairs as decided earlier.
   ➔ Use **slides 3, 4, 5, 6, 7, 8 and 9** of SA_TA_Comprehending data.pptx. and ask the students to make notes and complete the tasks as directed in the ppt.
   ➔ After all the students have completed the exercises, let them exchange their notes for *peer assessment* before revealing the answers.
   ➔ Use **slide 10** of SA_TA_Comprehending data.pptx. to trigger their thought process (IQ trigger question).
   ➔ Allow peer discussion and accept all answers before revealing the correct answer.
   ➔ Use probing questions, as given in the slide (Notes section), and elicit from the students the response that data compilation can be done in many ways.
<u>Observation</u>: Students were able to notice that the same data can be compiled using different formats.
<u>Follow-up activity</u>: trace back to **slides 4, 5, 6, 7, 8 and 9** and highlight the names specific to the type of data compilation.
<u>Troubleshooting</u>:
   ☑ Incase of the unavailability of AV facilities, draw the various data compilations on the board and conduct the activity.
   ☑ Maintain discipline and ensure the partners in the pairs collaborate to observe and make notes from the slides being shown.

**2. MS_All about Comprehension Check**
**Specific Learning Outcome:** Students will be able to <u>infer</u> the details of comprehending different types of data compilation [Fulfills C-1.1]
**Duration: 10 minutes**
*[Notes to the teacher: Use the elicitation method for knowledge construction. This asset is aimed at 'Assessment as learning'.]*
Use **slide 10** of SA_TA_Comprehending Data.pptx. Elicit answers from the students regarding the

different types of data compilations that were used. Ask probing questions- examples given below:The answers are given in brackets.

- How many different types of data compilation did you observe? (6)
- What were they? (Pie chart, Bar graph, funnel, pyramid, T-chart, report)
- Did all the formats present the same data? (yes)

Include the others that are unknown to the students. (map, graphs)

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**3. DD_Comprehension- all around us**
**Specific Learning Outcome:** Students will be able to <u>relate</u> to the use of data presented in various forms in day- to-day life.[Fulfills C-1.1]
**Duration: 5 minutes**
**TLM:** paper clippings of weather reports (try to get clippings where a comparative study has been presented using a pie chart or a bar graph, or a map of India showing the temperatures recorded in various cities), images (from the newspaper) of scoreboards of cricket or football matches, school progress reports.
*[Notes to the teacher: This asset will help students notice the practical use of data compilation in different forms.]*
Draw the students' attention to the different forms of data compilation that we regularly comprehend in our daily lives.
Encourage students to think of other everyday instances where data comprehension is done. (Scoreboard on Sports Day indicating House points, grocery bill, menu card in a restaurant, etc)

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PERIOD 2
**Topic : Value connect to the topic**
**Morse Code**
**Map reading (Worksheet)**
**Time : 7 + 3 + 10 = 20 mins**
**Asset Types: Value Content, Interesting Aside, Questions to Assess**

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**4. VC_Power of Focus**
**Specific Learning Outcome:** Students will be able to <u>discuss</u> key details in a text through focussed reading. [fulfills C-1.1]
**Duration: 7 minutes**
*[Notes to the teacher: This asset is aimed at promoting value based learning, connecting values to the concept.]*
Use the resource material provided in VC_TRD_Power of Focus.pdf. to impress upon the students the value of keeping our attention focused on the goal in order to comprehend better and thereby succeed in whatever we do.
Initiate a healthy discussion using the probing questions provided in the TRD and encourage active

student participation.
Highlight the power of focus that plays a key role in enhancing one's comprehension skills.

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**5. IA_Morse Code**
**Specific Learning Outcome:** Students will be able to <u>get a peek into</u> how messages are sent in different ways. [Fulfills C-1.1]
**Duration: 3 minutes**
*[Notes to the teacher: This asset gives interesting information about Morse Code, a unique messaging system. The poster provided could be printed and displayed on the class bulletin board.]*
Use the poster provided in IA_LA_Morse Code.pptx. and allow the students to get a peek into the telegraphic messaging system called 'Morse Code'.

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**6. QA_Assessment Time- Comprehension Check**
**Specific Learning Outcome:** Students will be able to <u>apply</u> their knowledge to comprehend the data given[Fulfills C-1.1]
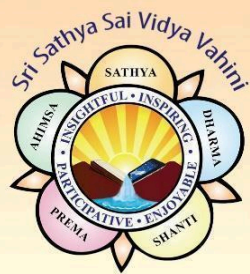**Duration: 10 minutes**
*[Notes to the teacher: This asset is aimed at 'assessment of learning'. Use the worksheet provided QA_LA_Assessment time- Comprehension Check.pdf. as a class / home assignment or as an assessment tool according to the requirement.]*

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**LESSON PLAN DESIGN**
You would have noticed that the lesson plan design has ample opportunities for
★        activity based learning
★        interdisciplinary approach
★        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
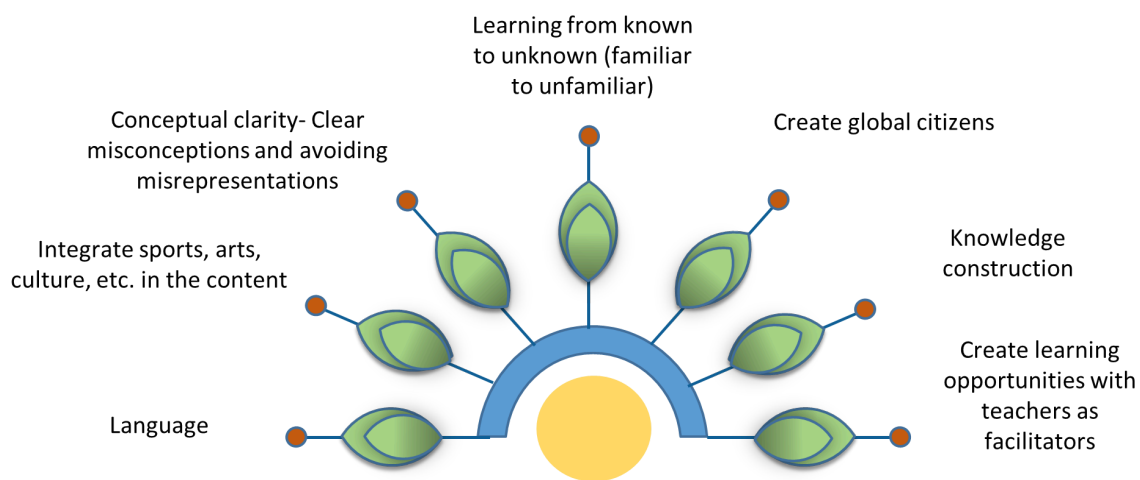Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in separate folders.

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**Salient recommendations of NEP**



Learning from known to unknown (familiar to unfamiliar)

Conceptual clarity- Clear misconceptions and avoiding misrepresentations

Create global citizens

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

Knowledge construction

Language

Create learning opportunities with teachers as facilitators

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

Thank you.

# Master Lesson Plan

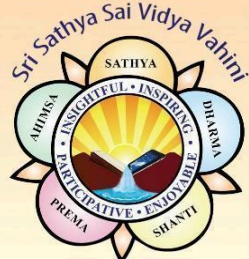| Seven Asset Methodology for MLP | |
|---|---|
| What is the purpose of this Master lesson Plan? | This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules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