Master Lesson Plan

for

Comprehension

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD IV	English	Comprehension	English	25-06-2023 11:08:30

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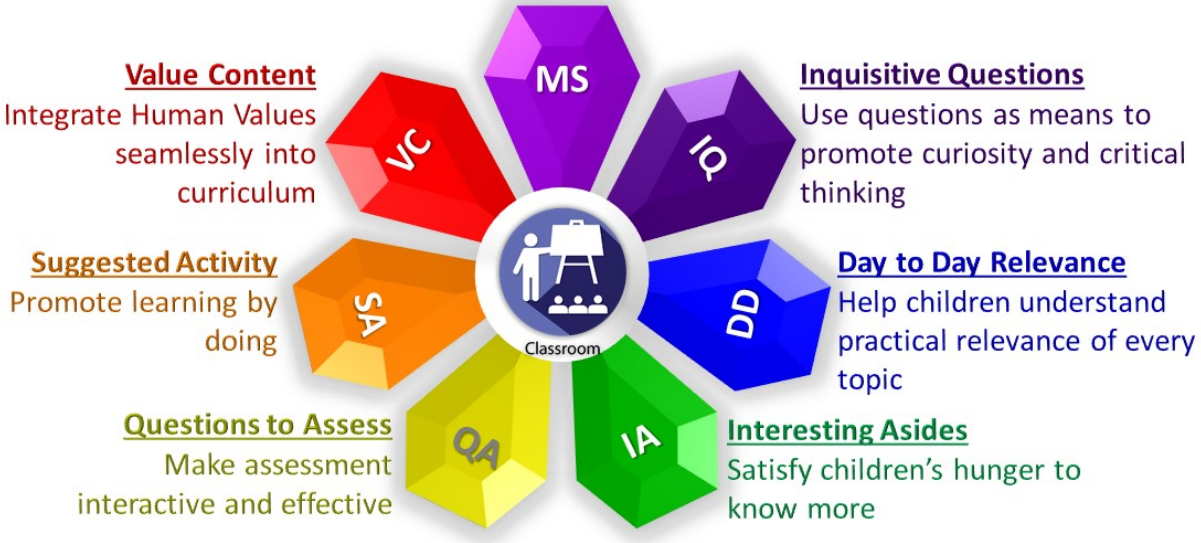
Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types

Main Script
Make concepts simple and easy to understand



Value Content
Integrate Human Values seamlessly into curriculum

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

Suggested Activity
Promote learning by doing

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

Questions to Assess
Make assessment interactive and effective

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.

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[Notes to teacher: *Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, Teaching Aids (TA) and Learning Aids (LA) for the topic 'Comprehension' for grade 4.*
This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by the CBSE.]

Curricular Expectations:

Students are expected to:

1. Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.
2. Interpret and understand instructions and polite forms of expression and respond meaningfully both orally and in writing.
3. Acquire varied range of vocabulary; understand increased complexity of sentence structures both in reading and writing.
4. Read and interpret critically the texts in different contexts.

Learning Outcomes:

Students will be able to:

1. Respond verbally and/or in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read.
2. Read subtitles on TV, titles of books, news headlines, pamphlets and advertisements.
3. Infer the meaning of unfamiliar words by reading them in context.
4. Read printed script on the classroom walls, notice boards, posters and advertisements.

Topics in this Chapter: One

Total Time: 70 minutes, two periods

[Notes to teacher: *The chapter on* ***Comprehension*** *has been broken down into assets. Ideas and strategies on how each asset 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 for the attainment of curricular expectations.*
This lesson plan is designed for ***two*** *periods* ***of 35 minutes each.]***

Lesson Plan Flow

Comprehension_MLP Design Flow-Overview

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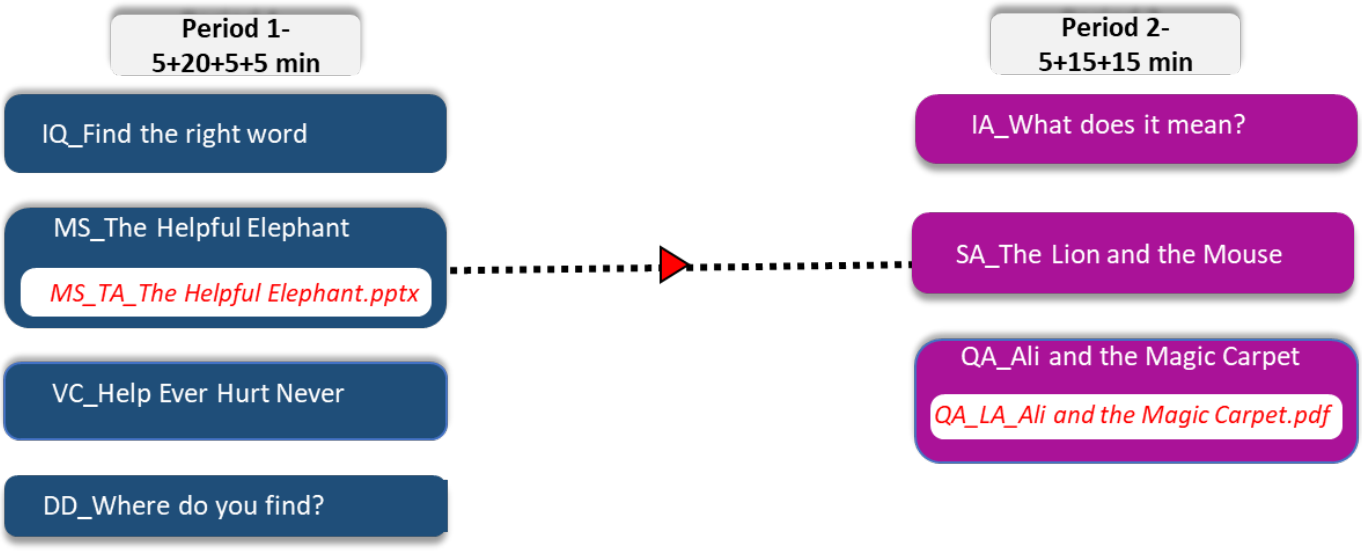

[***Notes to the teacher:*** *Here is the MLP at a glance for a quick reference.*]

PERIOD 1
Topic: **Comprehension**
Time: 5 + 20 + 5 + 5 = 35
Asset Types: IQ, MS, VC, DD

Objective: Students will be able to:

1. Discover the words associated with word meanings.
2. Scan a short text for details.
3. Help those in need.
4. Identify the locations from the instructions.

1) IQ_Find the right word

Read out the following phrases to the students and elicit the words (given in the brackets) by giving them the opportunity to discuss the possible words that could convey the same meaning:

- living in natural conditions (**wild**)
- to run after somebody in order to catch them (**chase**)
- feeling that you are better than others (**proud**)
- to laugh or make jokes about others (**tease**)
- to move slowly from side to side (**sway**)
- very bad weather with strong winds and rain (**storm**)
- a very large rock (**boulder**)
- disheartened (**disappointed**)
- afraid (**frightened**)
- promised (**vowed**)

[***Notes to the teacher***: *If time permits, ask the synonyms of the words 'tease' and 'disappointed ', antonyms of the word 'wild' and the other meanings of 'proud'. Alternatively, instruct them to refer to a dictionary at home and come up with the answers in the next period*.]

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2) MS_The Helpful Elephant

MS_TA_The Helpful Elephant.pptx has been provided as a Teaching Aid.

- ➢ Show the PPT and read aloud the given story from the screen.
- ➢ Alternatively, nominate any student to read it. Guide the student for pauses and pronunciation.
- ➢ Ask the students who the main characters are in the story. (**Q1**)
- ➢ Then tell the students to read the text individually and silently for details.
- ➢ Check their understanding of details with comprehension questions. (**Q2-Q12**)

[*Notes to the teacher*: *When a student answers a question, ask how the answer has been arrived at*.]

1. Who are the main characters in the story?
2. Did the animals live in the same part of the forest?
3. The larger animals were kind to the smaller ones. (**T/F**)
4. The tiger felt that he was stronger than the other animals. (**T/F**)
5. Who did the tiger particularly make fun of?
6. Why did the animals rush to the big cave?
7. What was the result of the storm?
8. Why was the tiger upset?
9. Why were the animals scared?
10. What did the tiny bumblebee do?
11. Who are 'his friends' in the last paragraph?
12. Why did the tiger feel sorry in the end?

3) VC_Help Ever Hurt Never

Ask the students

- What qualities do you find in the bumblebee and the elephant?
- Do you like the tiger? Why/why not?
- What is the moral of the story?

[*Notes to the teacher*: *Lead the students towards a discussion based on their answers and encourage maximum participation*.]

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4) DD_Where do you find?

Write the following instructions on the blackboard one by one and ask the students to read and tell where they are likely to find them:

a) Do not climb over the fences. Do not make loud noises, clap your hands or tease the animals to get a reaction. Do not feed them. Do not litter. (**Zoo**)
b) Only one attendant will be permitted. Mobile phones are not permitted in restricted areas viz., ICU, OT and maternity ward. Reports can be collected from 8 am to 9 pm on all the days. (**Hospital**)
c) Always take a shower first. Use cap and goggles. Children permitted only with parents. Always follow the instructions of the lifeguard. Diving permitted only at the deep end. (**Swimming pool**)

PERIOD 2
Topic: **Comprehension**
Time: 5 + 15 + 15 = 35
Asset Types: IA, SA, QA

Objective: Students will be able to:
1. Discover two meanings in some sentences.
2. Arrange the parts of a story in the right order.
3. Answer questions based on the given text.

IA_What does it mean?

Write the following sentences on the blackboard and elicit from the students what the sentences mean.

- I saw the man with the binoculars.
- Look at that dog with one eye.
- Flying planes can be dangerous.

[*Notes to the teacher*: *Each of the above sentences has two meanings. Either elicit the meanings from the students or explain how each sentence can be interpreted in two different ways*.]

SA_The Lion and the Mouse

- This activity requires the students to arrange the parts of a story (given below) in the right order.
- Write each sentence on a separate piece of hard paper (without the number).
- Form a group of 10 students and give one sentence each randomly to each of them.
- Ask the students to mingle, read their sentences aloud to one another and form a coherent story.
- In the end, ask them to stand in a horizontal line (in the order of the sentences) and read aloud the story to the rest of the class one by one.

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1. Once a lion was sleeping in a forest. 2. A little mouse ran up the lion's back that made him wake up. 3. He caught the little mouse in his paw. 4. The mouse pleaded with the lion to let him go and promised that he would be of use to him someday. 5. The lion laughed but took pity on the mouse and let him go. 6. After a few days, the lion was caught in a hunter's net. 7. Unable to free himself, he let out a mighty roar. 8. The little mouse heard the roar and came running to help the lion. 9. Soon he bit and gnawed the ropes and the lion became free. 10. The lion understood that even a tiny mouse can be of use someday.

[*Notes to the teacher*: *Keep a copy of the above story with you. Depending on the strength of your class, you can prepare a few more stories similarly to conduct the activity for the remaining students*.]

QA_Ali and the Magic Carpet

QA_LA_Ali and the Magic Carpet.pdf has been provided as a Learning Aid.

- Issue only the first page of the worksheet to the students (the second page has the answer key).
- Ask the students to read the passage individually and silently and answer the given questions on their own in their notebooks.
- Discuss the answers after they complete answering.

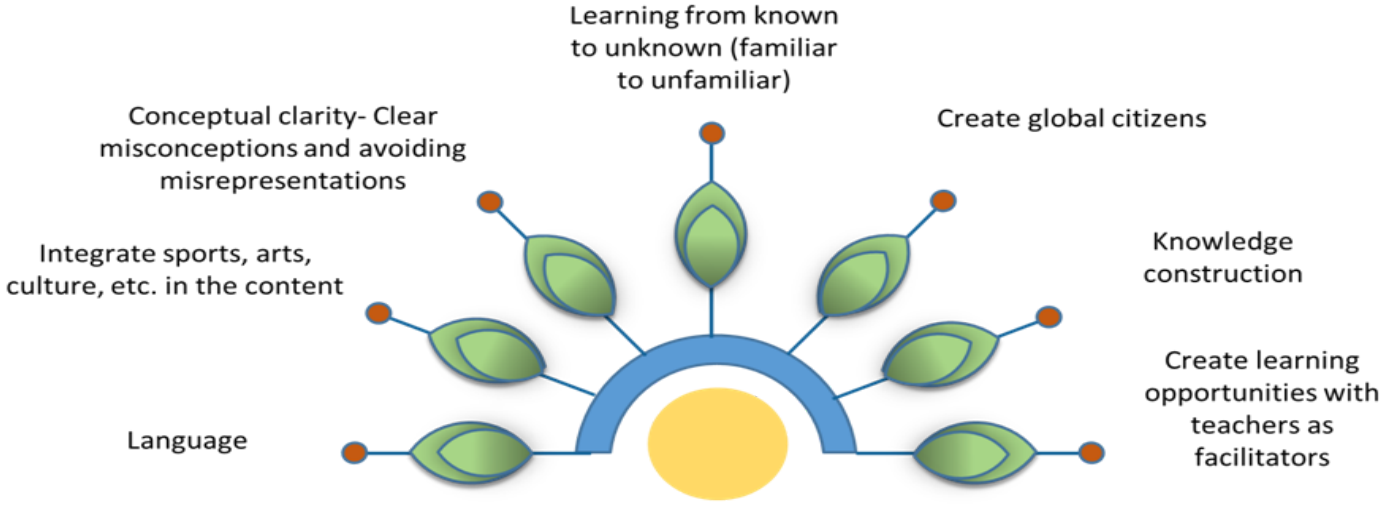
[*Notes to the teacher*: *You may give the worksheet as homework if there is paucity of time after the previous activity*.]

Lesson Plan Design

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

- ➢ activity-based learning.
- ➢ knowledge construction from known to unknown.
- ➢ relevance and connection of the topic to the real world.

Salient recommendations of the NEP



We hope that this Lesson Plan design which is aligned to the NEP2020 guidelines will be helpful to you. Thank you!

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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)	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.

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Asset?	
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.

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