# Master Lesson Plan

# for

# Paragraph Writing Level 3

| Board | Standard | Subject | Chapter | Language | Creation date |
|---|---|---|---|---|---|
| CBSE | STD III | English | Paragraph Writing Level 3 | English | 12-12-2022 09:16:59 |

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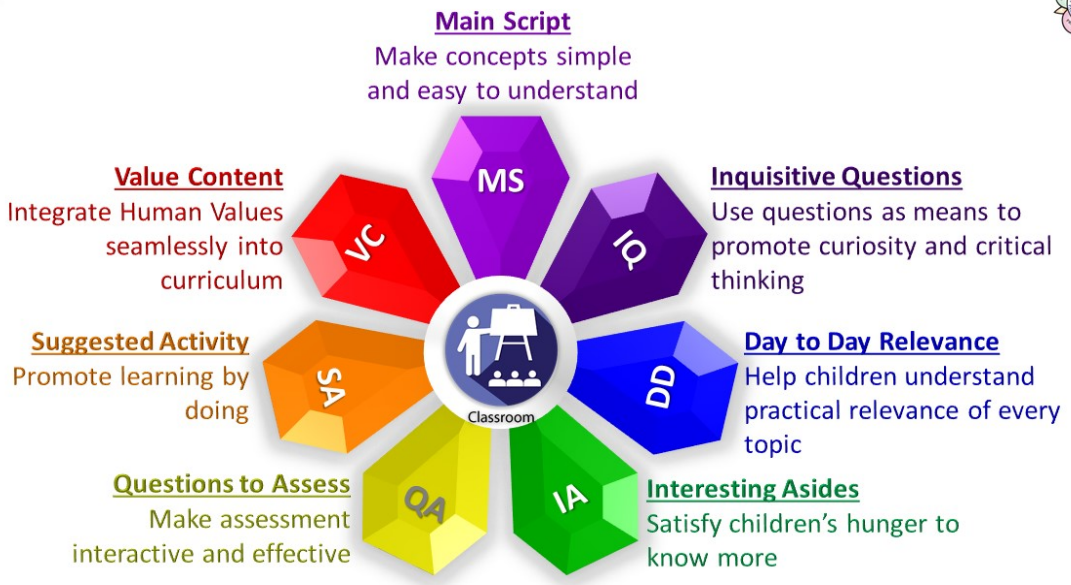
**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types




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

## MS_Objectives_Paragraph Writing Level 3

**Brief Description (Objective):** The teacher will be able to get an overview of the asset objectives in the MLP for the chapter Paragraph Writing Level 3.

**Notes to the teacher:** This asset lays down the proposed plan for transacting this chapter. It states the asset objectives of the MLP. This asset is for the teacher's reference and need not be taught to the students.

Students will be able to –

- give reasons why paragraph writing is important
- recall the steps involved in paragraph writing
- enjoy the paragraph on jellyfish
- develop a paragraph on a given topic
- give examples from their daily lives in a paragraph
- develop the right attitude to work as a team to achieve more
- sequence information about themselves in a paragraph
- summarise the steps involved in paragraph writing

| Time to teach | Asset type | Theme | Sub Theme |
|---|---|---|---|
| 2 minutes | Main Script | Writing | Paragraph Writing |

## IQ_Sentences In Order

***Brief Description (Objective):*** Students will be able to give reasons why paragraph writing is important

***(Provided):*** _PPT

***Teaching Learning Material (TLM):*** _NA

The teacher may begin the class by asking the students what they had for breakfast. Some children may come up with having had puris. (In case no one does, the teacher may bring up the subject herself.) Taking the cue from there, the teacher could then ask if they know how puris are made. Once the students are able to say a few things about the ingredients or the process of making puris, the teacher could lead them to the recipe for puris.

Notes to the teacher: The teacher could write the sentences on the board /use the PPT. Allow the students to read the sentences.

**Making Of Puris**

1. The rolled puris are fried in oil and are ready to be eaten.
2. It is easy to make puris.
3. Then it is kneaded into a soft dough with water.
4. Small balls of the dough are rolled into puris.
5. A little salt is added to the wheat flour.
6. Wheat flour is taken in a bowl.

After the sentences are read by the children the following questions may be posed to them.

1. Do you understand how puris are made after reading these sentences?

Expected answer- No.

2. What do you think is wrong with the information?

Expected answers- The sentences are jumbled/not in the correct sequence.

.

3. What do you think we should do to make the information correct ?

Expected answer- Rearrange the sentences.

**Making Of Puris**

1. It is easy to make puris.
2. Wheat flour is taken in a bowl.
3. A little salt is added to the wheat flour.
4. Then the wheat flour is kneaded into a soft dough with water.
5. Small balls of the dough are rolled into puris.
6. The rolled puris are fried in oil and are ready to be eaten.

4. How did you now understand the process?
Expected answer- The sentences are in the correct order/sequence and easy to understand.

5. Do you think it is important to write sentences in the correct order to convey information effectively?
Expected answer- Yes

Notes to the teacher: The teacher could link the following statement to the topic that will be taken up.
Let's learn to write a paragraph to convey information effectively.

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Self created – Output link - https://drive.google.com/drive/folders/1wrZuNRyTZYNb3VElDRwsWjO2p7x0bMW3
Puri - https://pixabay.com/photos/puris-indian-food-fried-390537/

Notes to the teacher: In the next lesson the sentences may be given to the children in the form of a proper paragraph i.e. without numbering.

| Time to teach | Asset type | Theme | Sub Theme |
|---|---|---|---|
| 5 minutes | Inquisitive Questions | Writing | Paragraph Writing |

## MS_Knowing Paragraph Writing

***Brief Description (Objective):*** Students will be able to recall the steps involved in paragraph writing.

***Teaching Aids Provided:*** PPT

***Teaching Learning Material (TLM):*** NA

***Notes to the teacher:*** The teacher may use the picture clues and the help box to develop a paragraph. The paragraph may be written on the board with proper punctuation marks.

**Content**

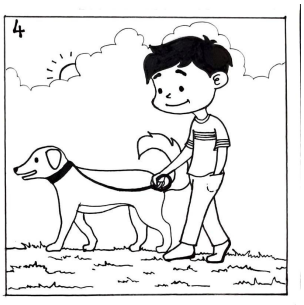
**What is paragraph writing?**

A paragraph is a group of sentences that focuses on and talks about a single idea. They play an important role in writing because they provide a framework for organising our ideas in a logical order.

In order for a paragraph to be effective:

- It must begin with a topic sentence.
- Have sentences that support the main idea of the paragraph.
- Maintain a consistent flow.

Notes to the teacher: To help develop a paragraph in class the teacher may use the picture clues along with the help box, keeping in mind the above mentioned points.

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| |
|---|
| Raju – eight years old – loves pets, especially dogs – Leo – feed – bath – play – walk – happy – good care |

A sample paragraph:
Raju is eight years old. He loves pets, especially dogs. He has a pet dog named Leo. Everyday in the morning Raju feeds Leo. Once he is back from school, he gives Leo a bath to help it remain clean. Raju spends a lot of time playing with Leo. In the evenings, he takes it for a walk to make sure it gets enough exercise.  He takes good care of Leo. Leo is happy too, to be a pet to such a caring boy.

| Time to teach | Asset type | Theme | Sub Theme |
|---|---|---|---|
| 15 minutes | Main Script | Writing | Paragraph Writing |

## IA_Jellyfish Facts

***Brief Description (Objective):*** Students will be able to enjoy the paragraph on Jellyfish.

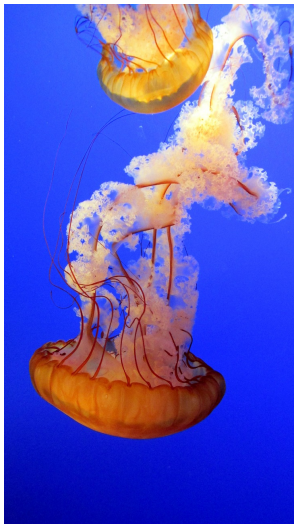
***Teaching Aids Provided:*** PPT

***Teaching Learning Material (TLM):*** **NA**_

***Notes to the teacher:*** The teacher may use the PPT and allow the children to read the paragraph and appreciate the cool facts about Jellyfish.

**Jellyfish**

Jellyfish are free swimming sea animals with umbrella-shaped bells and trailing tentacles. They are found in oceans all over the world. They have no brain, heart, bones or eyes.They are made up of a smooth, bag-like body and tentacles armed with tiny, stinging cells.The jellyfish's mouth is found in the centre of its body. On an average, jellyfish live anywhere from 1-3 years. Some jellyfish are colourless, but others are in vibrant colours of pink, yellow, blue and purple.



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| Time to teach | Asset type | Theme | Sub Theme |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 5 minutes | Interesting Asides | Writing | Paragraph Writing |

## SA_Paragraph Writing Is Fun

### Paragraph Writing is Fun

**Brief Description (Objective):** Students will be able to develop a paragraph on the given topic.

**Teaching Aids Provided:** PPT

**Notes to the Teacher:** The teacher may write the helping words on the Board or use the PPT provided. After recalling the steps involved in paragraph writing, the teacher could facilitate the collaborative development of a paragraph on, 'When I grow up …'

**Aim:** Students will be able to collaboratively develop a paragraph on the given topic.

**Resources Required:**

- PPT and the words in the help box.
- Pictures of people in different professions. (got from old books, magazines and newspapers)
- Chart paper to display their work on completion.

**Setting for the Activity:** Indoor

**Type of Activity:** Group

**Preparation of Activity:** Dividing the students into 4 groups

**Role of the Teacher:** Facilitator

**Procedure:**

- The students may be divided into 4 groups based on the strength of the class.
- Each group picks up one profession and works on it. (E.g. Group A- Nurse, Group B- Pilot …)
- After collaborative thinking, each group comes up with a paragraph on what they want to be when they grow up and why.
- They make use of the help box to complete their ideas/reasoning.
- At the close of 7 to 8 minutes, the paragraph is written on a sheet of paper with the title.
- The paragraph could be read aloud and displayed in the classroom/corridors. (Paste their written work on the chart paper.)

**Observation:** Each group is able to express what they want to be when they grow up and why. They are also able to use the sentences/phrases in the help box to assimilate their ideas.

**Conclusion:** Most of the children were enthusiastic and were able to participate and express their desire to be one of the professionals mentioned above and give reasons for the same.

**Follow up activity:** Students could be given the remaining topics as homework for each child to work on individually.

**Precautions:** Discipline to be maintained through the activity while encouraging some interactive discussions that will help build enthusiasm for the activity.

**Troubleshooting:** In the event of any group not being able to organise their thoughts and get started, the teacher may prompt them.

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**When I Grow Up …**

When I grow up, I want to be a _____ because……..

| | | | | | |
|---|---|---|---|---|---|
| **Nurse**<br>I love to help the sick and the old get better. | **Pilot**<br>I can fly planes and help carry people from one place to another quickly. | **Lawyer**<br>I can help solve people's different problems. | **Policeman**<br>I can help maintain law and order; control traffic. | **Soldier**<br>I can help guard our countrymen and help during difficult times. | **Teacher**<br>I can help teach children and guide them to think independently. |
| **Farmer**<br>I can help by growing good crops for others to stay fit and healthy. | **Doctor**<br>I can understand people better and treat them well. | **Banker**<br>I can help make the lives of people easy and comfortable. | **Engineer**<br>I can help build bridges, dams, buildings, machines for all to use. | **Fireman**<br>I can be a community helper for all to be safe and happy. | **Politician**<br>I love to work in such a way that others benefit and we live happily. |

| Time to teach | Asset type | Theme | Sub Theme |
|---|---|---|---|
| 20 minutes | Suggested Activity | Writing | Paragraph Writing |

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## DD_Speak And Learn

**Brief Description (Objective):** Students will be able to give examples from their daily lives in a paragraph.

**Teaching Aids Provided:** NA

**Notes to the teacher:** The teacher could begin the class by narrating what she normally does on Sundays. Likewise, she could ask the children to share their experiences too.

Content:
To start with, the teacher could ask any child to come forward and speak a few sentences on what she/he does on Sundays. Like this the activity could continue bearing in mind the following-

- Random picking of students in the class to speak.
- Encouraging maximum participation.
- Emphasising on framing correct sentences and keeping the flow of thoughts.
- Prompting/probing whenever and wherever required.
- Appreciating the participants.

**Observation:** The students will be able to speak a few sentences on how they spend their Sundays.

**Follow up activity:** The teacher could conclude with encouraging words. Whenever time permits, the teacher could repeat the activity by giving other situations or beginning/starting lines like, 'If I were a ___'. E.g. If I were a bird, I would…'

| Time to teach | Asset type | Theme | Sub Theme |
|---|---|---|---|
| 5 minutes | Day-to-day Relevance | Writing | Paragraph Writing |

## VC_Teamwork Works

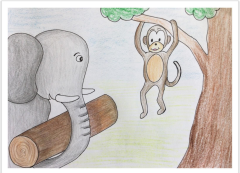
***Teaching Aids (Provided):*** PPT

## *Concept- Value Connection:*

- A paragraph is a series of different types of sentences formed to convey a specific point or topic.
- Similarly, people with different abilities can pool their strengths to achieve a common goal.

## *Type: Story*

In a jungle, there lived two friends - the monkey and the elephant. One day a quarrel broke out between them about who was better. The elephant claimed that it was better to be strong, while the monkey argued that being fast and agile was better.
To solve this matter, they went to the wise owl and asked him the same question. The owl agreed to answer the question, provided the two undertook a challenge. He said that they would need to bring a golden mango fruit hanging on a tall tree that was far away across the river and only after having that fruit would he answer their question. Immediately, the monkey and the elephant began their journey to bring the fruit to the wise owl. When the monkey reached the river, he found the river to be too deep and tough to go along due to the powerful currents in the river. The elephant saw this and asked the monkey to sit on his back and helped him cross the river.. When they reached the tree, the elephant attempted to shake the tree hoping for the fruit to fall. Since the tree was strong and wouldn't shake, the monkey climbed up the tree, and plucked the fruit. He climbed down, sat on the elephant's back and together they reached the intelligent owl with the golden fruit. The owl then asked, "Who amongst them had brought the fruit for him? " The monkey said he did because he climbed the tree and got the fruit and the elephant said that was possible only because he helped his friend to cross to the other side of the river. The wise owl at this point interrupted them in their argument and said, "You both have your own abilities and strengths, but the task was possible only because you worked together for a common goal.



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## *Points to reflect:*

- Appreciate others abilities and strengths
- Strength is in working together
- Everything becomes possible when united
- TEAM -**T**ogether **e**veryone **a**chieves **m**ore

| Time to teach | Asset type | Theme | Sub Theme |
|---|---|---|---|
| 5 minutes | Value Content | Right Action | Teamwork |

## QA_Writing About Myself

***Brief Description (Objective):*** Students will be able to sequence information about themselves in a paragraph.

***Teaching Aids Provided:*** PPT and 2 Pdf files

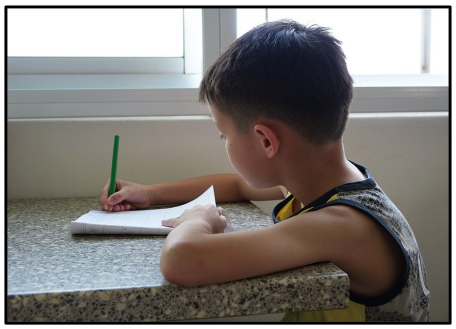
***Teaching Learning Material (TLM):*** NA

***Notes to the teacher:*** The teacher may use the information to assess the students' understanding of paragraph writing. The teacher may use the worksheet or write the leading questions on the board. The students, with the help of leading questions, will be able to write a paragraph of about 7 to 8 sentences about themselves.

**Content:**

**Worksheet On Paragraph Writing**

**Draw a portrait of yourself and write about yourself.**



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**Here are some points that you could think about.**

1. What is your name?
2. How old are you?
3. Where do you live?
4. Who do you live with?
5. Do you have any pets?
6. Do you help your parents at home?
7. What do you like to do most?
8. What do you do in the evenings?
9. What do you do before going to bed? (have dinner, clean, pray…)
10. What are you good at? (helping, playing, singing, dancing…)

**Start—> I am ____ . I am ___ years old.**

**_____**

**Sample Paragraph**

My name is Saanvi. I am eight years old. I live in a small town named Ramanagar, near Bengaluru. My family is big. I live with my grandparents, uncle, aunt, my parents and my brother. We have two pets, a dog and a cat. All of us help in taking care of them. My brother and I help at home by doing small chores. In the evenings, we study and also practice singing as we both love to sing. Dinner is the best time of the day as we all get together and eat and talk about our day. We clean up after that, offer our prayers to God and go to sleep.

https://pixabay.com/photos/pets-cat-dog-friendship-animals-2283305/
SSSVV Gallery; search word Children

| Time to teach | Asset type | Theme | Sub Theme |
|---|---|---|---|
| 15 minutes | Questions to Assess | Writing | Paragraph Writing |

## MS_Summary_Paragraph Writing Level 3

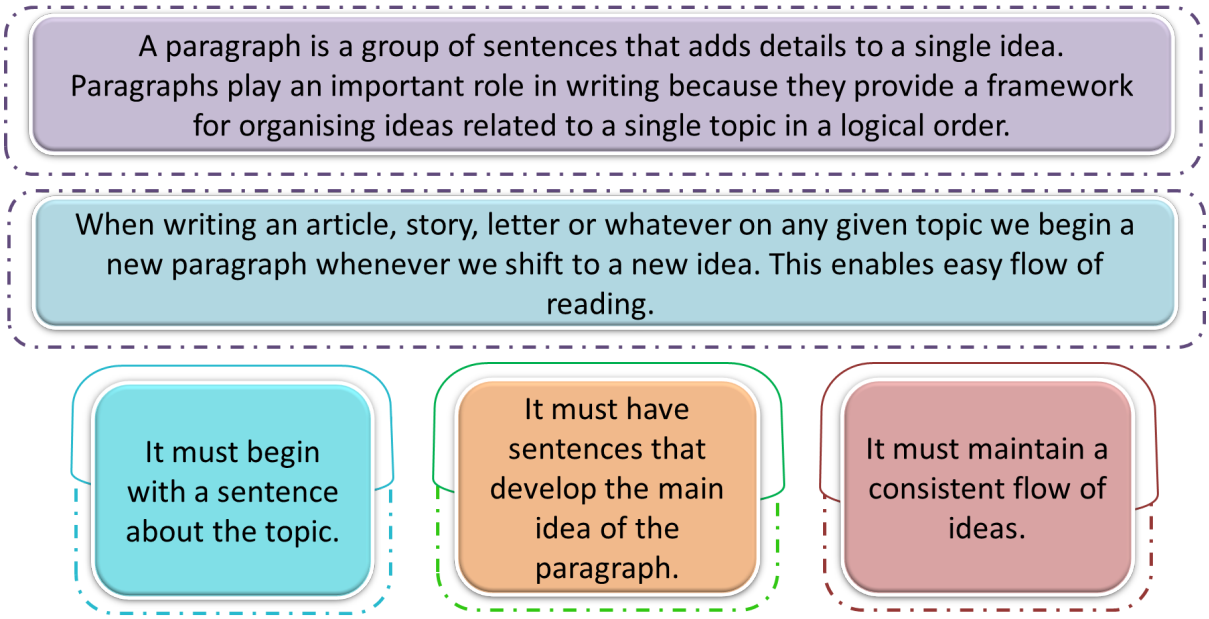
***B*rief Description (Objective):** Students will be able to summarise the chapter on Paragraph Writing Level 3

**Teaching Aids Provided:** PPT with Graphic Organiser

**Teaching Learning Material (TLM):** NA

**Notes to the teacher:** The teacher may draw the flow chart on the board or use the PPT provided to summarise the topic - Paragraph Writing Level 3.

Summary - In this chapter we discussed:
Paragraph writing




| Time to teach | Asset type | Theme | Sub Theme |
|---|---|---|---|
| 2 minutes | Main Script | Writing | Paragraph 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. |