



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

## Master Lesson Plan

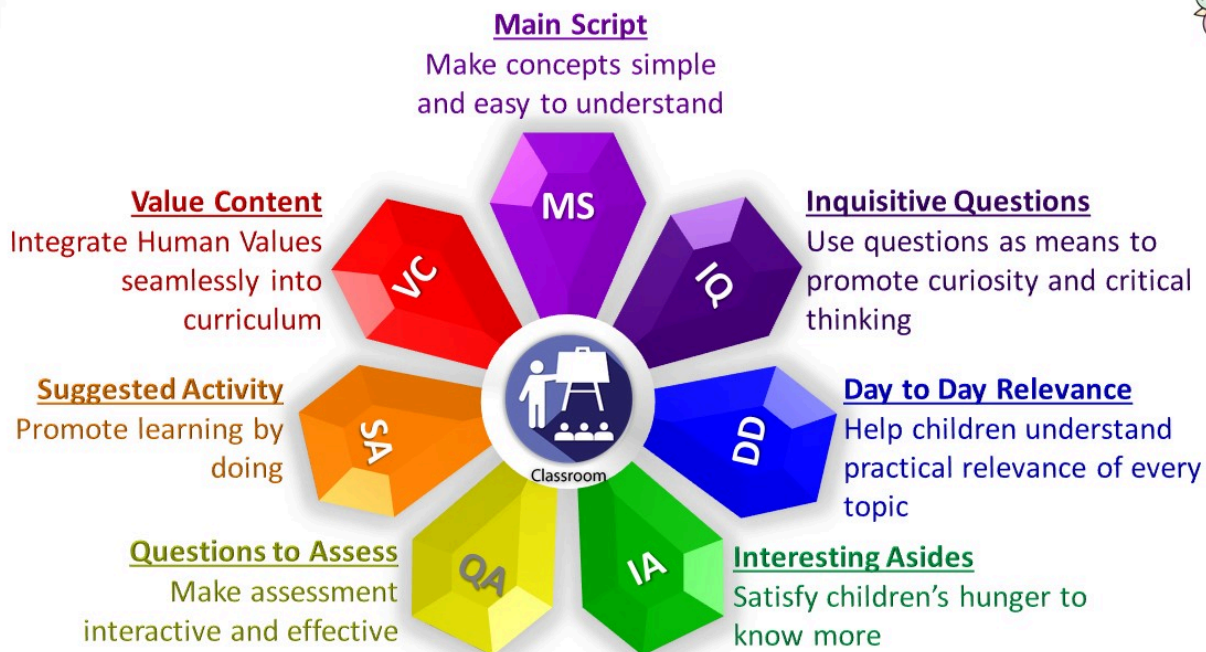
for

## Writing - Story Writing & Interview

Board	Standard	Subject	Chapter	Language	Creation date
TNSSE	STD V	English	Writing - Story Writing & Interview	English	14-09-2023 23:32:24



**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\_Story Writing and Interview

**[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 ‘Story Writing and Interview’ for grade 5. This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by NCERT.]

**Curricular Expectations:** Students should be able to write short stories using a structured process and also conduct short interviews of people around them e.g. interviewing grandparents, teachers, school librarians, and gardeners using the correct question format.

**Learning Outcome:** Students will be able to write short stories using the prescribed format and also conduct interviews to get the required information.

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

**Topics in this Chapter:**

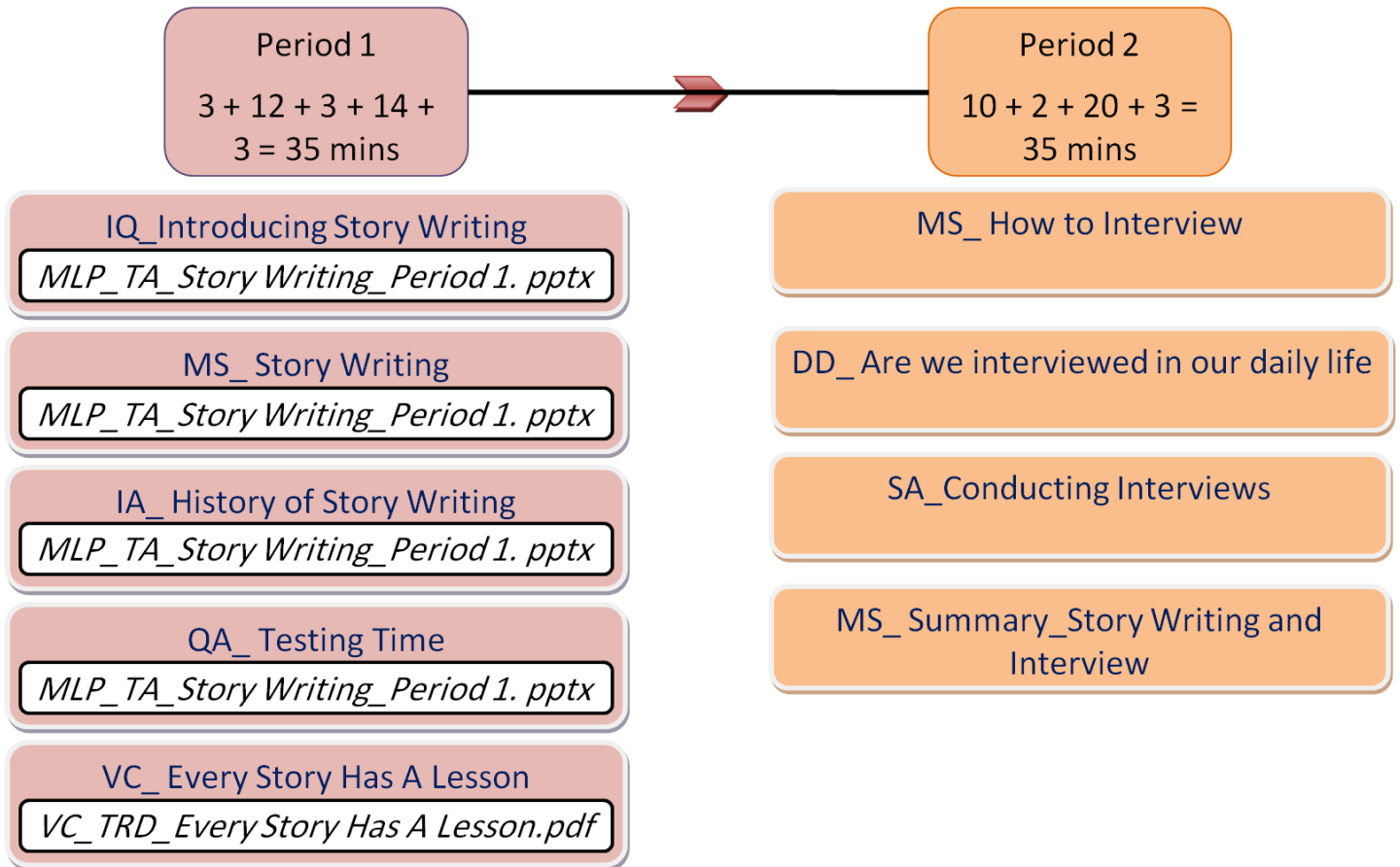
1. Story Writing (Period 1)
2. Interviews (Period 2)

**[Notes to teacher:** 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:** Story Writing

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

**Time:**  $3 + 12 + 3 + 3 + 14 = 35$  mins

**Objectives:** Students will be able to:

- 1) discover the art of story writing
- 2) explain the process involved in story writing
- 3) show interest in the history of story writing
- 4) recall the format used in story writing
- 5) recognize morals conveyed through stories by reflecting deeply

## 1) IQ\_Introducing Story Writing

Begin the class by showing Slide 2 of the ppt - *MLP\_TA\_Story Writing\_Period 1.pptx* which is provided as a teaching aid. It has Images of famous children's stories. Elicit answers for the following questions based on those images:

1. Can you name the stories?
2. Do you know the names of the authors who wrote those stories?
3. Do you think the authors wrote the stories with a plan or strategy?
4. How do you think the authors came up with those stories?
5. Why do you think the authors wrote those stories?



1. Thirsty Crow: [https://youtu.be/ZQ27PS14\\_sl](https://youtu.be/ZQ27PS14_sl) (Attribution: Free Hug Point)
2. Aladdin: [https://youtu.be/64NCM2mP\\_ms](https://youtu.be/64NCM2mP_ms) (Attribution: Storytime for Kids)
3. Monkey and crocodile: <https://youtu.be/L1Khwb1Ucbg> (Attribution: padma)

### [Notes to the Teacher

1. *Thirsty crow: Aesop's fables-Greek origin*
2. *Aladdin and the magic lamp: Arabian Nights-Middle Eastern origin*
3. *Monkey and the crocodile: Panchatantra Stories-Indian origin]*

## 2) MS\_ Story Writing

Use the slides 3 to 9 in the ppt *MLP\_TA\_Story Writing\_Period 1.pptx* which is provided as a teaching aid to explain the process involved in story writing.

Every story follows the process given below:

1. Introduction
2. Plot
3. Climax
4. Resolution
5. Conclusion



1. Farm: [https://www.freepik.com/free-vector/farmer-rural-countryside-house\\_31235965.htm#page=5&query=farmer%20and%20his%20farm&position=21&from\\_view=search&track=ais](https://www.freepik.com/free-vector/farmer-rural-countryside-house_31235965.htm#page=5&query=farmer%20and%20his%20farm&position=21&from_view=search&track=ais) (Attribution: brgfx)
2. Tiger: [https://www.freepik.com/free-photo/amazing-bengal-tiger-nature\\_18520710.htm#query=Tiger&position=9&from\\_view=search&track=sph](https://www.freepik.com/free-photo/amazing-bengal-tiger-nature_18520710.htm#query=Tiger&position=9&from_view=search&track=sph) (Attribution: vladimirceh)



### 3) IA\_ History of Story Writing

A brief history about the beginning of story writing is on slide 10 of *MLP\_TA\_Story Writing\_Period 1.pptx* that is given as a teaching aid.

### 4) QA\_ Testing Time

There are 2 parts. Part 1 (Slide 11) has 'Match the Columns' and Part 2 (Slide 12) of *MLP\_TA\_Story Writing\_Period 1.pptx* that is given as a teaching aid has an image for which a story has to be written using the process taught.



1. Animals: [https://www.freepik.com/free-vector/wild-animals-cartoon-characters-forest-scene\\_27175542.htm#page=16&query=big%20zoo&position=47&from\\_view=search&track=ais](https://www.freepik.com/free-vector/wild-animals-cartoon-characters-forest-scene_27175542.htm#page=16&query=big%20zoo&position=47&from_view=search&track=ais) (Attribution: brgfx)
2. Zoo keeper: [https://www.freepik.com/free-vector/park-rangers-brown-uniform-illustration\\_1141828.htm#query=zoo%20keeper&position=17&from\\_view=search&track=ais](https://www.freepik.com/free-vector/park-rangers-brown-uniform-illustration_1141828.htm#query=zoo%20keeper&position=17&from_view=search&track=ais) (Attribution: brgfx)
3. Frog: [https://www.freepik.com/free-vector/happy-frog-sitting-lotus-leaf\\_6952752.htm#query=frogs&position=39&from\\_view=search&track=sph](https://www.freepik.com/free-vector/happy-frog-sitting-lotus-leaf_6952752.htm#query=frogs&position=39&from_view=search&track=sph) (Attribution: brgfx)

### 5) VC\_ Every Story Has A Lesson

Use the Teaching Resource Document *VC\_TRD\_Every Story Has A Lesson.pdf*, to narrate the story to bring out the connection between Story Writing and Value Content in every story.

## PERIOD 2

**Topic:** Interview

**Asset Types:** MS + DD + SA + Summary

**Time:** 10 + 2 + 20 + 3 = 35 mins

**Objectives:** Students will be able to:

- 1) explain the procedure in conducting an interview
- 2) relate to question forms used in daily life
- 3) conduct interviews confidently
- 4) summarise the chapter 'Story Writing and Interview'

**1) MS\_How to interview?**

Begin the class by asking the following questions:

If I wish to join the school as a teacher, what questions will the Principal ask me in the interview?

- a. What is your qualification or what did you study?
- b. Why do you wish to teach in this school?
- c. What are your hobbies?

Highlight the characteristics of interviews - **goal driven** (to choose the right teacher to teach class 5 students) and **structured set of questions** (asking the same questions to all the candidates at any interview)

Next, the students can do the below task:

You are going to live in a new city. You have to join a school there for class 5. Write 3 questions that you think the principal will ask you during the interview.

**2) DD\_Are we interviewed in our daily life?**

**Students can answer the question - Are you interviewed daily? at home ? at school? by parents? by friends?**

Elicit answers from as many students as possible.

Example: Mother: Did you have your lunch? What did you learn in school today?

Continue the class by asking the following questions:

- a. Have you all done your homework?
- b. How many of you did not bring the textbook?
- c. Who is prepared for today's test?

(The teacher asks the above questions to help her/ him to proceed with the class in a proper manner)

**3) SA\_Conducting Interviews**

This is a campus activity.

**Procedure:**

Students have to question **one teacher** (should not teach their class) and **one student** (should not belong to their class or section)

- In the notebook, on one page write 3 questions that you wish to ask a teacher and on another page write 3 questions to ask a student.(Example: Teacher: What is your favourite colour?. For the Student: How do you come to school?)
- Write the name of the teacher you are going to ask the questions. Likewise, write the name of the student to whom you are going to ask the 3 questions.
- Write the answers neatly and return to your class.

**Troubling Shooting:**

- Pin drop silence has to be maintained while walking and trying to find a teacher and student for your interview
- No wandering off to the canteen, washroom etc.

**Conclusion:**

After conducting the interviews, all the students must return to the class and the teacher can pose the following questions:

- What are the 3 questions that each of you asked the teacher and the student? Why were those 3 questions chosen? What did you wish to find out about the teacher and the student? Did you achieve your goal by asking those questions? Were you happy with the interview you conducted on the teacher and the student?

#### 4) MS\_Summary\_Story Writing and Interview

Use the GO given below to summarise the chapter 'Story Writing and Interview'

##### Story Writing

- Introduction
- Plot
- Climax
- Resolution
- Conclusion

##### Interview

- Goal driven
- Structured set of questions

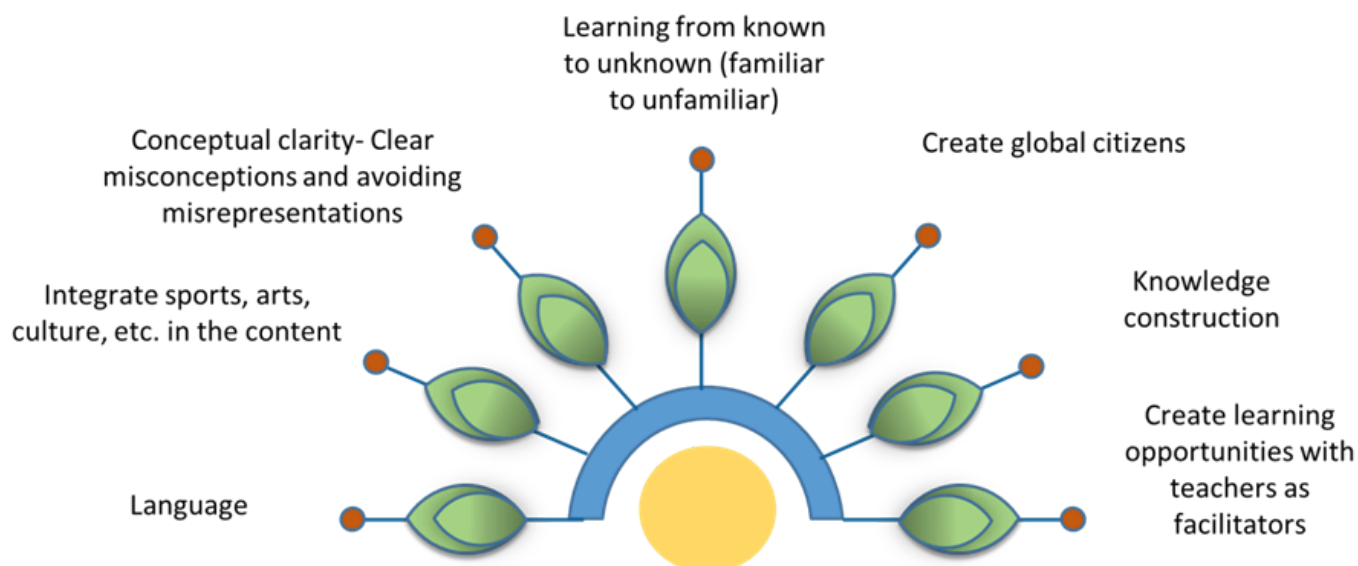
#### LESSON PLAN DESIGN

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
- ★ 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	Writing	Interview Writing Story 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 <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

	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.