



Sri Sathya Sai  
**VIDYA VAHINI**  
श्री सत्यसाई विद्या वाहिनी

## Master Lesson Plan for Creative Writing

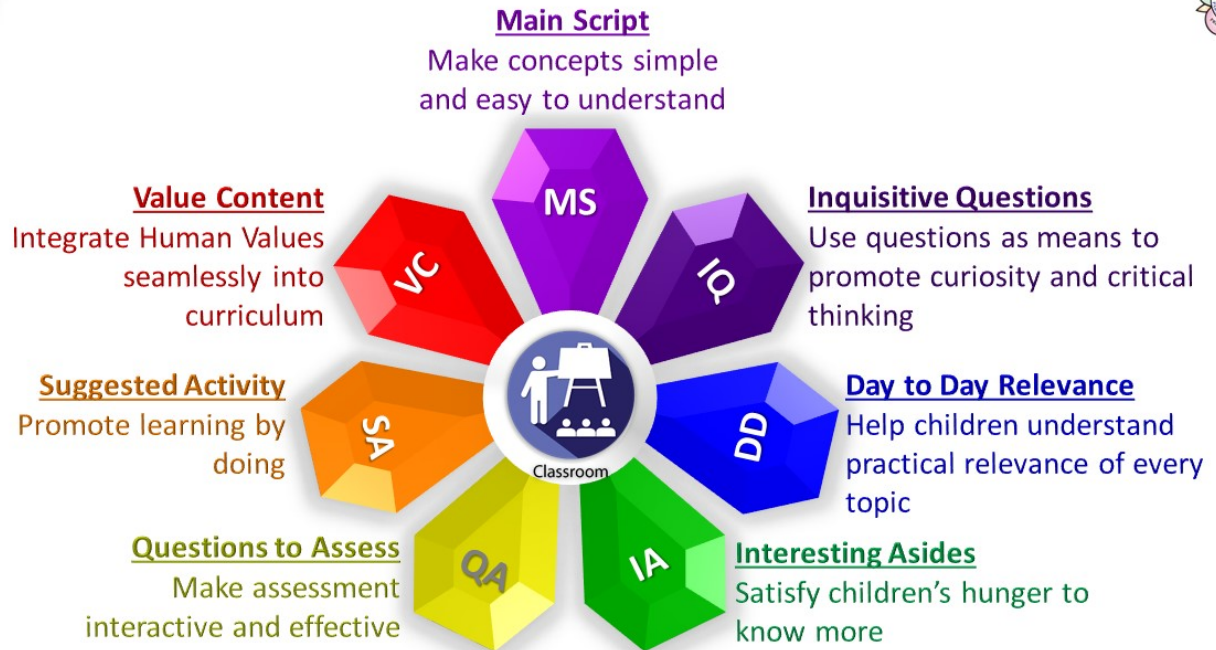
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD IV	English	Creative Writing	English	30-06-2023 22:47:25

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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.

**[Notes to the teacher:** Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, the teacher reference documents (TRD), teaching aids (TA) and Learning Aids (LA) for the topic 'Creative Writing' for grade 4.

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by CBSE.]

**Curricular Expectations:** Students are expected to attain basic proficiency which includes learning how to use creative writing to meaningfully convey one's thoughts both orally and in writing in English.

**Learning Outcome:** Students will be able to use creative writing skills in everyday life.

## Topics in this Chapter-Creative Writing

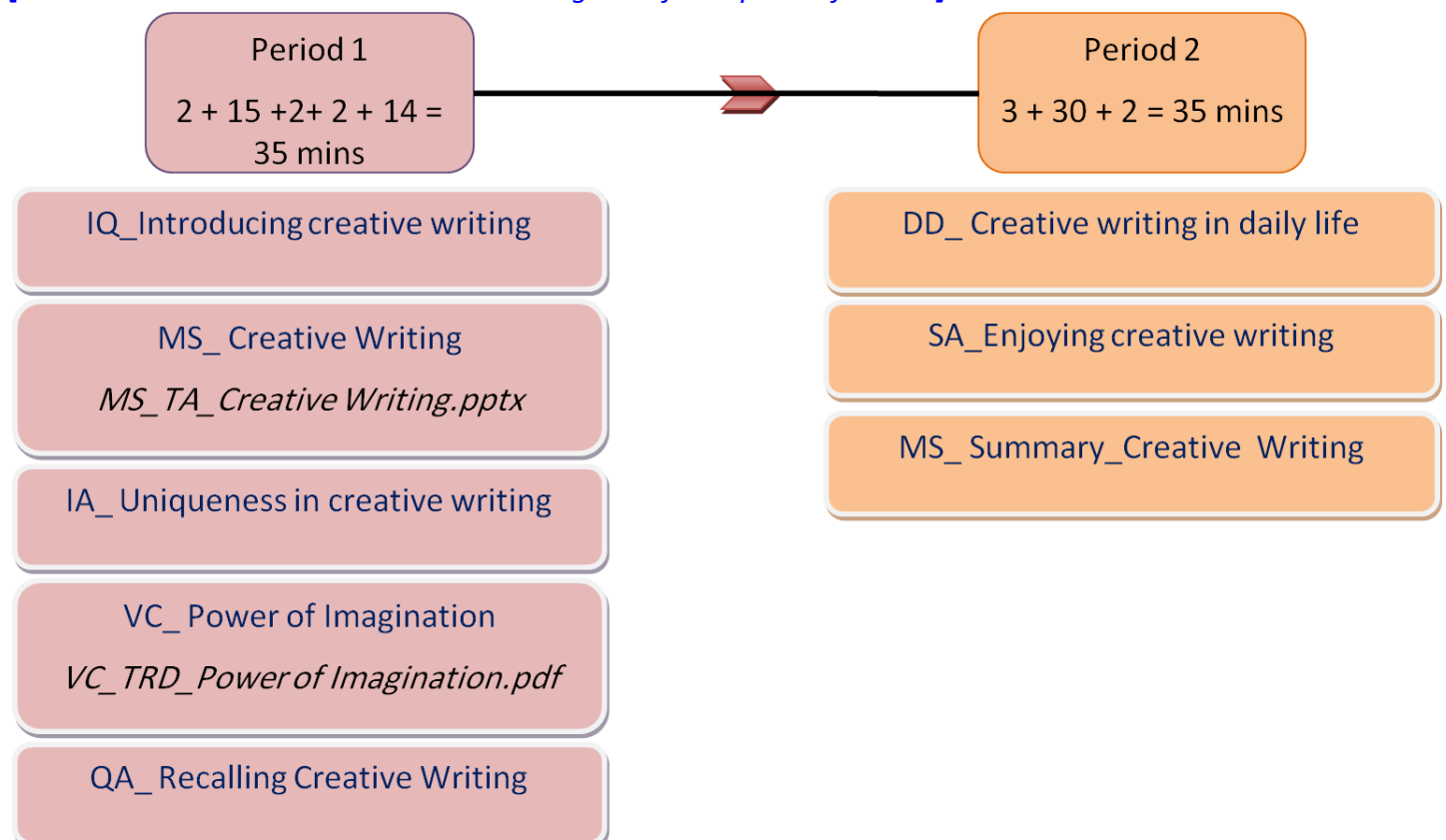
**Total Time: 70 minutes, 2 periods**

**[Notes to teacher:** The chapter on Creative Writing has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with, has 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 towards attainment of curricular expectations.

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.]

## Lesson Plan Flow

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



### PERIOD 1

**Topic:** Creative Writing

**Asset Types:** IQ + MS + IA + VC + QA

**Time:** 2 + 15 + 2 + 2 + 14 = 35 mins

**Objective:** Students will be able to:

- 1) discover the various styles in writing.

- 2) explain the formats and styles in creative writing.
- 3) show interest in the uniqueness of creative writing.
- 4) accept that imagination facilitates creativity.
- 5) recall the format and styles used in creative writing.

### 1) IQ\_Introducing creative writing (Slide 2)

Pose the questions to the students and elicit answers from them - slide 2 in the ppt ([MS\\_TA\\_Creative Writing.pptx](#)).

**Q1. How many of you like to write?**

**Q2. What are the various types of writing you know?**

**Q3. Is there another form of writing other than the ones mentioned by you all?** (This question can be asked if 'creative writing' is not given as an answer by the students.)

**Slide 2** has an image of Varun who is weaving an imaginative story seeing the picture. Use any one of the below methods to make the class interactive.

**Method 1:** Show the image and ask the students to come up with a story and write on the board the various points given by the students.

The story written by Varun can then be shown to the students.

**Method 2:** If short of time, the story woven by Varun may be shown without student participation.

**After this, proceed to the 3<sup>rd</sup> slide which is the main script.**

## 2) MS\_Creative Writing (slides 3, 4, 5 and 6)

Continue by asking the students-Is it possible to write content immediately after a picture is shown? NO. Before showing the ppt (slides 3, 4, 5 and 6), a few answers can be elicited from the students about how Varun came up with his creative and imaginative story.

### Five Stages in Creative Writing

1. **Plan:** Pre-writing or gathering information. A plan is an outline of your ideas. It helps you to put your ideas in an orderly manner.
2. **Draft:** When words are put on the paper. Just get the ideas written.
3. **Edit:** Fixing the mistakes; **CUPS:** Capitalise, Usage, Punctuation, Spelling.
4. **Revise: ARMS:** Add, Remove, Move, Substitute.
5. **Submit:** End Product: Story, poem, dialogues etc.

## Plan and Draft

### Plan

#### Gathering information

Sunny day    Lovely weather  
 Searching for food  
 hunter        Going to a party  
 Waiting for someone  
 All are excited  
 Birds and animals friendly  
 Planning a picnic



### Draft

#### Put ideas on paper

It was a beautiful sunny day.  
 All animals and birds decided  
 to go picnic.  
 All of them washed  
 themselves and were clean.  
 zoei the Zebra was missing.  
 The lion was angry. He  
 roared so loudly the zebra  
 came rushing.  
 All animals and birds were  
 happy.  
 They all sang songs  
 As they walked to picnic place.

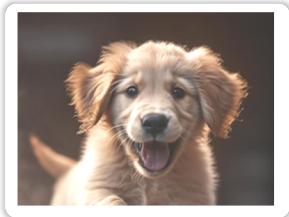
1. Animals: [https://www.freepik.com/free-vector/many-animals-white\\_5935005.htm#query=jungle%20animals&position=49&from\\_view=keyword&track=ais](https://www.freepik.com/free-vector/many-animals-white_5935005.htm#query=jungle%20animals&position=49&from_view=keyword&track=ais) (Attribution: brgfx)  
 2. Sun: [https://www.freepik.com/free-vector/variety-suns-icons\\_791459.htm#query=sun&position=0&from\\_view=search&track=sph](https://www.freepik.com/free-vector/variety-suns-icons_791459.htm#query=sun&position=0&from_view=search&track=sph) (Attribution: freepik)

**3) IA\_Uniqueness in creative writing (Slide 7)**

'Stretch the sentence' – What does it mean to the students? After getting a few responses from the students, show **slide 7** that has an example.

## Uniqueness in Creative Writing

### Stretch the sentence



#### Who?

My intelligent dog,  
Bruno.



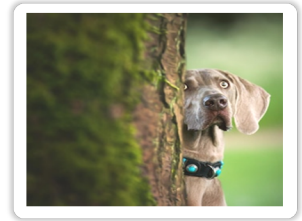
#### Does what?

My intelligent dog,  
Bruno ran towards  
the tree.



#### When?

Yesterday, my intelligent  
dog, Bruno ran towards  
the tree.



#### Why?

Yesterday, my intelligent  
dog, Bruno ran towards  
the tree to see his friend  
Bluey, who was waiting  
for him.

1.Dog:

[https://www.freepik.com/free-photo/golden-retriever-puppy-running-outdoors-playing-joyfully-generated-by-ai\\_43272575.htm#query=dog&position=10&from\\_view=search&track=sph](https://www.freepik.com/free-photo/golden-retriever-puppy-running-outdoors-playing-joyfully-generated-by-ai_43272575.htm#query=dog&position=10&from_view=search&track=sph)  
(Attribution: vecstock)

2.Dog, tree:

[https://www.freepik.com/free-photo/selective-focus-shot-adorable-weimaraner-dog-outdoors-during-daylight\\_28741561.htm#page=3&query=dog%20tree&position=7&from\\_view=search&track=ais](https://www.freepik.com/free-photo/selective-focus-shot-adorable-weimaraner-dog-outdoors-during-daylight_28741561.htm#page=3&query=dog%20tree&position=7&from_view=search&track=ais) (Attribution: wirestock)

**4) VC\_Power of Imagination**

Teaching Resource document-[VC\\_TRD\\_Power of Imagination.pdf](#) may be used to either narrate the story or do as a role play depending on the time available.

**5) QA\_Testing Time (Slide 8)**

This may be done in class or given as homework.

**Part 1: Stretch the sentence**

The following prompts may be written on the board and the students can create a story using those.

Who? The good king From where? Did what? Why? When? How?

**Part 2: Five things activity**

Follow the 5 stages in creative writing to weave an imaginative story using the 5 items given below. Maximum number of sentences:10

Five items: pen, balloons, paper plate, cake and umbrella.

(Teacher may choose any 5 items to suit the students)

**PERIOD 2****Topic:** Creative Writing**Asset Types:** DD + SA + Summary**Time:** 2 + 30 + 3 = 35 mins**Objective:** Students will be able to:

1. relate to the use of creative writing in daily life
2. use an alphabet (26 alphabets) at the beginning of each sentence to form a creative written piece
3. summarise the topic 'creative writing'

**1) DD\_Creative writing in daily life**

Ask the students to write 5 sentences using their imagination on any one of the following topics:

- a. A rainy day
- b. My best friend
- c. A day at the zoo
- d. My favourite fruit

After this quick warm up activity of about 3 minutes, the next suggested activity can be conducted.

**2) SA\_Creative Writing  
(Individual activity)**

The following instructions to be given to the students before they are taken outside the classroom.

**Task:**

- Each student has to write all the 26 alphabets vertically leaving space after each alphabet in the notebook.
- Walk around the school campus and also inside the building and write the words against each alphabet.
- Example:  
A-Auditorium, art book,  
B-Bathroom, books, blackboard  
C-Canteen, computer room, classroom  
D-desk, doors, diary
- Return to the classroom after all the alphabets are covered.
- Create a beautiful story or poem using only the alphabets that the teacher has written on the board. (Example: B, D, P, S, K, L, M, C, T and V)
- Submitted written work should show the 5 stages on one page-Planning, drafting, editing, revising and the final piece on a new page.

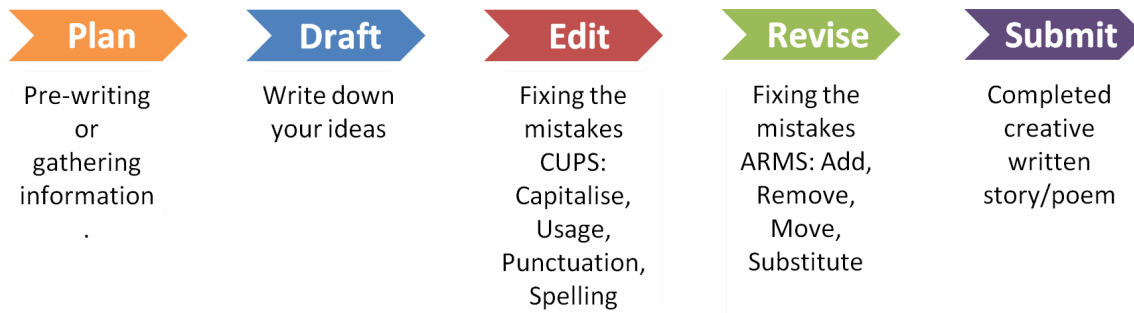
**Troubleshooting:**

- a. Pin drop silence has to be maintained while walking inside the building and around the campus.
- b. No wandering off to the canteen, washroom etc.
- c. Completing the task before the end of the period.



### 3) Summary

The below GO may be drawn on the board to summarise the topic 'creative writing'.



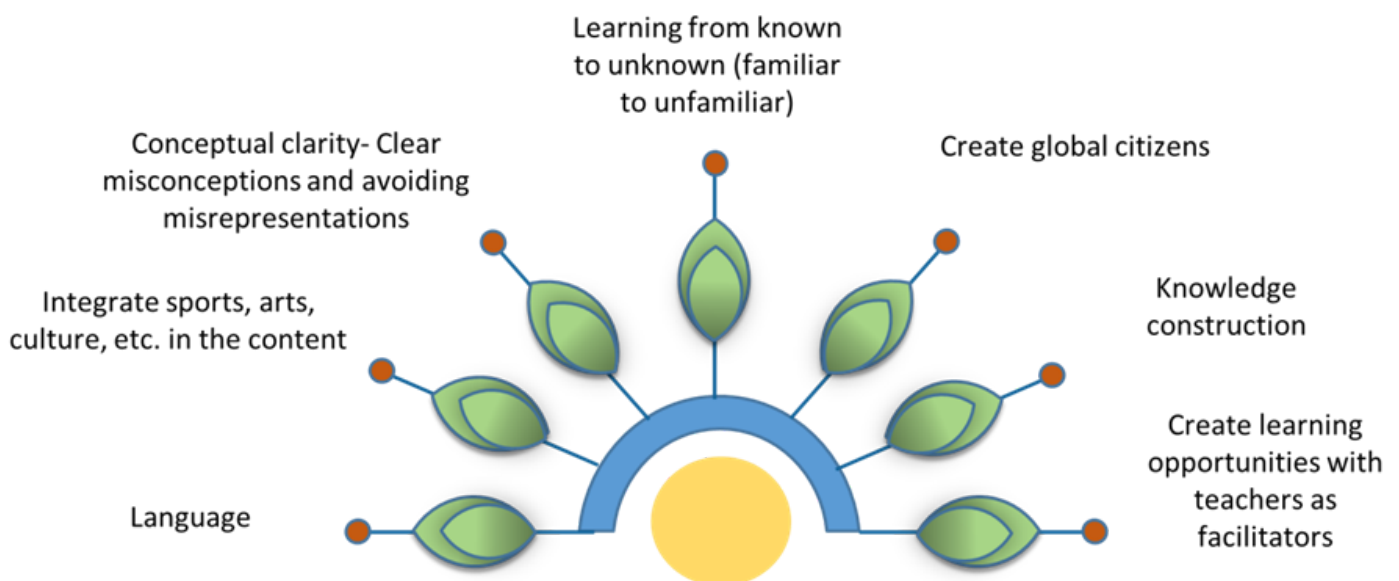
### LESSON PLAN DESIGN

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

- ★ activity based learning
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world

Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the folders below.

### Salient recommendations of NEP



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 <sup>th</sup> 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.

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.