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## Master Lesson Plan

for

# Active and Passive Voice - simple present, past and future

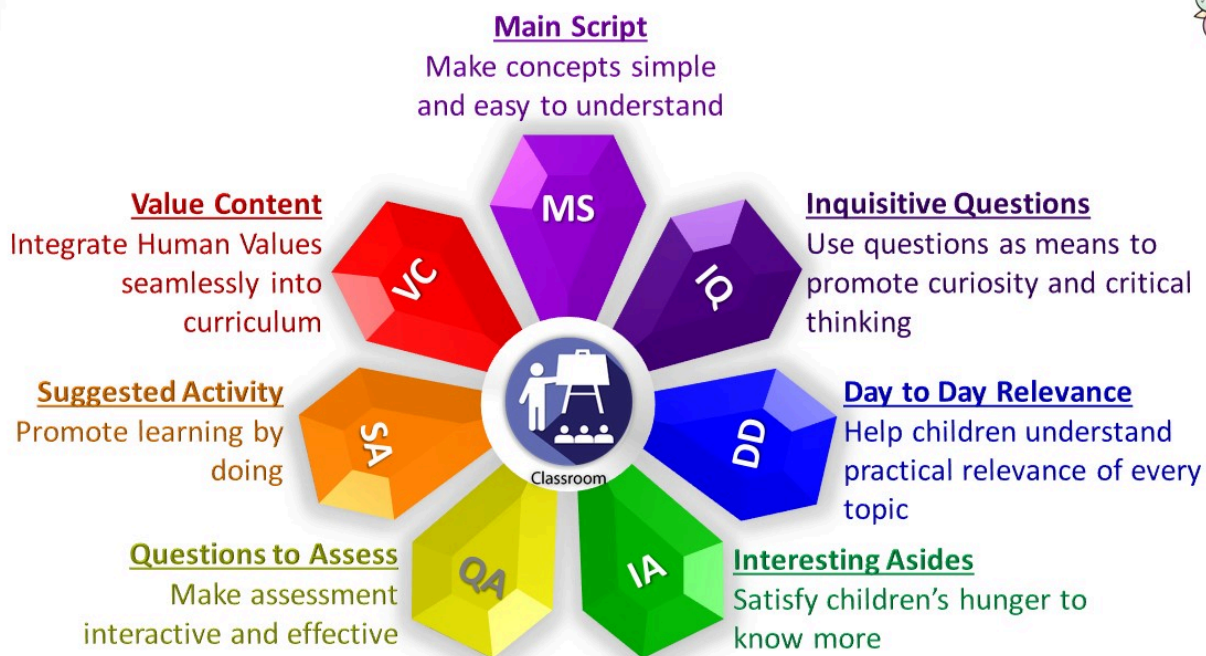
Board	Standard	Subject	Chapter	Language	Creation date
APSE	STD VI	English	Active and Passive Voice - simple present, past and future	English	14-12-2023 17:46:53

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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.

## MS\_Ideation Module\_Active and Passive Voice- Simple Present Past and Future

**[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 'Active and Passive Voice- Simple Present Past and Future' for grade 6.

*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 comprehend and use the form and functions of grammar in context.

**Learning Outcome:** Students are able to speak and write grammatically correct language using active and passive voice.

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

**Topics in this Chapter :**

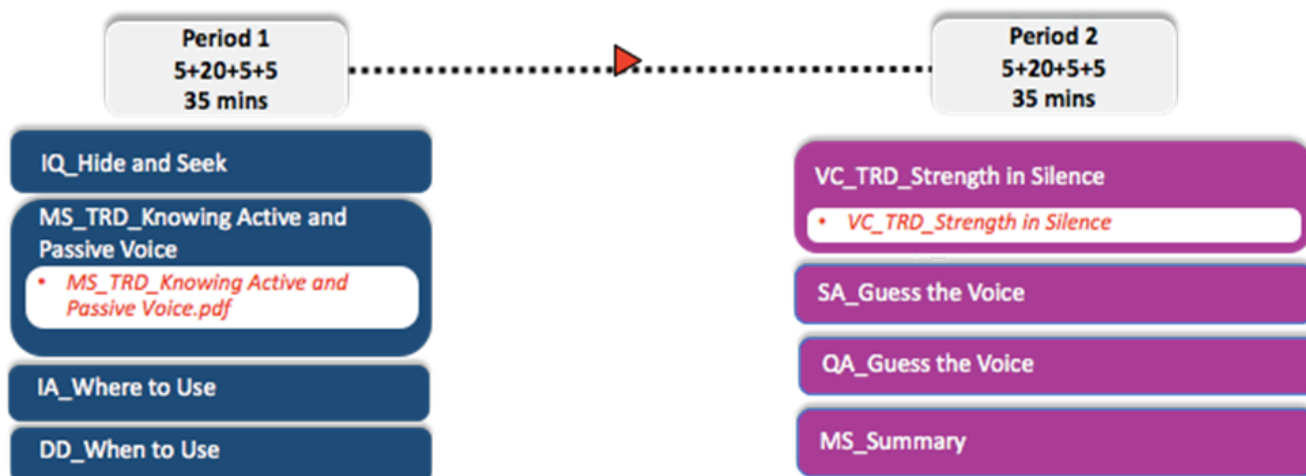
- Introduction to active voice and passive voice using an interdisciplinary approach and guided discovery method.
- Identification of active and passive voices.
- Verb forms used in the active and passive voice. (simple present, past, and future tense forms)
- Value connect to the topic.
- When and where passive voice is used.
- Activity-based learning for concept clarity and summarization.

**[Notes to the teacher:** The chapter on active and passive voice 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 **two** periods, considering **each period to be of 35 minutes**. An additional one or two periods may be used, if required.]*

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### Lesson Plan Flow



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

## PERIOD 1

**Topic :** Hide and seek, knowing active and passive voice, when to use

**Time :** 5 + 20 + 5 + 5 = 35

**Asset Types:** Inquisitive questions, main script, interesting aside + day to day relevance

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

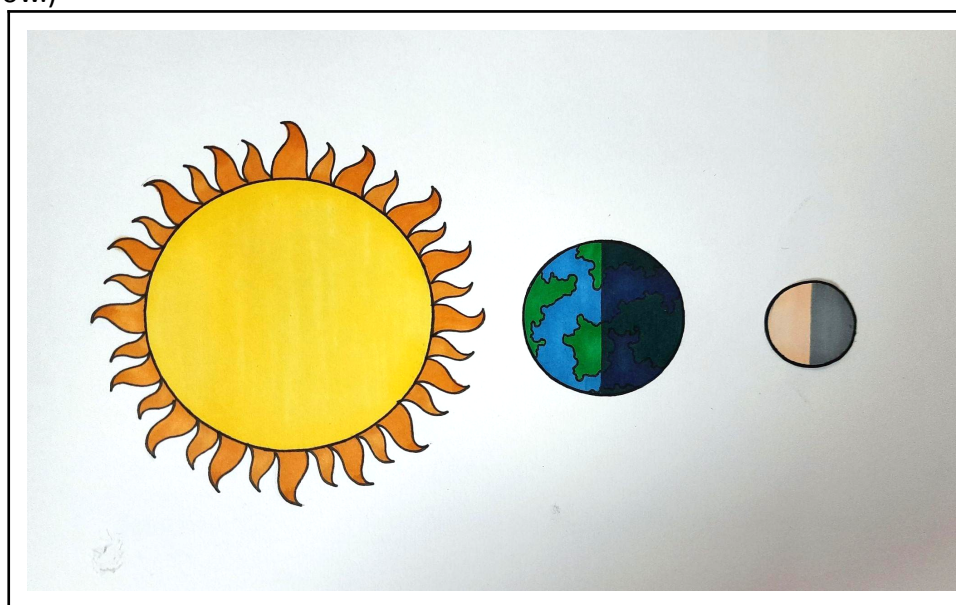
- 1) connect the analogy to active and passive voice
- 2) outline the structure and use of active voice and passive voice in sentences
- 3) relate to the practical use of active and passive voice

### 1) IQ\_Hide and Seek

[Notes to the teacher: This asset provides ample scope for assessment for learning. The guided observation helps students discover the concept of active and passive voice, while the interdisciplinary approach makes the concept more relatable.

Use probing questions to assess the students' understanding and plan how to take the topic forward.]

Draw a simple picture of the earth with the sun and the moon on either side. (A sample image is given below.)



Sri Sathya Sai Vidya Vahini Media Bank - Key words - Sun, earth, moon

Begin by asking the students what they understand from the picture. Recalling the students' knowledge of how days and nights are formed (in science), probe them to notice that when the sun shines, the moon is hidden or invisible, and vice versa.

- Which is active during the day- the sun or the moon? (sun)
- Where is the moon during the day? (It is hidden, invisible, or passive)
- Which is active at night- the sun or the moon? (moon)
- What happens to the sun at night? (it is invisible, not seen, or passive)

Now, guide them to understand the literal meaning of active and passive: (active- visible, prominent, and in action. passive- silent and hidden)

During the day, the sun is active or prominent, and the moon is passive, hidden, or invisible, and vice versa.

Add more sentences:

- The cat drinks the milk. The milk is drunk by the cat.
- Sheela sang the song beautifully. The song was sung beautifully by Sheela.
- Rohan will write the story. The story will be written by Rohan.

With probing questions, guide them to notice that the subject or the doer of the action is active in the first sentence and the doer of the action is silent or passive in the second sentence in all the above examples.

- Who is active or prominent in the first sentence? (cat, Sheela, Rohan)
- What about the second sentence? (milk, song, story)

Now introduce the Concept-

The doer of the action or the subject is active in the active voice.

The doer of the action or the subject is passive in the passive voice.

(The subject and the object can be referred to as the actor or doer of the action and the acted upon for easy recall.)

## 2) MS\_TRD\_Knowing Active and Passive Voice

*{Notes to the teacher: This asset is aimed at assessment as learning. As the knowledge construction gains momentum, use your discretion to vary the examples or exercises to suit the students' level of understanding.}*

Continue from the basic concept as deduced by the students by providing specifics on how to distinguish the active voice from the passive, as well as the verb forms used in the simple past, present, and future tenses of the two voices.

Use the resource material given in *MS\_TRD\_Knowing Active and Passive Voice.pdf* for a detailed explanation of the concept.

## 3) IA\_When to use

*[Notes to the teacher: This asset is provided to add some interesting information about when passive voice is used and why.]*

Begin with a few questions to lighten the situation.

- Where do you think we can use passive voice?

- Have you come across the use of passive voice anywhere?

Allow the students to come up with varied answers.

Now tell them about the newspaper reports where passive voice is predominantly used. Then read out the report of a school excursion from a school magazine given below.

#### Students visit the zoo

The students of Sunshine Public School were taken to the local Zoo, as part of their field trip. The visit was organized by the Science and Eco Club of the school. The students were allowed to see the animals from behind the barricades provided. Strict instructions were given to the students to not feed the animals. The accompanying teachers guided the students and explained the details of the animals there. Students were permitted to click pictures of the animals.

Read the passage twice. During the first reading, allow the students to listen and absorb the topic. During the second reading, ask the students to notice the use of passive voice.

Now tell them when passive voice is used

- when the subject or the doer of the action is unknown, insignificant, obvious, or at the receiving end.
- when the object is more important than the subject.

#### 4) DD\_When to use

*[Notes to the teacher: Draw the students attention to the usage of active and passive voice in our daily lives.*

*A sample report from a newspaper or a formal document (as explained in the TLM) may be shown to the class.]*

**TLM:** Cutting of a newspaper report where active and passive voice have been used and pages of the student's diary where the rules and regulations of the school have been mentioned in passive voice.

Generally, passive voice is used in newspaper reports, articles, and scientific or formal documents.

As a follow-up activity, ask the students to find a newspaper article or report and underline the sentences in active and passive voice. The newspaper cutting could be pasted in the notebook.

## PERIOD 2

**Topic : Strength in silence, guess the voice, summary**

**Time : 5 + 25 + 5**

**Asset Types: Value content, suggested activity + questions to assess, main script**

**Objective:** Students will be able to

- 1) appreciate the value that being passive is not a weakness
- 2) use active and passive voice in their communications
- 3) summarize the use of active and passive voice

#### 1) VC\_TRD\_Strength in Silence

*[Notes to the Teacher: Being passive or silent need not always be a weakness. The value of finding strength in silence is driven home through a short story given in VC\_TRD\_Strength in Silence.pdf The story could be presented on Environment Day. Encourage interested students to illustrate the story based on their understanding and display it on the class or corridor bulletin boards.]*

**2) SA\_Guess the voice**

*[Notes to the teacher: This asset provides a playful method to get hands-on experience of the use of active and passive voice. This paves the way for the assessment of learning.]*

**Aim:** The students are able to differentiate between sentences in active and passive voice, along with the verb forms used therein.

**Activity:** Individual / Indoor

**Role of the teacher:** Facilitator

**Materials required:** Chits with sentences in either active or passive voice. (Use simple and relatable sentences.) Prepare as many chits as the number of students in the class.

**Procedure:**

- Divide the class into two teams (A and B) of equal numbers.
- Ask the team leader (let each team nominate their leader) to keep a detailed report of every member's performance.
- Call out a student (at random) from team A to pick a chit and read the sentence aloud.
- Let him or her identify the voice used in the sentence. (active or passive)
- Call out a member of team B to judge the answer as right or wrong.
- If wrong, let that team B member give out the right answer.
- Team B members could ask questions. (What is the tense used? How would the sentence be if it were to be in the other tense? Rephrase the sentence in passive voice.)
- Repeat the process with a team B student picking a chit and a team A member asking questions.
- Ensure that every student participates.
- Ask the team leaders to read out their observations.
- Make a note of each student's performance (understanding of the concept, language skills, and questioning skills.)

**Troubleshooting:**

- Keep a watch to avoid dominance and mockery.
- Prompt through probing questions if needed. (What is the position of the subject or object in the sentence? If so, is it active voice or passive voice?)
- Maintain discipline when the activity is in progress.

**Observation:** Students are able to identify the sentences in active and passive voice and the verb form used.

**3) QA\_Guess the voice**

*[Notes to the teacher: Through the activity just conducted, a comprehensive insight into the students' understanding of the topic can be gained. This activity can be used as a formative assessment tool.]*

After all the students have participated, give a report of each student's performance. Provide corrections wherever necessary and suggest ways to improve their language and questioning skills.

**4) MS\_Summary**

*[Notes to the teacher: Now ask the students (call students at random) to develop a simple GO on the board to summarize. Use probing questions to guide.]*

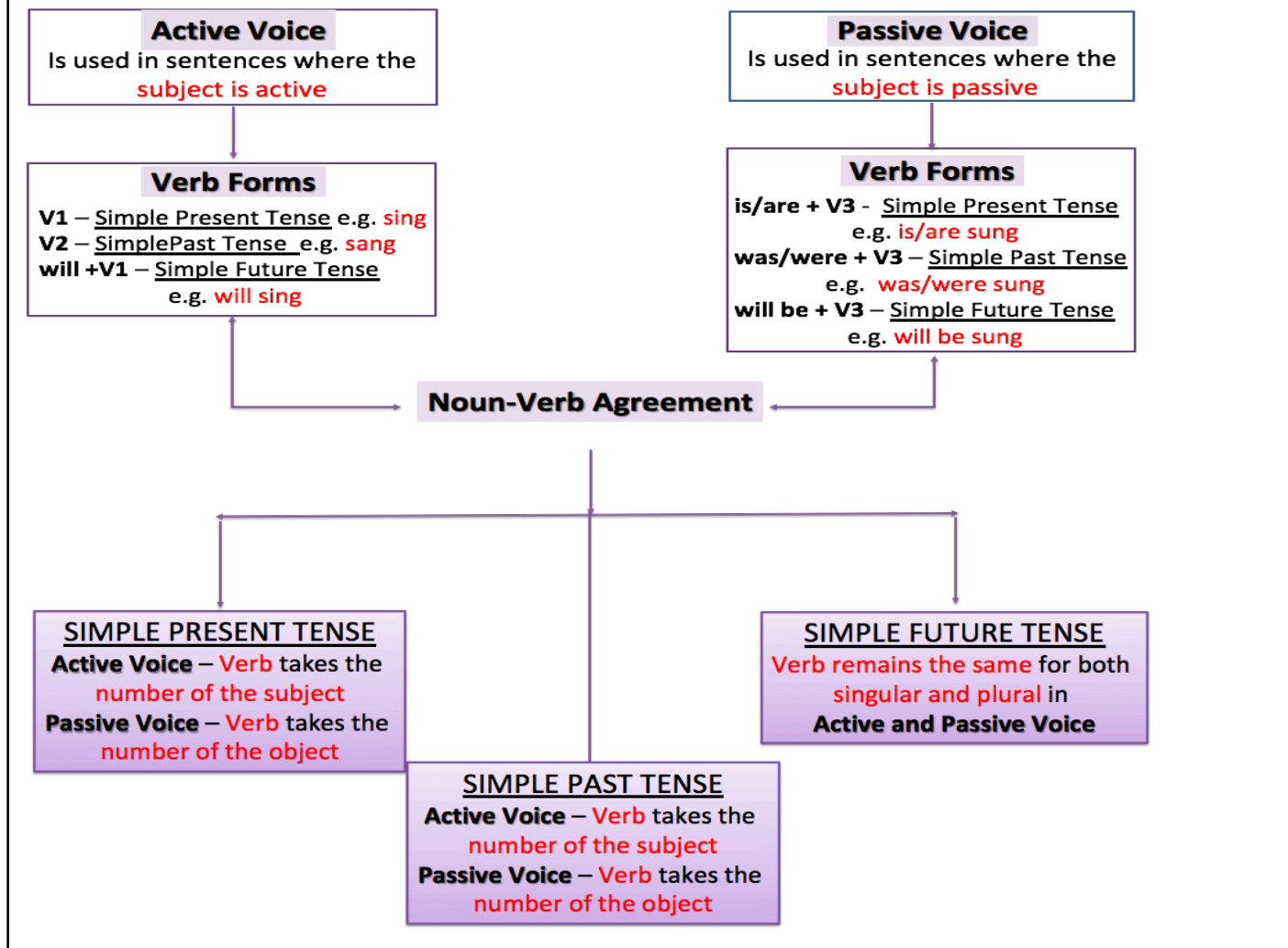
- Define active and passive voice
- What are the verb forms used for the simple present, past, and future tenses in the active

and passive voice?

➤ How does the noun-verb agreement vary for the different tense forms?

In case of time constraints, developing a GO may be given as homework with the guiding questions.

A sample GO has been given below.]



## LESSON PLAN DESIGN

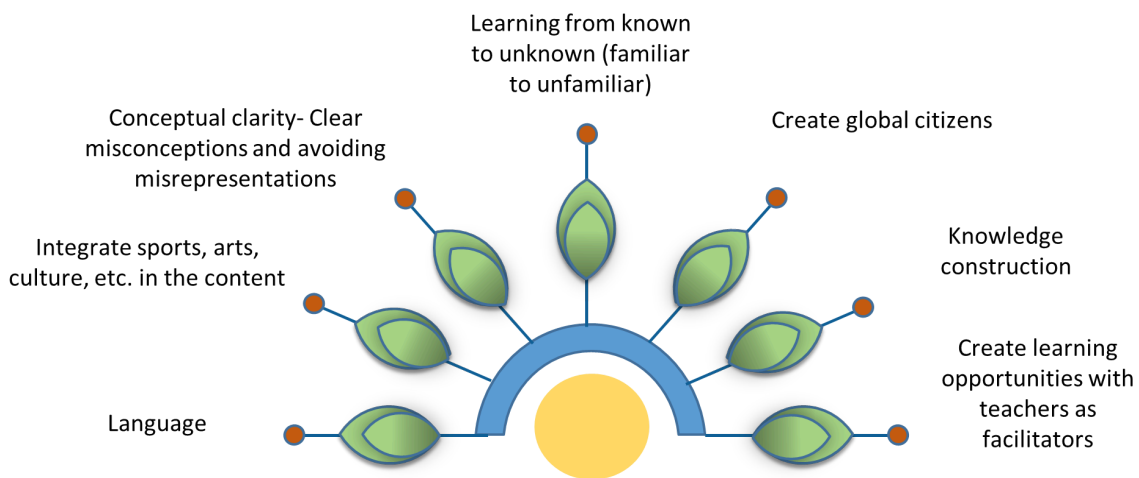
You would have noticed that the lesson plan designed has ample opportunities for

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

Teacher reference documents mentioned in this Lesson plan are provided in separate folders.

## 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	Verbs	Active Voice and Passive Voice

## 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) 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.