Master Lesson Plan

for

Creative Writing - story completion and poem writing

Board	Standard	Subject	Chapter	Language	Creation date
TNSSE	STD VI	English	Creative Writing - story completion and poem writing	English	08-02-2024 10:45:18

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

Main Script
Make concepts simple and easy to understand

Value Content
Integrate Human Values seamlessly into curriculum

Inquisitive Questions
Use questions as means to promote curiosity and critical thinking

Suggested Activity
Promote learning by doing

Day to Day Relevance
Help children understand practical relevance of every topic

Questions to Assess
Make assessment interactive and effective

Interesting Asides
Satisfy children's hunger to know more

For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

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MS_Ideation Module_Creative Writing

[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* ***Creative Writing - Story Completion and Poetry Writing 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 engage in creative writing e.g. composition of poems, short stories, etc.

Learning Outcome: Students will be able to write meaningful sentences to describe/narrate factual and imaginary situations in speech and writing.

Total time to transact MLP: 35 + 35 = 70 minutes, 2 periods

Topics in this Chapter

1. Story Completion
2. Types of Poems
3. Composing simple poems
4. Narrating picture stories

[Notes to teacher: *The chapter on* ***Creative Writing - Story Completion and Poem Writing*** *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.]

Lesson Plan Flow

PERIOD 1

Topic: Creative Writing - Story Completion and Poetry Writing

Time: 7 + 10 + 4 + 10 + 4 = 35 min

Asset Types: Inquisitive Questions, Main Script, Day-to-Day Relevance, Interesting Aside

Objective: Students will be able to:

1. Explore lead questions as a tool for story writing.
2. Visualise a story.
3. Redesign a familiar story in the form of a poem.
4. Apply basic poetry writing skills.
5. Take delight in listening to a new form of poetry.

1) IQ_Keen Learners

Notes to the teacher: This asset provides scope for students to learn how questions can be the seed for stories.

Write this sentence on the board- 'I opened the door', and frame sentences around this sentence.
Please use the attached PPT ***MLP_TA_CreativeWriting_Period 1.pptx. (Slide 1 to 3)***
Students can be asked to give their own imaginative answers.
How asking questions around a sentence, can be the seed leading to numerous stories can be highlighted.

2) MS_Learn to Craft a Story

Notes to the teacher: This asset provides an opportunity to the students to create a story from a given outline. Use the attachment **MLP_TA_CreativeWriting_Period1.pptx. (slide number 4 to 11)**

3) DD_Weave a Tale in Verse

Notes to the teacher: This asset provides scope for students to relate to the transformation of prose to poetry.

Ask a student to tell the story of The Hare and the Tortoise. Use the contents of the PPT **MLP_TA_CreativeWriting_Period1.pptx.(slide 12)** to show how a story can be written in verse.

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Ask one student to read it aloud first, then the whole class together or rows together. Students will relate to the idea of converting stories into poems.

4) MS_Poet in the Making

Notes to the teacher: This asset helps students to classify and write simple poems.

Please use the contents of the attached PPT **MLP_TA_CreativeWriting_Period1.pptx. (slide 13 to 18)** .

Notes to the teacher- Examples of different forms of poetry can be given from the textbook, and students can be asked to find similes, alliterations and rhyming words.

Time permitting, the poems mentioned can be read out in free periods.

5) IA_Laugh and Learn

Notes to the teacher: Students will enjoy and learn about limericks.

Write the poem on the board. To illustrate please use the attached PPT **MLP_TA_CreativeWriting_Period1.pptx. (slides 19 to 20).**

Notes to the teacher: In a limerick, the first two lines rhyme with the last line and the two lines in between rhyme with each other so the rhyme scheme is aabba. Words bear and bare are homophones, bear and bear in the last line are homonyms.

PERIOD 2

Topic: Story writing and poetry writing skills

Time: 16 + 7+ 12 = 35 minutes

Asset Types: Suggested Activity, Value Content and Questions to Assess.

Objective: Students will be able to:

1) Develop a story looking at the sketches/drawings.

2) Convey human values through stories.

3) Create a story and a poem.

1) SA_Be a Story Teller

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The teacher divides the class into 6 groups of 8 children each or according to the strength of the class. She gives each group a name (planets, countries, artists, flowers). Printouts of the two stories given in sketches as in **SA_LA_Creative writing_period2.pdf.** are taken, and each group is given two continuous pictures to develop the story. Appropriate word banks can be used if required.

1) Prior to the day of activity, the students are shown the sketches so that they can discuss among themselves how to build the story.
2) There are two stories. Each story is illustrated in 6 drawings or slides.
3) One group is given the first 2 slides or pictures. They have to decide the title and write 3/4 introductory sentences.
4) The next group describes the happening or incident in 4 or 5 sentences looking at sketches 3 and 4.
5) The third group composes the final part and the conclusion, in 3 or 4 sentences looking at pictures 5 and 6.
6) The whole story is completed in a maximum of 10 to 12 sentences.
7) Similar procedure is followed for the other story with the other 3 groups.
8) Students are given 8 minutes to compose the story looking at the pictures.

Once the story is composed, one member each from the three groups, (with the same story) will read out the story. The time given will be 4 minutes per story, that is a total of 8 minutes. When the story is read out, the other group will give the feedback orally. The same procedure will be followed with the other group.

The teacher will give her comments on sentence construction, grammar and interest.

Word Bank: To be written on the board.

First story: new, lonely, dog, friends, trek, woods, lost, frightened, rescued

Second story: Swimming Competition, third place, disappointed, park, bench, child, ball, falls, pool, jumps, rescues

Here are two sample stories based upon the sketches.

A boy (AJAY) goes to a new place and feels lonely because he doesn't have any friends. On the way to school he sees a dog and they become friends. The dog waits for him every day. One day he goes for a walk in the woods nearby, to explore and gets lost. It is getting dark and he is frightened, just then he hears a bark and sees his friend, the dog, running towards him. The dog wags his tail, licks him and guides him safely out of the forest.

Story no. 2:

There is a banner announcing a Swimming Championship Tournament. A girl (Sunita) is standing in the third position on the podium, with a look of disappointment on her face. She collects her bronze medal and walks home dejectedly. She sits on a bench not wanting to go home. Nearby a

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child is playing with a ball, the caretaker who has brought the child is busy talking on the phone. The ball falls into the pool nearby and the child tries to get the ball, slips and falls into the pool with a loud splash. Immediately Sunita jumps into the pool and rescues the child. A crowd gathers and praises Sunita as a brave girl. The caretaker is very thankful. Sunita is very happy, she feels it is better to be good than great.

2) VC_Find the Treasure

Conduct a question-answer session on human values.
Each answer will carry two marks.
Each group will be given a question from the story they have written.
Any additional value discovered will get a bonus mark.
Write the questions on the board with the name of the group to whom it is addressed.

Questions for the first story-

1. How did the dog respond to the boy's kindness and what does this tell us about the dog's character?
2. What qualities do you think are important for building strong friendships as seen in this story?
3. In what way can we show compassion to animals and people around us?

Questions for the second story-

1. How does having courage help a person?
2. Can you think of a fictional character or a real person you admire for their courage? Why do you admire him?
3. What are some ways we can practise selflessness like Sunita did?

Students can be given 3 minutes to prepare the answers and 2 minutes each to answer orally.

3. QA_Budding Authors and Poets

- Present the **QA_LA_Creative writing.pdf** to the students.
- Alternatively the worksheet may be written on the board.
- Remind students to read the outline twice before drafting the story.
- Students can write the story in their notebooks.
- If the worksheets are being printed for circulation among the students, make sure not to print the answer page.

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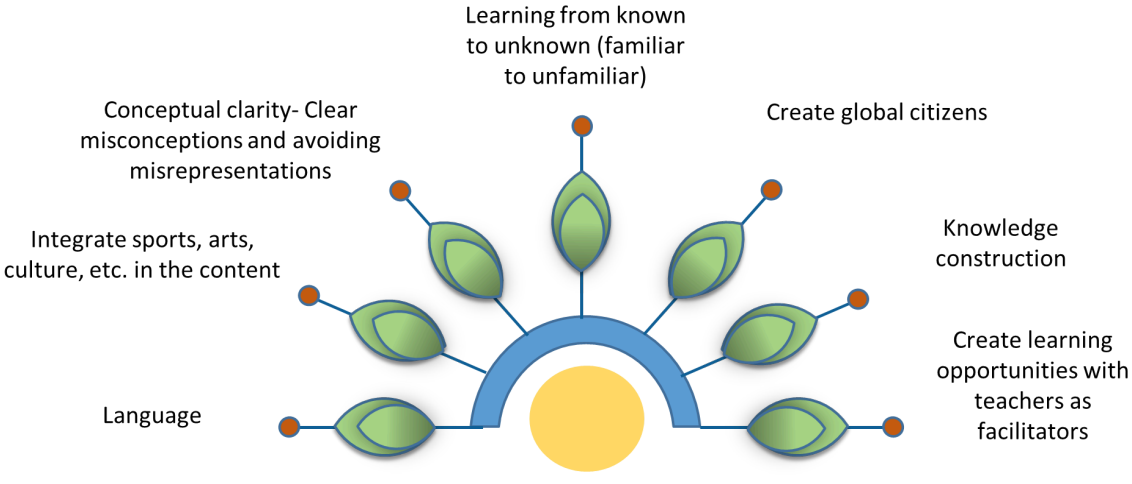
You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem solving
- ★ 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	Creative Writing Creative Writing

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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.

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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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