Master Lesson Plan

for

Direct and Indirect Speech - exclamatory, request, question

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD VI	English	Direct and Indirect Speech - exclamatory, request, question	English	29-12-2023 01:07:46

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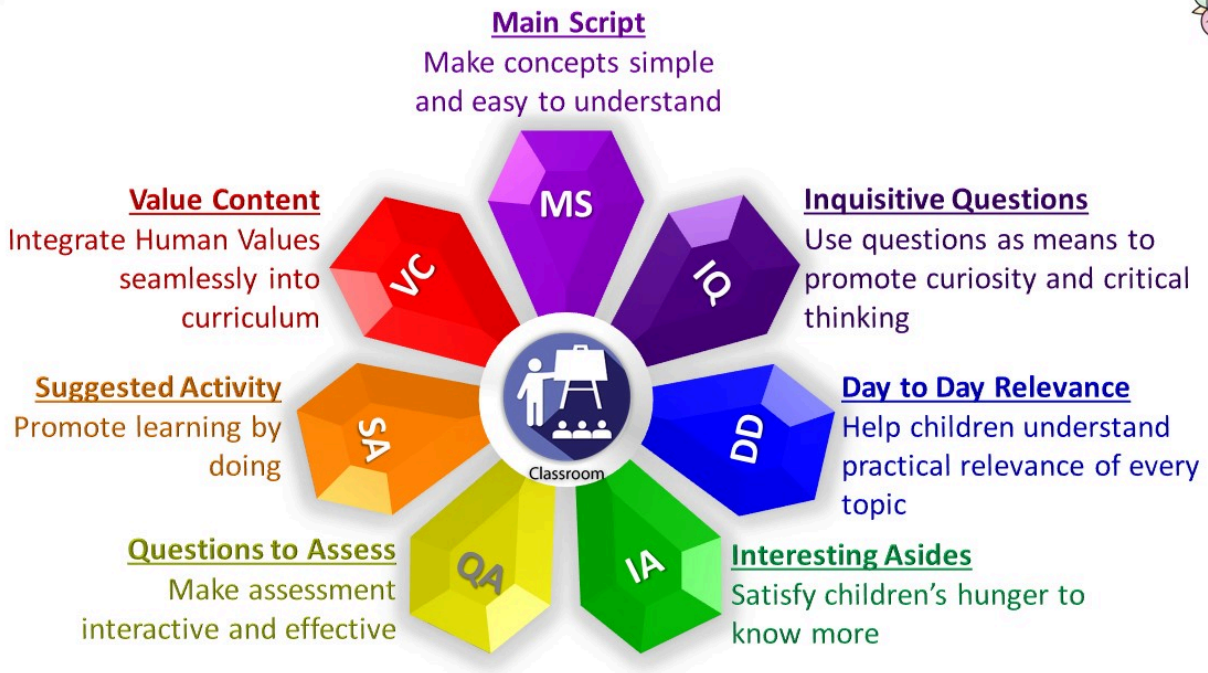
Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



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_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 Indirect Speech-exclamatory,request,question.' 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: Students will go through an integrated development of English language skills, including speaking, reading, writing, and listening.

Learning Outcome:Students will be able to use direct and indirect speech to write short reports and interviews, both in oral and written forms.

Total Time to transact MLP : 70 minutes, 2 periods

Topics in this Chapter: Direct and Indirect Speech.

1. Exclamatory sentences – meaning with examples,rules to change from direct to indirect speech

2. Requests – how to use and change from direct to indirect speech

3. Questions – the rules to change questions from direct to indirect speech

4. Activity for better understanding

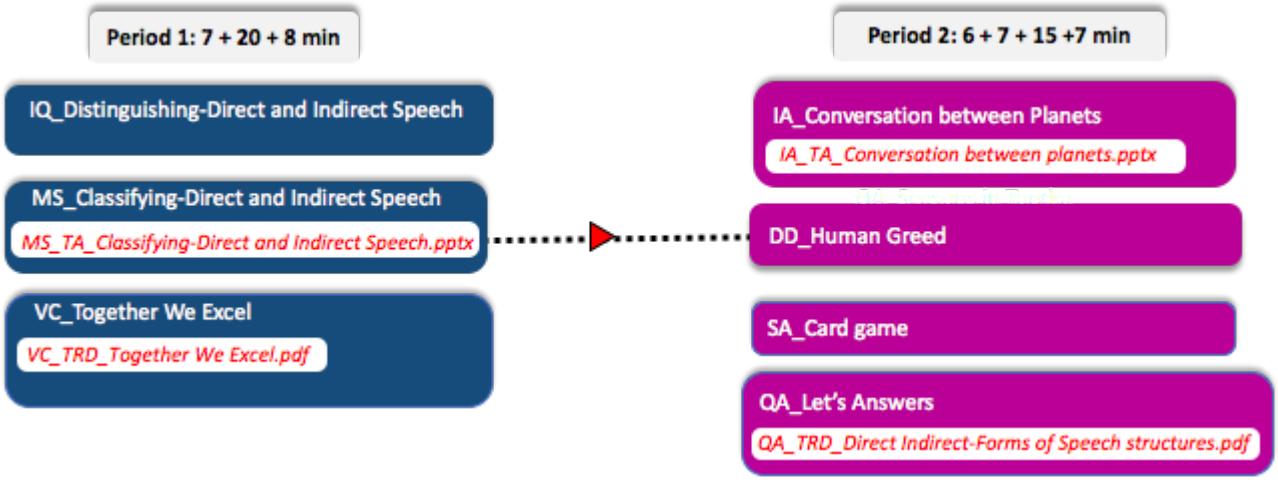
5. Value content to the topic using role play.

6. Exercise for reinforcement and summarization

Notes to the teacher: *The chapter on* **direct and indirect speech-exclamatory, requests, and questions 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 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 to meet 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: Direct and indirect speech- exclamatory, request, question

Time: 7 + 20 + 8 = 35 minutes

Asset Types: Inquisitive questions, main script, value content

Objective: Students will be able to

1. distinguish the structure of sentences that show different expressions in speech form
2. analyse their understanding of different types of sentences in direct and indirect speech form
3. demonstrate effective team spirit when actively participating in group activities

1) IQ_Distinguishing-Direct and Indirect Speech

(Notes to the teacher: This asset provides scope for <u>assessment for learning and</u> will create curiosity to distinguish the different forms of direct and indirect Speech)

Ask three students to read the conversation and then pose questions.

Srikrishna Devaraya: (angrily) Who cooked this? Is this the way to cook food?

Ramakrishna: (with folded hands) Please forgive me, sir; let me introduce the cook to you.

Srikrishna Devaraya: Bring him at once, or you will be punished.

Ramakrishna: (presenting a carpenter) This is the best carpenter in Vijayanagar. He is a brilliant worker. I gave him the task of cooking for today.

Srikrishna Devaraya: Are you crazy, Ramakrishna? He may be an excellent carpenter. How can he be a cook?

Ramakrishna: Pardon me, Your Majesty! If a painter can be your chief advisor, why can a carpenter not be a cook?

Srikrishna Devaraya: (lost in thoughts, shaking his head slowly) Ramakrishna**,**

you opened my eyes. You made me realize my mistake.

Chitra Varma: I was afraid to say 'No', Your Majesty! I will be very thankful to you if I am sent back to my previous job.

All the people assembled there hailed Tenali Ramakrishna for his presence of mind.

Questions:

a) How do we punctuate a sentence in direct and indirect speech? Give examples

Ans: We use inverted commas for a sentence in direct speech- “You made me realise my mistake," he said.

For a sentence in indirect speech, we remove the inverted commas and write it like a statement - He said that I made him realise his mistake.

b) Is the above excerpt a description of the king or a conversation?

Ans: The expected response would be a conversation or a dialogue.

c) Then the teacher may ask the students to identify the following from the excerpt: questions, exclamatory sentences, statements, and commands.

Ans: Expected Answers.

“Pardon me, Your Majesty!”- exclamatory sentence.
“Is this the way to cook food?”- question
“ Please forgive me, sir; let me introduce him to you.”- request
“ Bring him at once or you will be punished.” - command.

2) **MS_Classifying- Direct and Indirect Speech.**

Notes to the teacher: This asset is aimed for assessment as learning. Carry forward the basic understanding that the students have of direct and indirect speech. Vary the explanation based on your assessment of the students' grasping level. Use the content given in theMLP_MS_TA_Classifying- Direct and Indirect Speech for a detailed explanation of the different forms of speech structures.

Use the slides given in **MS_TA_Classifying-Direct and Indirect Speech.pptx** for a detailed explanation of the concept. Encourage students' participation. Assign more written assignments on the concept after the students have grasped the concept.

The teacher may guide the students to create a GO (on the blackboard) on the types of direct and indirect forms of speech with the help of the TA provided.

3) **VC_TRD_Together We Excel**

Brief Description (Objective): The students will be able to demonstrate effective team spirit when actively participating in group activities.

Teaching Aids: VC_TRD_Together We Excel.pdf

Use the content given in the TRD and conduct a role play and a discussion on the value imbibed from the story enacted.

Concept-Value Connection:

- The different forms of direct and indirect speech have their own merits and can also be used collaboratively to enhance effective communication and contribute to the accuracy of language.

Team spirit is a valuable skill and involves the ability to work collaboratively and harmoniously with others, sharing responsibilities, and contributing to the group's success.

PERIOD 2

Topic: Direct and Indirect Speech- exclamatory,request, question

Time: 6 + 7 + 15 + 7 = 35 minutes.

Asset Types: Interesting Aside, Day to Day Relevance, Suggested Activity + Questions to Assess.

Objective: Students will be able to

1. take delight in the conversation between the planets
2. realise the miserable condition of the earth caused by humans due to their exploitation of the earth's resources
3. to do the activity and show that they are able to distinguish between the forms of direct and indirect speech
4. answer the questions on the different forms of direct and indirect speech

1) MLP_TA_IA_Conversation between Planets.

Notes to the teacher: This could be an exercise for peer learning on an interdisciplinary subject. The teacher may show the MLP_TA_IA_Conversation between planets and allow the monitor of the class and another student to read the dialogue between Mars and Earth, followed by a short question and answer session.

Draw the students' attention to the dialogue between the planets, use slides 1,2 and 3 of MLP_TA_Conversation between planets, and apprise them of some interesting facts of how humans have exploited the resources provided by the earth and their plans to land on Mars and live on it.

2) DD_Human Greed

Notes to the teacher: Continue with the IA asset and initiate a group discussion on the miserable condition of the planet Earth for which man is responsible. Draw attention to the usage of direct and indirect speech in our daily lives.

Divide the class into four groups and ask them to select their leaders to be the spokespersons.

Students express that they are not only aware of the exploitation of the earth, but they are also concerned about how humans can survive on earth if it is not saved.

Some students said that humans may migrate to Mars.They also offered some solutions to save the Earth from complete destruction.

They have used different forms, like suggestions, exclamations, and questions, to voice their opinions.
Let's plant more trees!
Do not waste water!
How will you prevent vehicular pollution in the cities and small towns of our country?

a) carpooling in cities
b) walking
c) cycling
d) using public transport

3) SA_Card game

Notes to the teacher: This asset provides a way for assessment and learning for the students. The suggested activity flows seamlessly into questions to assess. Students can show that they have grasped the concept of direct and indirect speech forms and apply it in this game.

1. Prepare a set of index cards, each with a direct speech statement on one side and an indirect statement on the other.
2. Divide students into pairs (A and B)
3. Student A picks up a card and reads the direct statement. Student B must change what they heard into an indirect statement. Student A checks B's reply on the back of the card. The team with the most correct points wins.
4. The same may be repeated for Student A. Student B becomes the questioner.
5. This way, encourage all the students to get a chance to participate.

Troubleshooting:

Maintain discipline when the activity is in progress for a smooth flow and also for students to enjoy.

May prompt or help students who find it difficult to change the sentences to indirect speech.

Observation: Most of the students are able to convert direct speech sentences to indirect speech form.

4) QA_Let's Answer

Notes to the teacher: This asset is also provided for assessment of learning. As a part of the suggested activity, the sentences are of varied forms for students to change to indirect speech forms.It is an oral exercise.

Sample sentences are written on index cards for the activity. The teacher may summarise the forms of speech structures and rules to change the sentences to indirect speech before conducting the suggested activity.

On one side of the card are sentences in direct speech and on the other side (answers) sentences in indirect or reported speech. The teacher is free to use his or her own sentences.

Make a note of each student's performance -

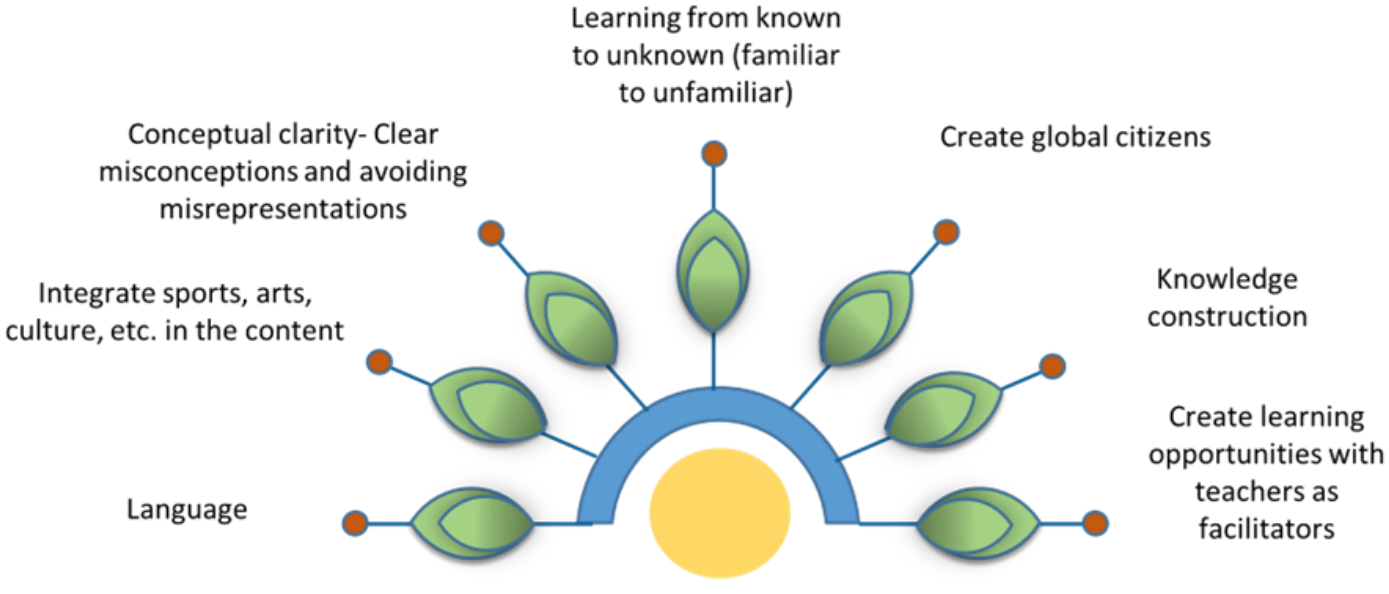
a. understanding of the concept
b. language skills
c. questioning skills.

Kindly refer to the attached document, QA_TRD_Direct Indirect-Forms of Speech structures.pdf for questions and answers on speech structures.

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
- ★ problem solving
- ★ integration of values with the concept
- ★ interaction in the classroom



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	Direct and Indirect

		Speech	Speech

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 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.