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## Master Lesson Plan

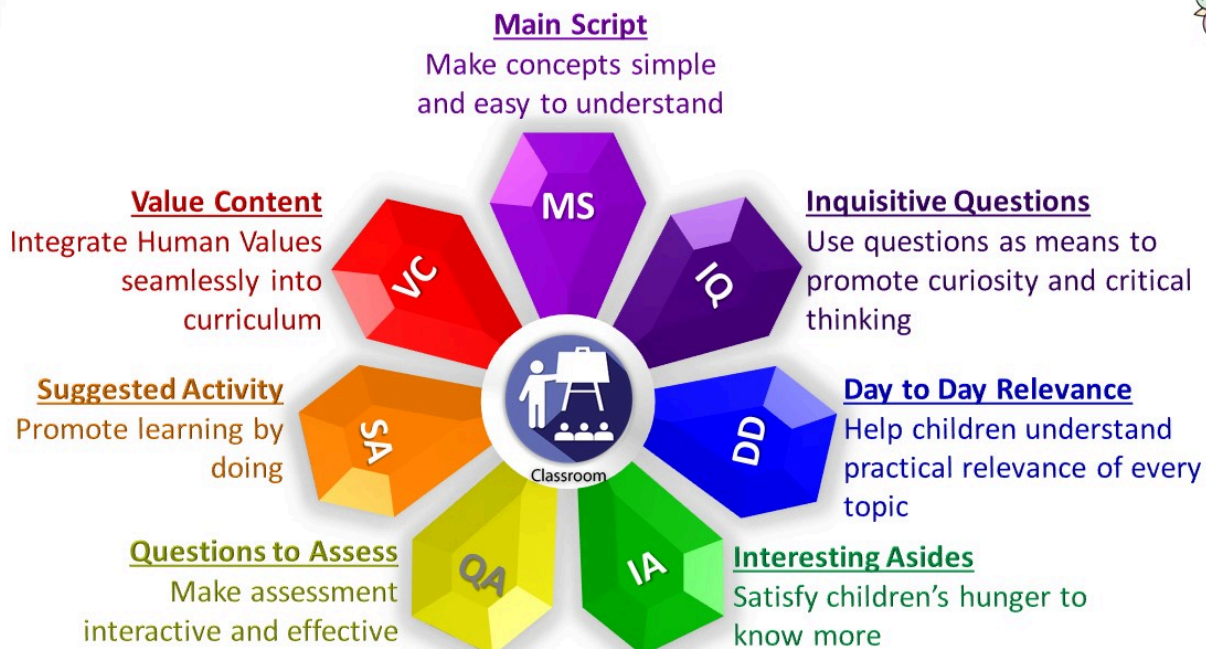
for

## Direct and Indirect Speech

Board	Standard	Subject	Chapter	Language	Creation date
GSSE	STD V	English	Direct and Indirect Speech	English	22-10-2023 00:41:59



**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\_Ideation Module\_Direct and Indirect Speech

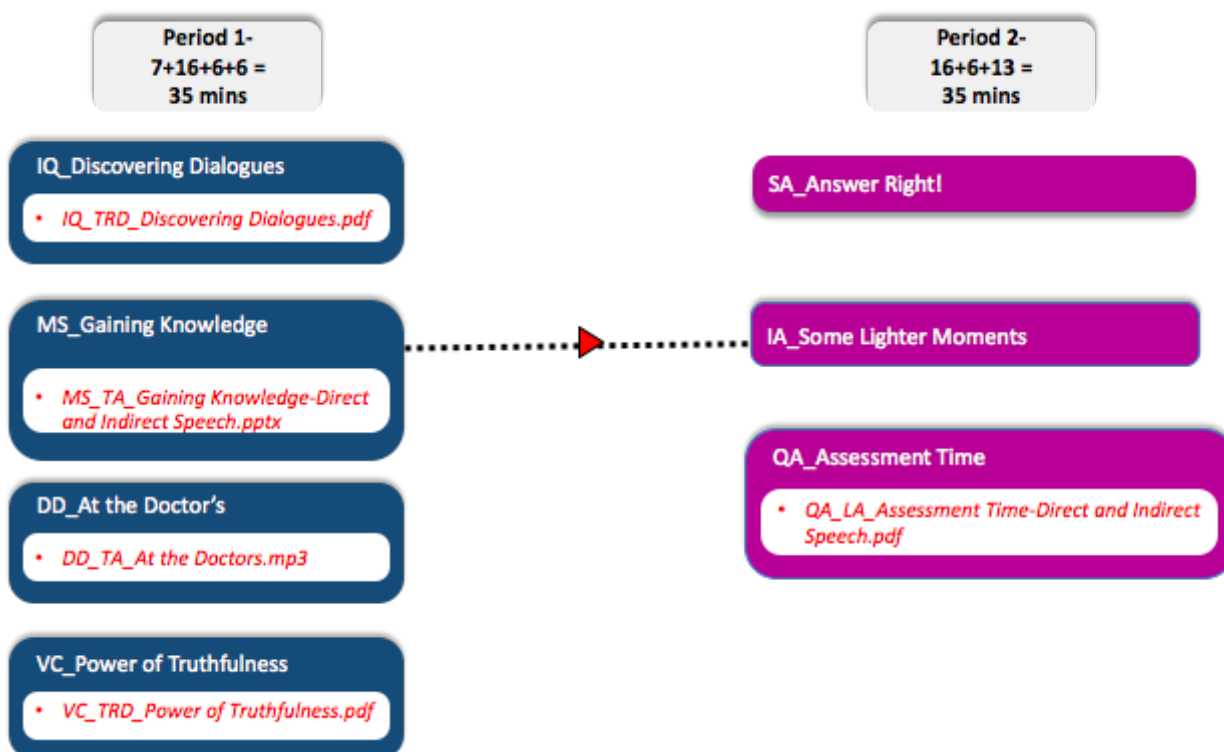
**[Notes to teacher:** Dear Teachers, through this MLP we bring to you, suggestions, pedagogical approaches, ideas, Teacher Reference Documents (TRD), Teaching Aids (TA) and Learning Aids (LA) for the topic 'Direct and Indirect Speech' for grade 5.

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

**Curricular Expectations:** Attain basic proficiency like developing the ability to express one's thoughts orally and in writing in a meaningful way in English language using Direct and Indirect Speech.

**Learning Outcome:** The learner writes short reports after having learnt about the usage of Direct and Indirect Speech.

**Total Time to transact MLP: 70 minutes, 2 periods**



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

### Topics in this Chapter:

1. Definition of Direct and Indirect Speech.
2. Difference between Direct and Indirect Speech with examples.
3. Rules to change from Direct to Indirect Speech, with emphasis on Statements.

**[Notes to teacher:** The chapter on Direct and Indirect Speech has been broken down into these subtopics. Ideas and strategies on how each topic 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 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.]*

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## **PERIOD 1**

**Topic: Direct and Indirect Speech**

**Time: 7 + 16 + 6 + 6 = 35**

**Asset Types: IQ + MS + DD + VC**

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

- i. Identify the difference between sentences that are dialogues and non-dialogues.
- ii. Analyse the importance of Direct and Indirect speech in the spoken and written forms of the English Language.
- iii. Realise that truthfulness builds trust and respect in our relationships.
- iv. Relate to their experience of visiting a doctor.

## 1) IQ\_Discovering Dialogues

Read aloud the story, 'Birbal's Khichdi' that is provided in [TRD IQ\\_TRD\\_Discovering Dialogues.pdf](#) and then ask questions based on the dialogues in the story.

Ask the students a few questions to allow them to think about the meaning of the word dialogue and find out whether they could differentiate between the dialogue and non-dialogue sentences.

Answer the questions based on your previous knowledge on 'Inverted Commas' and 'Types of Sentences'. What is the meaning of the word 'dialogue'?

The teacher gets responses from the students and then provides them with the correct meaning.

Ans: Dialogue means a conversation between two or more characters.

Questions based on the story:

a) Select and read aloud any 2 sentences from the passage which are not dialogues.

Ans: i) Once on a cold winter day, Akbar and Birbal were walking by a lake.

ii) The poor man felt cheated and heart broken.

b) How can you say that they are not dialogues?

Ans: These sentences are not dialogues because they do not reflect a conversation between two or more people and are not enclosed in inverted commas.

c) Choose any 2 sentences from the passage which are dialogues and read them aloud.

Ans: i) "I don't think anyone can stay alive for a night in this cold water."

ii) "My lord, I kept looking at a lamp that was burning at a distance and spent my entire night looking at it."

d) How do you know that they are dialogues?

Ans: These sentences where inverted commas/ quotation marks have been used to show the exact words of the speaker are called dialogues.

The above questions set the class to think and provide a platform for the teacher to introduce the 'Main Script on Gaining Knowledge - Direct and Indirect Speech' and explain it in detail, along with its importance and usage.

## 2) MS\_Gaining Knowledge

Use the teaching aid [MS\\_TA\\_Gaining Knowledge-Direct and Indirect Speech.pptx](#) provided to introduce the students to the rules for Direct and Indirect Speech.

**Discuss the IQ asset and use the Interactive Approach to introduce Direct and Indirect Speech with a short dialogue between Rekha and Rita.**

Rekha speaks about 'Today's weather'

Direct Speech: Rekha said, "The weather is very pleasant today."

Indirect Speech: Rita reports the same - Rekha said that the weather was very pleasant that day.

Through this dialogue the teacher may ask the students to state one difference that they had noticed.

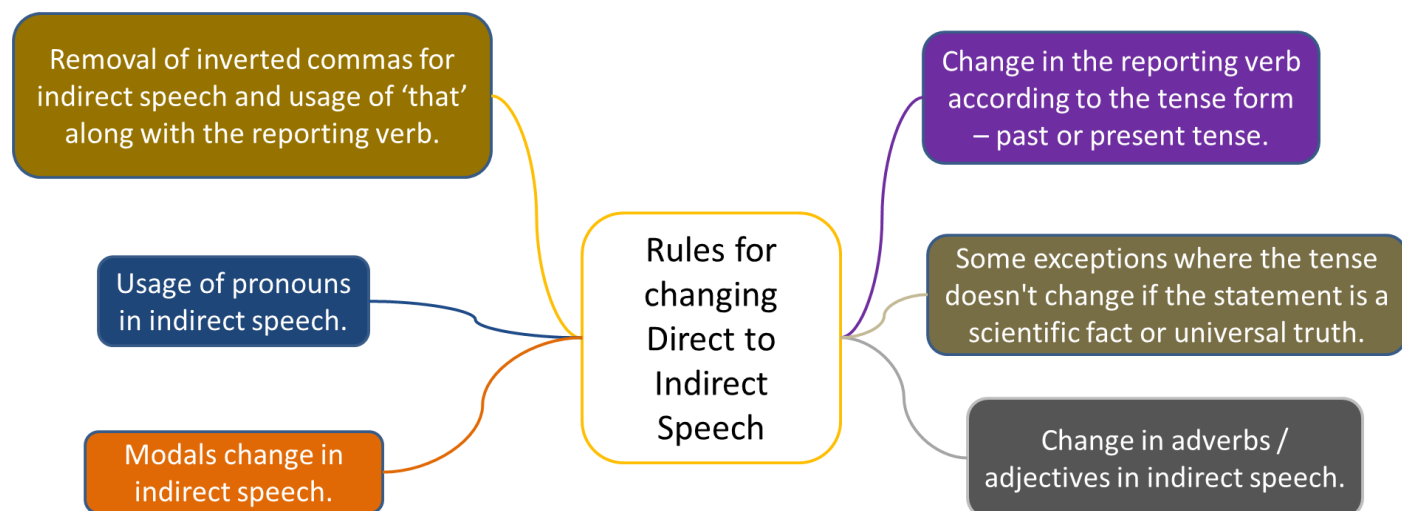
**One of the differences pointed out by the students is:**

Rekha's is direct speech which are the exact words spoken by a person and are placed within quotation marks. On the other hand, Rita's is indirect speech which means to report something said or written by another person, without using quotation marks or using the exact words.

**The differences given below are provided by the teacher -**

1. Direct Speech is known as 'Quoted speech', since it uses the exact words of the speaker. Whereas, indirect speech is also known as 'Reported speech', since it narrates what is spoken by another person.
2. Direct Speech is the speech spoken by someone, whereas indirect speech is narrated from the listener's viewpoint.

**The teacher may then explain a few rules to change Direct speech to Indirect speech using [MS\\_TA\\_Gaining Knowledge-Direct and Indirect Speech.pptx](#) or draw a mind map on the blackboard with suitable examples to explain the rules for changing the following from Direct to Indirect Speech.**



### 3) DD\_At the Doctor's

Speak to the students about this situation with which they are quite familiar.

Begin the class by asking a simple question from the students such as - "How many of you have been to a doctor's clinic when you felt sick?"

Listen to their responses and then play the audio clip [DD\\_TA\\_At the Doctors.mp3](#) and discuss the dialogue in Direct Speech between the doctor and the patient.

### 4) VC\_Power of Truthfulness

Make the students internalize the importance of truthfulness in communication through the [TRD - VC\\_TRD\\_Power of Truthfulness.pdf](#).

#### Concept-Value Connection:

- Direct and indirect speech are two ways to report what someone else has said. In Direct speech we repeat the message of the speaker in the exact words spoken by the person whereas in Indirect or Reported speech we report what someone has said without using their exact words.
- In our daily communication we need to be truthful and accurate when we report someone else's words. Truthfulness is the foundation of all virtues.

Activity: Role-Play

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## PERIOD 2

**Topic: Direct and Indirect Speech**

**Time: 16 + 6 + 13 = 35**

**Asset Types: SA + IA + QA**

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

1. Correct the errors present in the sentences having indirect speech.
2. Take delight in listening to the dialogues between the teacher and the student.
3. Summarise and apply the knowledge gained in the given exercises.

### 1) SA\_Answer Right!

Be ready with a list of 15 to 20 sentences.

- make the students sit in pairs for this activity
- write a few sentences on the blackboard

For example:

A) Direct Speech: "I like guavas," said Madhavi.

Reported Speech with errors: Madhavi said, "that she likes guavas."

The correct answer is: Madhavi said that she liked guavas.

B) Direct Speech: "I went to my grandmother's house yesterday," said Anand.

Reported Speech with errors: Anand said, "He went to my grandmother's house yesterday."

The correct answer is: Anand said that he went/ had gone to his grandmother's house the previous day.

- tell the students that they should identify the errors in the Indirect Speech sentences
- then write a few sentences on the blackboard to conduct the activity
- call the pairs in turns to the blackboard and tell them to identify the errors and write the correct sentence on the blackboard
- the pair that identifies the maximum number of errors and writes correctly the sentences in reported speech may be declared the winner
- encourage the students to participate actively in the activity
- help the students who find it difficult, to identify the errors in the indirect speech sentences
- appreciate the work done by the students and also ensure smooth flow of the activity



## 2) IA\_Some Lighter Moments

Read aloud the dialogues given below, for the students to have some enjoyable time.

**Student:** I'm an **outstanding** student.

**Teacher:** How do you say that?

**Student:** Because I always **stand outside** the class!

**Teacher:** Why are you late again?

**Student:** I am late because of the sign Ma'am.

**Teacher:** What is that sign?

**Student:** The one which says, 'School ahead, Go slow'.

**Teacher:** Hide your answer sheet, the one behind you is copying your answers.

**Student:** Sir, let him do it. I don't want to fail alone.

**Teacher:** Virat, what is closer to us? Sri Lanka or the moon?

**Virat:** The moon, Sir.

**Teacher:** That's wrong. How can you say that the moon is closer than Sri Lanka?

**Virat:** That's because we can see the moon from here. But we can't see Sri Lanka!

## 3) QA\_Assessment Time

[QA\\_LA\\_Assessment Time-Direct and Indirect Speech.pdf](#) has been provided. The teacher may write these exercises on the black board or take a printout of the worksheet. The answer key has been provided, please only print the first page.

**At first summarise the main points of Direct and Indirect Speech before the students begin to do the exercises.**

**Ask the students to change Direct Speech to Indirect Speech following the rules that they have learnt.**

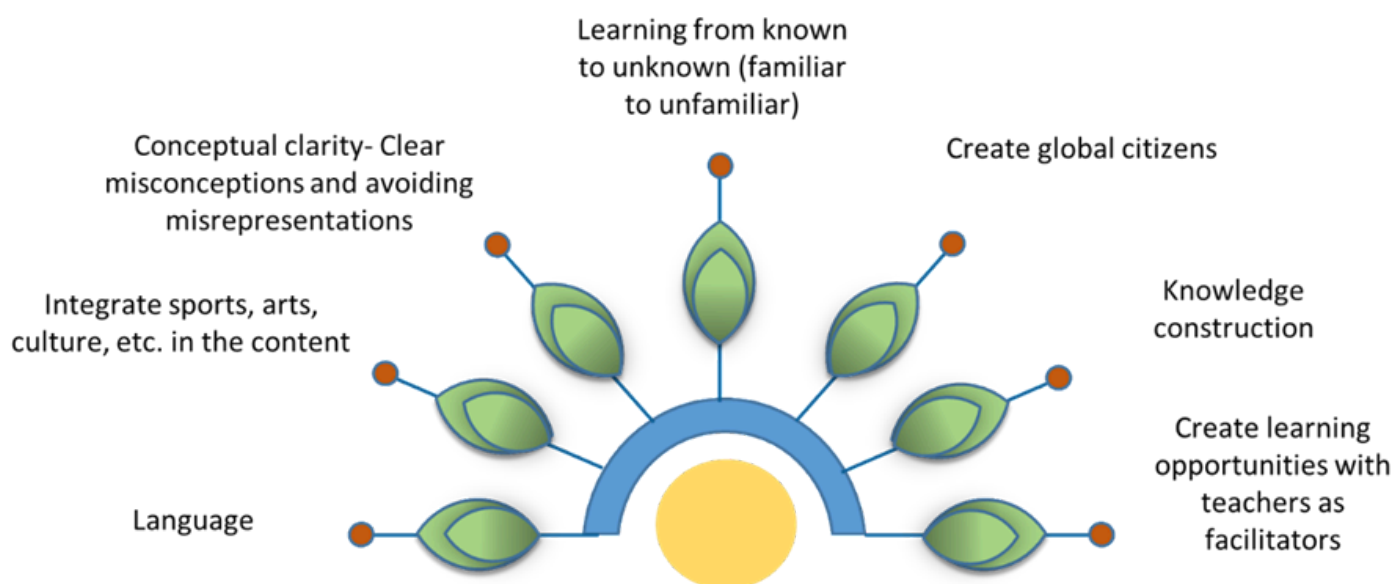
## LESSON PLAN DESIGN

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

- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ integration of Values with the concept
- ★ Interaction in the classroom

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.

Time to teach	Asset type	Theme	Sub Theme
70 minutes	Main Script	Direct and Indirect Speech	Direct and Indirect Speech



## Master Lesson Plan

<b>Seven Asset Methodology for MLP</b>	
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 tidbits 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

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	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.