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Master Lesson Plan

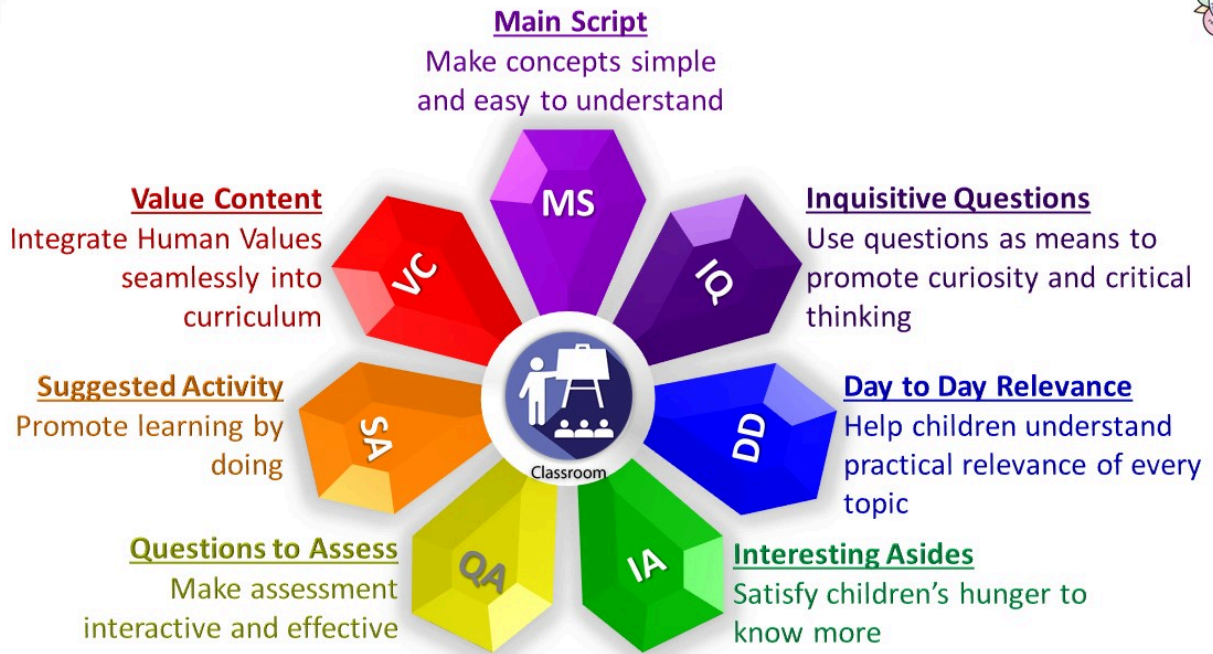
for

Reading Comprehension

Board	Standard	Subject	Chapter	Language	Creation date
GSSE	STD V	English	Reading Comprehension	English	09-11-2023 23:16:38

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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_Reading Comprehension

[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 'Reading Comprehension' for grade V.

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

Curricular Expectations: Children are expected to read and interpret critically the texts in verbal and pictorial modes.

Learning Outcome: The learner will be able to read texts with comprehension, locate details and sequence of events.

Total Time to transact MLP: 70 minutes, 2 periods

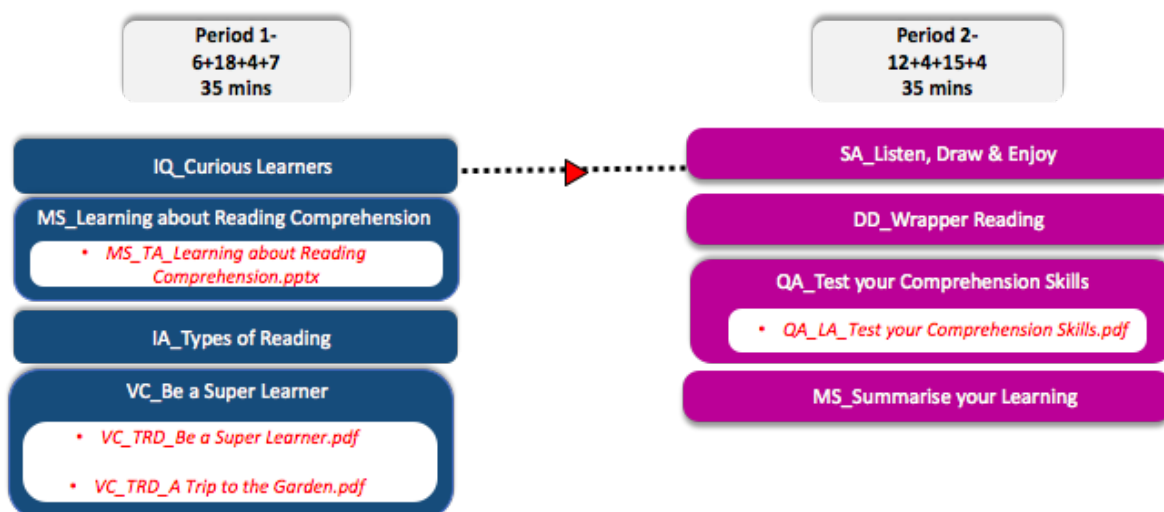
Topics in this Chapter:

1. Meaning of comprehension
2. Tips for effective comprehension
3. Examples on how to understand and answer the questions
4. Listening comprehension

[Notes to teacher: The chapter on Reading Comprehension 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.***

Lesson Plan Flow



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

PERIOD 1

Topic: Reading Comprehension

Time: 6 + 18 + 4 + 7 = 35 mins

Asset Types: Inquisitive Questions, Main Script, Interesting Aside, Value content

Objective: Students will be able to:

- 1) Tell why understanding a concept is more important than mere reading.
- 2) Infer the main idea along with the connected details from a paragraph
- 3) Take interest in the different reading styles.
- 4) Realize that focus and concentration are necessary for comprehension.

1) IQ_Curious learners

Pose the following situation to the students and ask the questions that follow:

Suppose you have not attended school for one day. The teacher has taught a small portion of a new chapter, 'Climate' in EVS. You take the notes from your friend. You sit at your study table and read the chapter by yourself.

Elicit answers for the questions given below:

1. Were you able to answer the questions?
2. If there are words you have not heard before, how will you proceed?
3. What was your experience when you tried to study this chapter on your own?

Generate responses. (Example: One student may say, 'I read the chapter but could not understand, I am curious to know about the climate of Tamilnadu'.)

The teacher should say, "Children, you see that it is difficult to learn unless you understand the meaning of the text. This requires comprehension skills about which we will learn today."

2) MS_Learning about Reading Comprehension

Brief Description (Objective): Students will be able to infer the central idea and connected details by learning the techniques of comprehension.

Teaching aids: [MS_TA_Learning about Reading Comprehension.pptx](#)

Notes to the teacher:

Teacher to say, "So students, we just saw that reading and understanding are very important for grasping the content of all subjects. So today we are going to learn the topic, 'Reading Comprehension'. Please pay attention as I will give you tips which will make this easy and fun-filled for you all.

To begin with, what is 'Reading Comprehension'?"

This involves reading a particular text, understanding the meaning of the sentences and gathering the message or information given in the text.

The techniques of reading comprehension along with continued practice will help us to:

- improve our reading speed and vocabulary
- understand as we learn
- look for new words and their meanings
- look for the required information from a given paragraph

When we read any paragraph or text, it is important that we understand the meaning completely. It is only then that we can appreciate what the story/lesson is all about and answer the questions. So, whenever we read, it is important to follow these steps:

- Read the paragraph carefully. The first reading gives you a general idea of what the author wants to say.
- Read the paragraph slowly. Underline the important words and the names of the main characters in the passage.
- If there are any words whose meaning you do not know, try to infer the meaning from the context. Otherwise look up a dictionary.
- Questions will be given at the end of the passage. Answer them by looking for the relevant portion from the passage. Pay careful attention to spelling and punctuation (, . ;) while answering the questions.

Teacher to show the PPT attached.

3) IA_Types of reading – Reading Comprehension

Select two students in the class who read well and ask them to read the parts of Priya and Girish.

Priya and Girish are childhood friends. Priya had shifted to another city in Grade 2 and they met today at a library after 4 years.

Priya: Hey Girish, how are you?

Girish: Hey, so nice to see you! I am fine. How about you?

Priya: Doing great! Hey Girish, my mother tells me that I am a very slow reader.

Girish: Do you know there are different types of reading techniques?

Priya: No Girish. Would you tell me about them?

Girish: Yes Priya. My brother told me there are four techniques of reading. Let me tell you about them.

- **Skimming** – where we read to only understand the main idea, like reading a newspaper or magazine
- **Scanning** – look for specific information like we search a book for a particular topic – e.g. looking for some information for a project from the books in the library
- **Intensive reading** – reading in detail which we need to do with our textbooks
- **Extensive reading** – reading for pleasure, like story books

4) VC_Be a super learner

- Hold a discussion on the importance of focus and concentration. Use the details given in the document attached and conduct the discussion. [VC_TRD_Be a Super Learner.pdf](#) has been provided as a teacher reference document.
- An extended activity in the form of a Guided Visualization can be done using the document attached. [VC_TRD_A Trip to the Garden.pdf](#) has been provided as a teacher reference document for this activity.

[Notes to the teacher: Ask students to bring any biscuit wrapper for the next class]

PERIOD 2

Topic: Reading comprehension

Time: 12 + 4 + 15 + 4 = 35 mins

Asset Types: Suggested activity + Day to day relevance + Questions to Access + MS summary

Objective: Students will be able to:

- 1) sketch the story by listening to the teacher attentively
- 2) relate to the need for comprehension skills in everyday life
- 3) answer questions related to reading comprehension
- 4) summarize the chapter - reading comprehension

1) SA_Listen, Draw, Enjoy – Reading Comprehension

Conduct the following activity on listening comprehension

Aim: To develop Listening comprehension skills

Resources Required: Rough note books

Setting for the Activity: Indoor

Type of Activity: Individual Activity

Preparation for Activity: Ask students to open their rough books and be ready.

Role of the Teacher: Facilitator

Procedure:

The teacher will read the paragraph and tell the students to draw pictures as they listen.

Sheela and her family are going for a picnic today. They are at the beach. It is a sunny day. They can see birds chirping around. They wet their feet in the water and splash water on each other. They collect some sea shells as well. Two ships are sailing in the sea. Sheela removes the beach toys from the bag. They sit on the sand and make a castle. Sheela's brother Raju is wearing a hat. They have a beach ball with them. Her parents take a walk along the shore. In the evening before returning home, they watch the sun setting.

Students will draw pictures as they listen. This is left to the creativity and imagination of the student making each drawing unique.

- The teacher will observe the drawing of each student and provide individual feedback.
- Appreciate the things included in the drawings.
- Tell them what they missed.
- Points for improvement with regard to listening and comprehending should be told.

Conclusion: Listening is a very important part of comprehension. The better we listen, the better we can learn.

2) DD_Wrapper reading – Reading Comprehension

Ask students to look at the biscuit wrapper they have carried with them. Alternatively, you may carry 3-4 wrappers to the classroom and distribute it to groups of students.

1. Give the students one minute to look at it carefully.

2. Initiate a discussion and generate responses on the following points:
 - a. Can you see how much important information is mentioned? Can you give us some information?
 - b. What are the main ingredients?
 - c. Why is the consumer care cell number mentioned?
 - d. What are the nutritional facts mentioned on the wrapper?

3. Expected responses:
 - a. Date of packaging, expiry, ingredients, price
 - b. Wheat Flour (Maida), Sugar syrup, milk, refined palm oil
 - c. In case you are dissatisfied with the product, you can contact them.
 - d. Nutritional information - carbohydrates, proteins, calories etc.

Conclude by saying, “There is a lot of information on a wrapper. Students, we discard or throw away the wrapper without reading. Next time you buy a packet of biscuits, read the print on the wrapper and see how beneficial it is for you.”

3) QA_Test your comprehension skills – Reading Comprehension

Brief Description (Objective): Students will be able to solve questions related to 'Reading Comprehension'.

Teaching Aids Provided: Worksheet and answer keys are provided for easy access.

Notes to the teacher:

- Present the [QA_LA_Test your Comprehension Skills.pdf](#) to the students. Alternatively, the paragraph may be written on the Board.
- Remind the students to read the paragraph a second time and highlight the key words and characters.
- Worksheets may be distributed or questions read out by the teacher and responses generated.
- The correct answers should be discussed. The answers have been provided below for reference.
- Students can write the answers in their notebooks.

Answer Key

Exercise I

- A)
1. Helen was born in Escumbria, Alabama.
 2. No, she was not blind from birth. At the age of two, she got a severe fever one day after which she could not hear or see.
 3. Anne Sullivan was Helen's teacher.
 4. Anne and Helen lived in a separate cottage. Anne taught Helen to speak, read and write. Helen attended schools for the deaf in Boston, Massachusetts and New York City. She wanted to pursue higher education at college and Anne went with her.
 5. Helen did not give up inspite of being blind and deaf. Under the guidance of her teacher, she completed her education. She was a successful author and educator. She spent the rest of her life working to provide aid to the deaf and blind.

B) The correct alternatives are:

- 1) Director of the Perkins Institute for the Blind
- 2) When someone writes about their own self
- 3) Author and educator
- 4) Telephone
- 5) Boston, Massachusetts and New York

Exercise II

A) Find the words in the passage which mean:

- a. To follow someone or something - pursue
- b. Inability to do certain activities - disability
- c. Person who gets angry very quickly - short tempered

4) MS_Summarise your learning

In this chapter we discussed:

The importance of understanding while reading. It will make both studies and leisure reading a great pleasure.

- There are different styles of reading – scanning, skimming, intensive reading and extensive reading. Don't be tempted to scan when you have to read extensively e.g., your textbook
- Listening is as important as reading. Don't just hear, listen attentively.
- Try to comprehend what you see around e.g., information on wrappers of things you buy, instructions at public places etc.
- Practice makes a man perfect. Improve your English vocabulary and become a pro in reading comprehension.

Chart



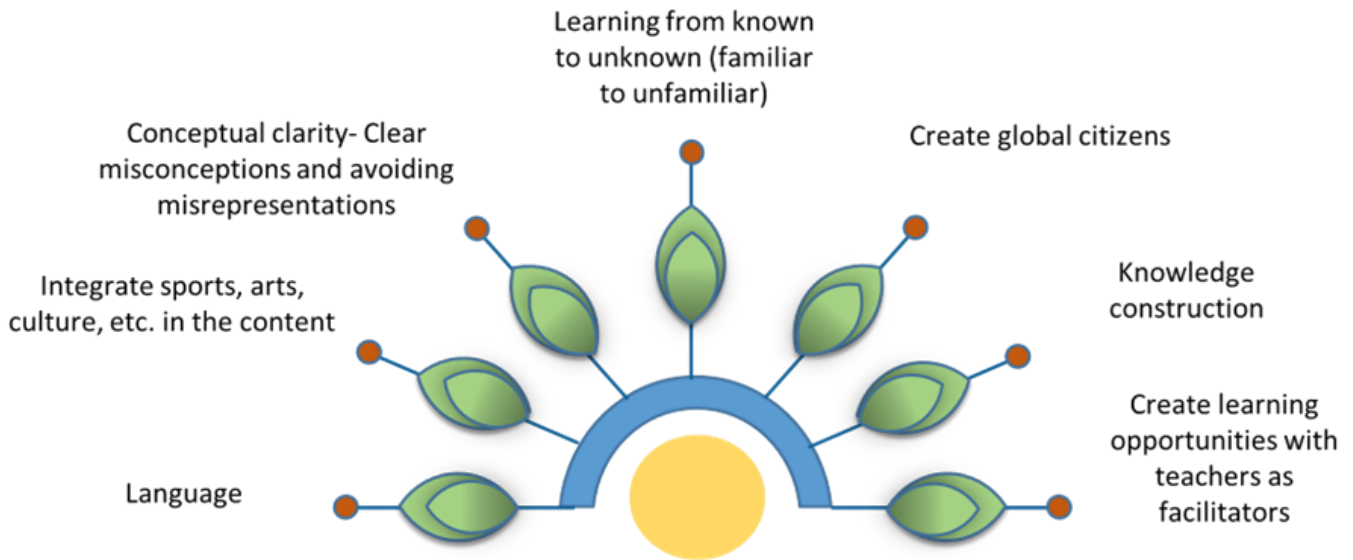
LESSON PLAN DESIGN

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

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	Reading Comprehension	Reading Comprehension

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 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 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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