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Master Lesson Plan

for

Reading Comprehension

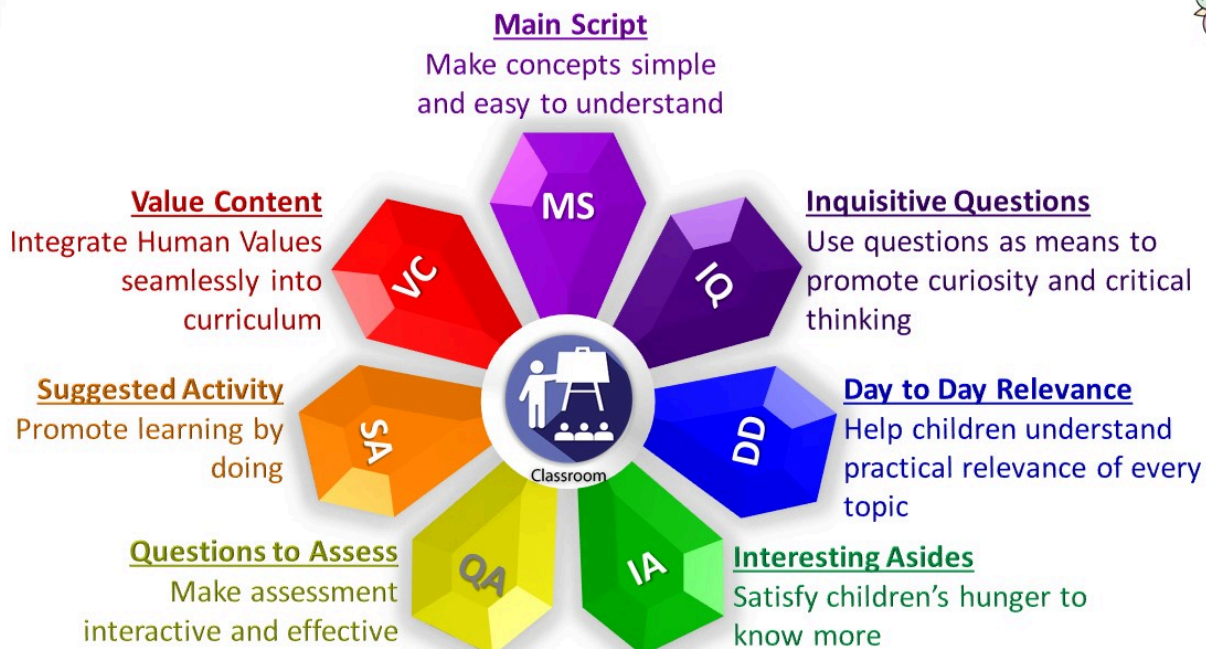
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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



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_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 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 are expected to:

- understand the central idea and locate details in the text (familiar and unfamiliar)
- use his or her critical thinking faculty to read between the lines and go beyond the text
- respond to a variety of questions on familiar and unfamiliar texts, both verbally and in writing
- use synonyms and antonyms appropriately and deduce word meanings from clues

Learning Outcomes:

Students will be able to:

1. respond verbally and/or in writing in English to questions based on day-to-day life
2. read subtitles on TV, titles of books, news headlines, pamphlets, and advertisements
3. infer the meaning of unfamiliar words by reading them in context
4. read the information written on notice boards

Total Time to transact MLP: 70 minutes, 2 periods

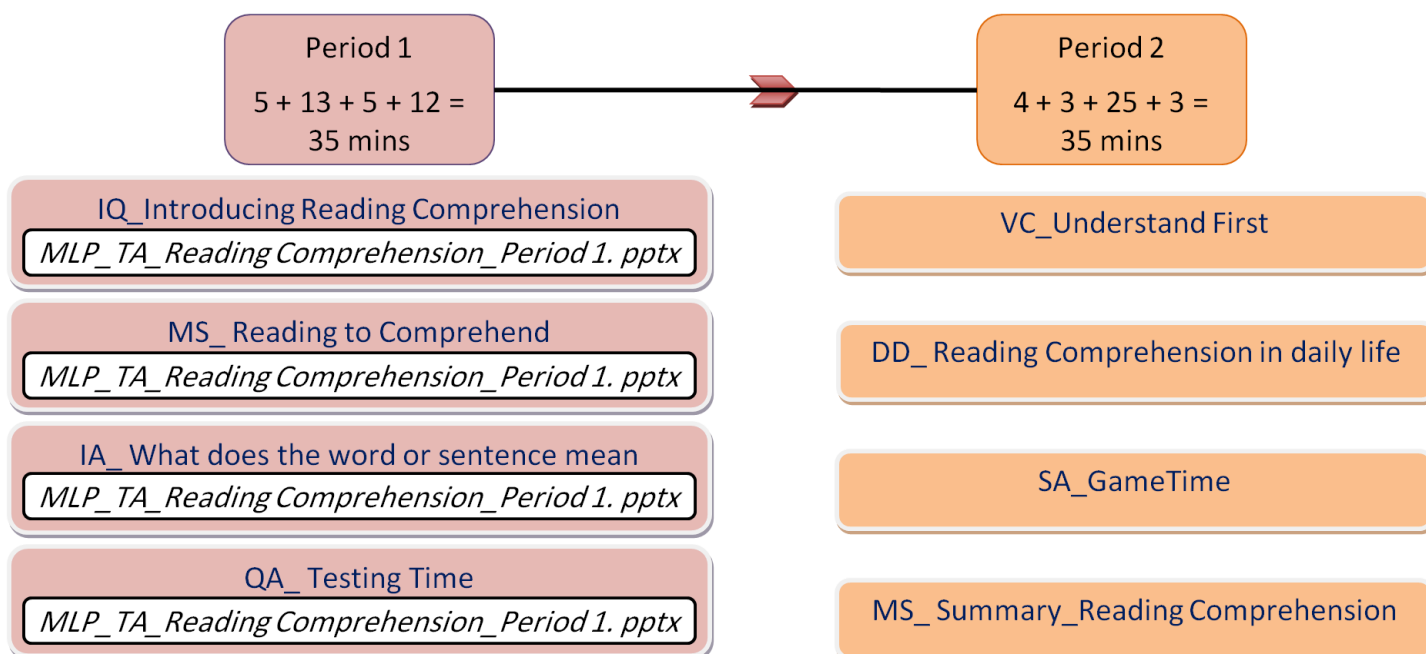
Topics in this Chapter: Reading Comprehension

[Notes to teacher: The chapter on 'Reading Comprehension' has been broken down into 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

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



PERIOD 1

Topic: Reading Comprehension

Asset Types: IQ + MS + IA + QA

Time: 5 + 13 + 5 + 12 = 35 mins

Objective: Students will be able to:

- discover the meaning of words in a given context
- infer the meaning and details of passages
- discover sentences or words having two meanings or interpretations
- answer various types of questions for a given passage

1) IQ_ Introducing Reading Comprehension (Slide 2)

Begin the class by showing slide 2 of *MLP_TA_Reading Comprehension_Period 1.pptx* given as the teaching aid and asking the students to give the meaning of the underlined words before displaying the answer.

(Encourage students to bring a dictionary)

- Let no one deviate from the path of justice and truth for friendship or enmity.
- At the same time, a mongoose emerged from the bushes and went straight for the cobra.
- The little elf began to do Patrick's homework. Except there was one glitch. The elf did not always know what to do.

(Answers: a. deviate: move away or leave; b. emerged-came out; glitch-a fault or problem)

[Students may use the dictionary to confirm the meanings of those words.]

Continue to the next slide that gives information on how to comprehend a reading text.

Note: Comprehension is being able to understand something. Reading comprehension means the ability to understand the meaning of a text.

2) MS_Reading to Comprehend (Slides 3, 4 and 5)

Use **slide 3** of the teaching aid, [MLP_TA_Reading Comprehension_Period 1.pptx](#) to explain the stages involved in comprehending a passage. After that, use **slides 4 and 5 for the pair work activity.**

Slide 3: There are 3 stages in reading comprehension: pre-reading, while-reading and post-reading

Stage 1: Pre-reading- Look for - title names, images and headings.

Stage 2: While-reading - Visualize the scene and underline difficult words.(In examination question papers underlining or writing on the paper is not allowed.)

Stage 3: Post-reading - Identify the meaning of words through the context (or the use of a dictionary but not during exams or tests).

Continue with **slide 4** which has a passage about **Panchatantra tales** as an example.

Pair work:

- Students work in pairs for this section (slide 4)
- Depending on the total number of pairs, half of the pairs will read the 1st paragraph and infer the meanings of the underlined words, and the other half of the pairs will read the 2nd paragraph and infer the meanings of the underlined words
- Pairs should use the pre-reading and while-reading techniques to infer the meanings
- After completion, pairs can read out their answers
- Check their answers using **slide 5** of the PPT. If an explanation is required, provide the same

Slide 4

PANCHATANTRA TALES

Panchatantra comes from Two words PANCHA (means 5) and TANTRA (categories). It was written in Sanskrit by Vishnu Sharma to teach and guide the three sons of King Amarashakti to rule the country better.

Panchatantra is translated into many languages. They are Persian, Arabic, English, and many more. In India, Panchatantra is known as 'Nitisastra' meaning 'the wise conduct of life'.

The stories teach practical intelligence along with the morals and values required in life. It is a genre of literature where animals can talk with human beings. The five categories are based on certain norms and conventions.

They are: gaining friends, losing friends, loss of gains, acting without thinking and crows and owls.

Let us analyse: Use **slide 5** to check the students' understanding.

Pre-reading: Look for title names (Panchatantra), images (tortoise, birds, and fish), and headings (none).

While-reading: Difficult words: categories, translated, conduct, morals, values, literature, norms, and conventions.

Post-reading: Understand the meaning from the context and be able to answer the questions.

(Note that all meanings are not possible to identify through the previous sentence or the whole text-Examples: norms and conventions. In such cases, encourage the students to use the dictionary, as this also helps them to develop their vocabulary.)

1. Categories: To put in groups according to types.
2. Translate(d): To change written work or speeches into other languages.
3. Conduct: Behaviour or way of acting.
4. Morals: What you believe to be right and wrong.
5. Values: Principles or standards of behaviour; the true worth.

6. Genre: A category; a group.
7. Literature: Written works like poetry, prose, and drama.
8. Norms: A standard of behaviour accepted by a certain group of people or society.
9. Conventions: A traditional way of something.

[Notes to the teacher: Questions to check the understanding of a text/passage are given in the Questions to Assess section-slides 8 and 9 using another passage.]

Continue with the next asset, the interesting aside (slides 6 and 7).

3) IA_What does the word or sentence mean (Slide 6 and 7)

Proceed to slides 6 and 7 of the teaching aid, [MLP_TA_Reading Comprehension_Period 1.pptx](#) to bring out the interesting aside aspect of words that have two meanings and also interpreting sentences in two different ways. Three examples are given for each.

Words with two meanings: (Note: The teacher may mention that these words are known as homophones-same pronunciation but with a different meaning.)

Park:

1. There is a beautiful park near my house.
2. You can park your car in front of the market.

Watch:

1. We watch television for 2 hours every evening.
2. Ram wears his watch to the office every day.

Run:

1. Children can run very fast.
2. I run a vegetable shop.

Sentences that can be interpreted differently

1. One student listens in class. (Who listens in class? one student out of the many, or some student?)
2. Jack played the piano with a broken leg.(Whose leg was broken? Jack's or the piano's?)
3. The cat chased the rat till it fell. (Who fell? the cat or the rat?)

4) QA_Testing Time (Slides 8, 9 and 10)

Slides 8, 9 and 10 of the teaching aid, [MLP_TA_Reading Comprehension_Period 1.pptx](#) help in testing students' understanding of reading a passage and being able to answer the questions.

- **Slide 8:** Each student reads the passage silently once or twice.
- Next, they write down the underlined and bolded words in the notebook- **blue** for synonyms and **red** for antonyms.
- **Slide 9:** Then they copy all the questions in the notebook, leaving space after each question to fill in the answer.
- Teacher: Go back to **slide 8** so that students can read the text to answer the questions.
- **Slide 8:** The students find the answers and meanings by reading the passage again.
- Finally, after students complete the task, **peer correction** may be done by exchanging notebooks with partners.
- **Answers are not provided in the PPT for questions 1 to 6**
- **Slide 10:** After eliciting answers from the students for 'Match the columns', use slide 10 to correct the answers.

Dev and his Donkey

Dev was a merchant. He mainly sold salt, cotton, and wheat in **bulk** to the neighbouring villages. It was a beautiful spring morning. Dev **loaded** his donkey with bags of salt to be sold in the next village. As they **started** crossing the river, his donkey slipped and fell into the river. He helped him to get up. They continued to walk when the donkey realised that the weight on his back had **reduced**. The following day, Dev loaded his donkey again with bags of salt. Like the previous day, the donkey fell into the river. Dev helped him get up. "Today too I cannot earn money to feed my family", Dev thought to himself. Then it suddenly struck him that his donkey was falling into the river deliberately to reduce the weight on his back.

The next day, he loaded the donkey with cotton. The donkey tried the same trick again. Dev helped him get up and as they began to walk, the donkey realised that the load on his back had become **heavier**.

He realised that his master had found the trick he was playing.

Answer the following questions

1. What happened to the donkey after he fell into the river?
2. Why did the donkey fall into the river the second and the third time?
3. Who do you think is intelligent? Dev or his donkey? Why?
4. Can we fool everyone all the time?
5. Write the antonyms for words in **red**: **reduced, heavier, and started**.
6. Write the synonyms for words in **blue**: **bulk, and loaded**.

Match the words in column 1 with the meanings given in column 2.

	Column 1		Column 2
1	Neighbouring	a	The day before
2	Deliberately	b	Near you
3	Previous day	c	The next day
4	Following day	d	Doing something purposely

PERIOD 2**Topic:** Reading Comprehension**Asset Types:** VC + DD + SA + MS Summary**Time:** 4 + 3 + 25 + 3 = 35 mins**Objective:** Students will be able to:

- understand the process of comprehending while reading
- identify the location from the instructions given
- arrange parts of a story in the correct order
- summarise the topic 'Reading Comprehension'

1) VC_Understanding First

Narrate the story given below along with the concept-value connection to show that comprehending is important in the reading process.

Concept-Value Connection:

- Understanding plays a very important role in the reading process.
- Without understanding, reading has no value and may even lead to misinterpretation.
- Comprehension is the understanding and interpretation of what is read.

On a quiet Sunday afternoon, Raghav sat engrossed in a book. His mother, curious to know if he was truly understanding the contents or simply reading without any understanding, decided to check on him. She inquired, "Raghav, can you explain what the sentence 'It was raining cats and dogs' means?" Raghav, somewhat puzzled, responded, "It implies that cats and dogs were literally falling from the sky instead of rain. Quite amusing, don't you think?". His mother burst into laughter. Pointing to another sentence, she inquired, "Can you explain the meaning of the sentence 'Cooking is a piece of cake for her'?" Raghav confidently replied, "It's so simple, ma. She likes to cook a piece of cake". Raghav's mother couldn't control her laughter. She said, "Raghav, misinterpretation of what is read creates a lot of confusion. It means you are merely reading the content without understanding. The first sentence, 'It was raining cats and dogs' means that it was raining heavily. The second one, 'cooking is a piece of cake for her,' means she finds cooking easy and can do it with confidence. See how you have misinterpreted the text. First understand, and then reply. Let me tell you a story". She started narrating a story.

- Raju, a young man, was not very smart. One day, the manager of the company Raju was working for learned that his superior from the head office would be conducting an inspection. Worried that Raju might mess it up during the inspection, the manager decided to help him prepare for the expected questions. He advised him about the order of the questions. The first one would be, "What is your age?" The response should be, "22 years". The second question would be 'How long have you been in this position?' The answer should be, "1 month". And the third question might be, "Are you content in this role, or would you prefer a transfer?" Raju was advised to reply, "I am fine with both options."
- Raju had great confidence in his memory power. On the day of the inspection, he was called into the interview room. The inspecting officer asked him, "How long have you been here?" Raju, trying to recall the order of questions, accidentally blurted out, "22 years". The officer was taken aback. Then he inquired, "What is your age?" Raju, still focused on his rehearsed responses, replied, "1 month." The officer became frustrated and exclaimed, "What kind of nonsense is this? Are you mad, or am I mad?" Raju, feeling frightened, replied, "Both", as it was the only word he could remember.
- Raghav found the story amusing and laughed heartily. After narrating the story, Raghav's mother emphasized, "Remember, Raghav, reading without understanding is like rote learning. Such knowledge is futile and useless. **Understanding is the key to true knowledge.**

This is followed by reading comprehension in our Day to Day life.

2) DD_Reading comprehension in daily life

Read out the small texts given below for students to identify the location.

- It is a place where fine sand meets water. It is a place for fun and relaxation. The endless blue water calms the eyes and mind. **(BEACH)**
 - It is a place with a collection of books and sources of information. Silence should be maintained when one is here. Children and adults visit this place. **(LIBRARY)**
 - It is a place where money can be deposited or withdrawn. Not many children visit this place. **(BANK)**
- After eliciting the answers, move on to the suggested activity. **Prior preparation is required for this activity.***

3) SA_Game Time

Create your story!

Aim: Students will be able to apply their learning of comprehending a text through this activity.

Resources Required: Two A4 sized sheets of paper cut into strips (depending on the number of groups: 10 per group).

Setting for the Activity: Indoor

Type of Activity: Group

Preparation of Activity:

Two stories are given below. If there are more students, the same story may be given to two groups.

- The teacher writes one sentence on each strip of paper.
- Students are put in groups of 10. Preferably, they sit to form a circle.
- Each student gets one strip of paper with one sentence of the story written on it.
- The students have to put the strips together in order to make a complete story.

Role of the Teacher: Facilitator

Procedure:

Give the following instructions:

- When a group identifies the sequence of the story, they have to sit in that order of the story, eg. Sentence 1 should sit first, sentence two should sit next to the first student, sentence three should sit next to the second and so on
- Each one in the group will read his or her sentence with intonation so that the other students can visualise the scene and be able to answer the questions that follow.
- Each group will have 10 minutes to put the story together and sit in the correct order of the story.

For the follow-up questions:

The teacher may ask the questions or let group 1 ask group 2 the questions, and vice versa.

Observation:

The teacher observes that students have applied their learning correctly.

Conclusion: Students will apply their learning appropriately.

STORY 1

- 1) Long ago, a flock of pigeons lived in a jungle.
- 2) During the day, they flew in search of food and water.
- 3) One day, they saw grains of rice strewn all over the ground.
- 4) They were so happy to find grains of rice.
- 5) An old, wise pigeon was also with them. He was suspicious.
- 6) The wise pigeon told the other pigeons not to get tempted.
- 7) He shouted, "It is a trap!". It was too late!
- 8) He was correct. The birdcatcher had laid a net to catch the pigeons.

9) The wise pigeon did not fly down but instead sat on the branch of the nearby tree.

10) All the pigeons were caught in the net. He now had to save them.

Follow up questions:

1. Give the meaning for these words: strewn, suspicious, tempted, trap.

(Answers: spread, doubtful, attracted, trick)

2. Use the word 'branch' with a different meaning in a sentence.

(Example: My school has a branch in Chennai.)

3. What plan did the wise pigeon come up with to save the other pigeons?

(Answers may vary)

Story 2

1) Monilal and Bansari were very good friends.

2) One day, Bansari left an iron chest with his friend Monilal.

3) He said, "I am going to another village to do some business; please keep this iron chest safely".

4) After 2 years, Bansari returned. He went to his friend and asked for the iron chest.

5) "The mice ate the chest because I left it in the store room", replied Monilal.

6) Bansari knew that his friend was lying to him, but he left quietly.

7) While leaving, Bansari told his friend, "I have brought expensive gifts for your family, so please send your son to collect them."

8) The greedy friend sent his son the next day. Many hours passed, and his son hadn't returned. He became worried.

9) Monilal couldn't wait any longer. He went to his friend's house and shouted, "Where is my son?"

10) Bansari replied calmly, "The Eagle swooped down and carried your son away". I am sorry.

Follow up questions:

1. Give the meaning for these words: iron chest, expensive, swooped.

(Answers: Box made of iron metal, costly, dived down)

2. Why did Bansari tell his friend that the eagle carried his son away?

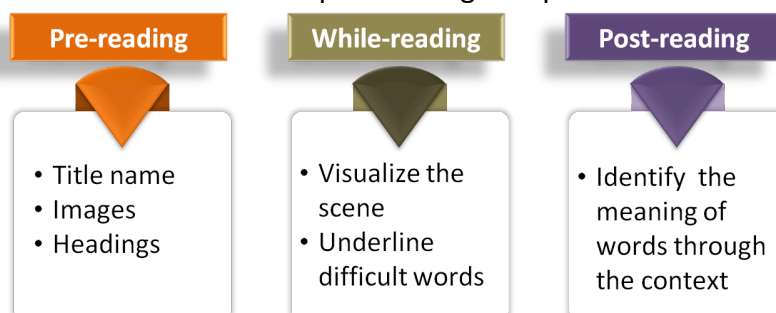
(Answers may vary)

3. What do you think about the friendship between Monilal and Bansari?

(Answers may vary)

4) MS_Summary_Reading Comprehension

Draw the GO on the board and summarise the topic 'Reading Comprehension'.



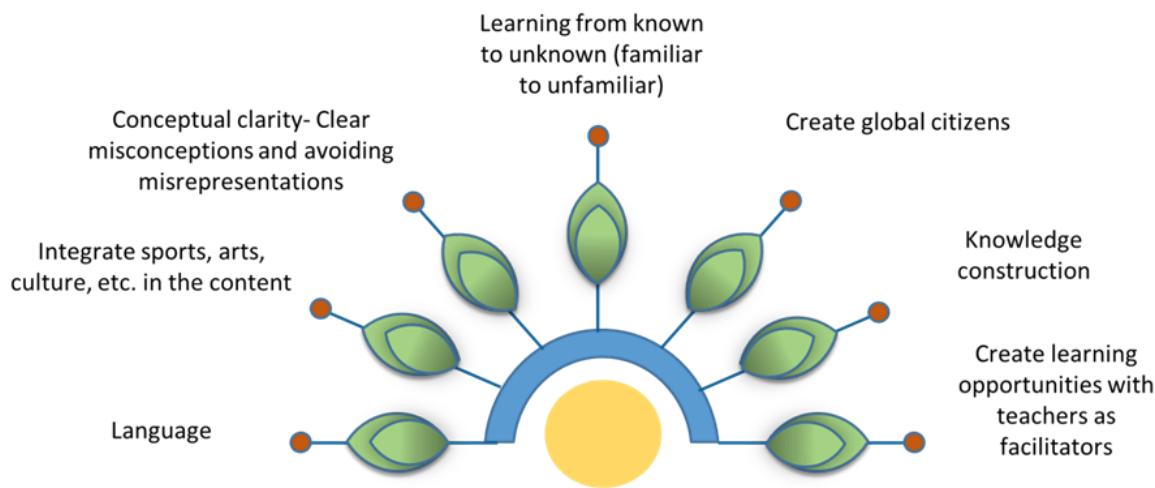
LESSON PLAN DESIGN

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	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.