



Master Lesson Plan

for

Writing

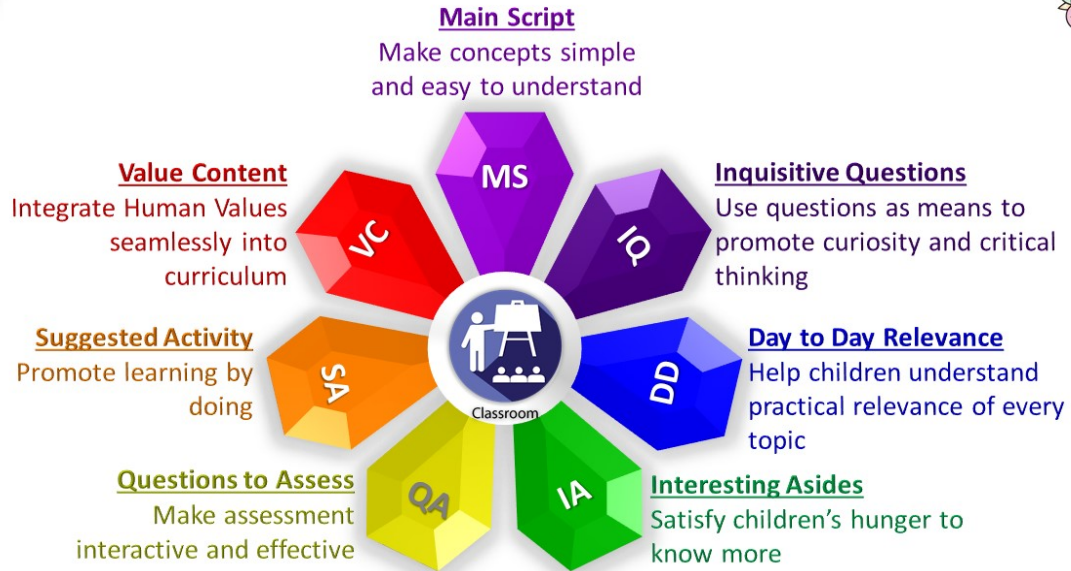
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD I	English	Writing	English	06-04-2022 13:00:58

DISCLAIMER

1. Strictly not for Commercial use.
2. Provided on as is basis with no warranties of any kind.
3. Content that falls in Public Domain or common Knowledge facts can be used freely.
4. Some of the contents are owned by the Third parties and are used in compliance with their licensing conditions. Any one infringing the Copyright of such Third parties will be doing so at their own risks and costs.
5. Content can be downloaded and used for Personal, educational and informational purposes only. Any attempt to remove, alter, circumvent or distort the data that is accessed is illegal and strictly prohibited.



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.

MS_Fun with Picture Composition Word

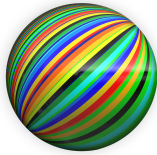
Paragraph writing is a basic writing skill. Children put their ideas together and express themselves through creative writing.

The teacher initially does oral work on a particular object that is shown to the whole class. Discussion on the given topic/stimulus is a necessary element for the students before they write on any topic.

First the teacher should draw the following pictures of an apple tree, coloured ball and a big house on the blackboard with coloured chalk or, paste them on a chart paper and ask the students to speak two to three sentences about them.



1. This is an apple tree.
2. It has ripe and red apples .
3. I love to eat apples.



1. It is a big ball.
2. It has red, blue and yellow lines on it.
3. I like to play with my ball.



1. This is my house.
2. It is a big and beautiful house.
3. I live with my parents and my sister in this house.

Teacher's notes.

The teacher could also do guided (written) composition after the oral activity. The key words can be written on the blackboard for the students to frame the sentences. Students can also use the sentence patterns taught in class like:

a) It is a ----- b) I can see ----- c) This is ----- d) I like -----.

Links to the image used in this asset:

1. <apple tree> - <<https://pixabay.com/illustrations/tree-apple-apples-trees-forest-4510134/>>

2. <colourful ball> - <<https://pixabay.com/illustrations/color-ball-round-color-ball-262808/>>
3. <house> - <<https://pixabay.com/illustrations/villa-architecture-design-house-3761006/>>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Writing	Creative Writing

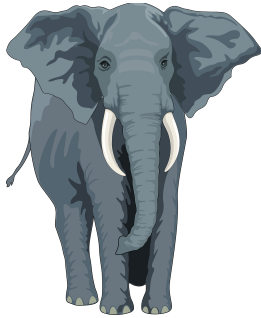
MS_I enjoy creative writing

Composition is a basic writing skill. Children compose or put their ideas together and express themselves.

The teacher initially does oral work on a particular object that is shown to the whole class. Discussion on the given topic is a prerequisite for students before they begin to write on the topic.

Example: The teacher shows the students a picture of an elephant.

The teacher asks questions on the animal and elicits answers from the students.



Some hints on the topic for students to focus on: the elephant's size, color, food, and parts of its body. (The teacher can write the questions and answers on the blackboard)

Ques 1. Name the animal that you can see in the picture.

Ans 1. I can see an elephant in the picture.

Ques 2. Is it a big animal or a small animal?

Ans 2. It is a big animal.

Ques 3. What does the elephant do with its trunk?

Ans 3. It picks up things with its trunk./ It drinks water with its trunk.

Ques 4. What does the elephant-like to eat?

Ans 4. It likes to eat fruits and sugar cane./ It eats grass, plants, and roots.

Ques 5. What are elephants' teeth called?

Ans 5. Elephants' teeth are called tusks.

Written Activity

After the discussion, the teacher can ask the students to put together the ideas expressed in the answers elicited from the class and write a paragraph, in about 4 to 5 sentences.

Paragraph on ' The Elephant'

The elephant is the largest animal on land.

It has two small eyes and two big ears.

Its teeth are called tusks. It has a long trunk which it uses for drinking, breathing.

It likes to eat grass, roots, and fruits.

I like to feed sugar cane bananas to this huge animal.

(The teacher can help the students to select some sentences from the answers already provided, the teacher could accept their original ideas too.)

Teacher's Notes. The question and answer method gives the students the lead to write after the oral work about a particular object or even about a scene which has many pictures in it- Example: Pictures of a Garden, Farm Animals etc..

Link to the image used in this asset:

<elephant> - <<https://pixabay.com/vectors/elephant-animal-trunk-tusks-wild-48422/>>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Writing	Creative Writing

SA_Joy Of Composition Writing

The teacher could use the following activity to enhance collaborative learning.

Picture Composition

Aim: To help students write a paragraph of about 4 to 5 sentences, describing the given picture. They use the given keywords along with the answers of the leading questions to frame sentences.

Resources Required: Printout of pictures with the keywords and leading questions

Setting for the activity: Indoors

Type of activity: Group activity

Preparation: Teacher brings printouts of different pictures with a set of keywords and leading questions for each.

Procedure:

Step 1: The class is divided into 4 or 5 groups based on the strength of the class. Each group has a group leader.

Step 2: Each group is given a printout of a picture having keywords and leading questions.

Step 3: The time allotted for the activity is 10 minutes.

Step 4: The students study the picture given to the group. The group leader reads out the keywords and elicits the answers for the given questions, from everyone in his/her group.

Step 5: The picture is thus first, orally described. Then the leader, with the help of the others in the group, writes a paragraph of about 4 to 5 sentences using the answers of the questions given.

Step 6: Once the given time of ten minutes is done, the writing is stopped. And one child from each group reads out the paragraph written, showing the picture along with it.

Step 7: Thus each group gets to present their written work in front of the class.

Step 8: The effort of every group is highly appreciated/applauded.

Observation: Students can write a paragraph of about 4 to 5 sentences, describing a given picture. They will also remember to start sentences with capital letters and end with full stops. The formation of groups helps in collaborative learning.

Instructions to the teacher:

- Explain what paragraph writing is, using the answers of the leading questions.
- Remind the students that every sentence begins with a capital letter and ends with a full stop.
- Encourage everyone to participate which in turn builds collaborative learning.

Precautions: Teacher to instruct the students that discipline is to be maintained throughout the activity.

Troubleshooting: If a particular group is unable to answer the lead questions, the teacher can guide them to get started or help them form a paragraph with those sentences.

COW



cow	four	grass	leaves	milk
------------	-------------	--------------	---------------	-------------

Q1: Name the animal you see in the picture.

A1: The animal is a cow.

Q2: Is it a big or a small animal?

A2: It is a big animal.

Q3: How many legs does it have?

A3: It has four legs.

Q4: What does it eat?

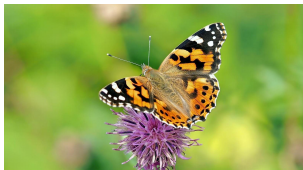
A4: It eats grass and leaves of plants and trees.

Q5: How does it help us?

A5: It gives us milk.

Sample paragraph: This is a cow. It is a big animal. It has four legs. The cow eats grass and leaves of plants and trees. It gives us milk.

BUTTERFLY



butterfly	wings	colourful	beautiful	garden	nectar
------------------	--------------	------------------	------------------	---------------	---------------

Q1: What is this?

A1: This is a butterfly.

Q2: Is it a bird or an insect?

A2: It is an insect.

Q3: How are the wings of a butterfly?

A3: The wings of a butterfly are very beautiful and colourful.

Q4: Where do you find them?

A4: We find them in the garden where there are flowers.

Q5: What do they eat?

A5: They drink the nectar from the flowers.

Sample paragraph: This is a butterfly. It is an insect. The wings of a butterfly are very colourful. We find them in the gardens where there are flowers. They drink the nectar from the flowers.

BAG



green	carrying	books	children	school	safe
-------	----------	-------	----------	--------	------

Q1: What is this?

A1: This is a bag.

Q2: What colour is the bag?

A2: It is green in colour.

Q3: What is it used for?

A3: It is used for carrying books.

Q4: Who uses this bag?

A4: Children going to school use them.

Q5: Why do they use them?

A5: They use the bag to keep their books safe.

Sample paragraph: This is a school bag. It is green in colour. The bag is used for carrying books. Children going to school use them. They use a bag to keep their books safe.

MANGO TREE



green	yellow	raw	ripe	mango	love
-------	--------	-----	------	-------	------

Q1: What is this?

A1: This is a tree.

Q2: What do you see on it?

A2: We see mangoes on it.

Q3: What colour are the mangoes?

A3: Some mangoes are green and some are yellow.

Q4: Do we eat only ripe mangoes?

A4: We eat both the ripe and raw mangoes.

Q5: Do you like to eat it?

A5: I love to eat it.

Sample paragraph: This is a tree. It is a mango tree. Ripe mangoes are yellow and raw mangoes are green in colour. We eat both raw and ripe mangoes. I love to eat mangoes.

SCHOOL BUS



bus	yellow	wheels	children	driver	school
-----	--------	--------	----------	--------	--------

Q1: What is this?

A1: This is a school bus.

Q2: What is the colour of the bus?

A2: It is yellow in colour.

Q3: How many wheels does it have?

A3: It has four wheels.

Q4: Who uses this bus?

A4: School children use this bus.

Q5: Why do they use this bus?

A5: They use it to go to school.

Sample paragraph: This is a school bus. The driver drives it. It is yellow in colour. The bus has four wheels. School children use the bus. They use it to go to school.

Notes to the teacher:

The above paragraphs are just suggested examples. The children could come up with similar paragraphs.

Links to the images used in this asset:

<Cow> <https://pixabay.com/photos/cow-cow-grazing-grass-cow-breton-4601552/>

<Butterfly> <https://pixabay.com/photos/vanessa-cardui-butterfly-edelfalter-1568926/>

<School Bag> <https://pixabay.com/vectors/backpack-grab-bag-rucksack-hike-311368/>

<Mango> <https://pixabay.com/photos/mango-fruit-tropical-tree-branches-5550474/>

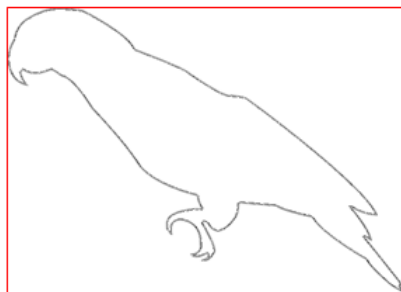
<School Bus> <https://pixabay.com/illustrations/school-bus-schoolbus-bus-yellow-163599>

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Writing	Creative Writing

QA_Passage Writing

Writing a paragraph of 4 to 5 sentences on A Parrot' with the help of the words given in the box. Students should draw the picture of a parrot and then colour it.

Word Bank: beautiful, green, red, grains,fruits, nuts, talk



A PARROT

Note to the teacher: The teacher can draw the parrot on the chalkboard for the students to copy and colour it.

Link to the image used in this asset:

<parrot outline> - <<https://pixabay.com/vectors/parrot-bird-ara-feather-plumage-1394537/>>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Writing	Creative Writing

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 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.