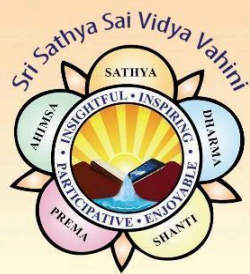# Master Lesson Plan

for

Writing- dialogue (reported speech-report/story writing)

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD VII	English	Writing- dialogue (reported speech-report/story writing)	English	26-06-2024 23:25:59

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

MS

Value Content
Integrate Human Values
seamlessly into
curriculum

VC

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

IQ

Suggested Activity
Promote learning by
doing

SA

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

DD

Classroom

Questions to Assess
Make assessment
interactive and effective

QA

IA

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.

[Notes to the 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 ' Writing- Dialogue (reported speech / story writing) ' for Grade 7

.
This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by CBSE .]

CURRICULAR GOALS	CG-1 develops the capacity for effective communication using language skills for description, analysis and response
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-1.4 writes different kinds of letters, essays, reports and stories using appropriate style and registers for different audiences and purposes

Strategies As Per NEP	Story
Learner Centric Techniques used	Peer assessment
Teacher's Tool Kit	Think pair share
SDG(Sustainable Development Goals)	SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Inter/Multidisciplinary elements	YES

Total Time to transact MLP : 65 minutes or 2 periods
Topics in this Chapter : Dialogue / Story Writing
    Difference between Dialogue and Story Writing
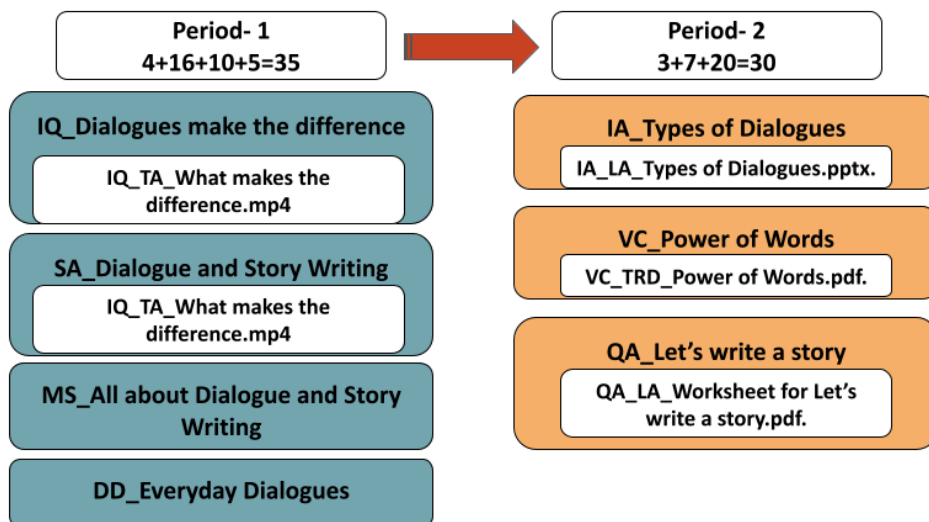   **Practical usage of dialogues**
    Knowing about 'Outer' and 'Inner' dialogues

[Notes to the teacher: The chapter on Writing - Dialogue (reported speech / story 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 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 the attainment of curricular goals and competencies.

*This lesson plan is designed for approximately 2 periods, considering **each period to be 35 minutes.** An additional one or two periods may be used if required.]*
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MLP Design flow - Overview

Period- 1
4+16+10+5=35

Period- 2
3+7+20=30

IQ_Dialogues make the difference
IQ_TA_What makes the difference.mp4

SA_Dialogue and Story Writing
IQ_TA_What makes the difference.mp4

MS_All about Dialogue and Story Writing

DD_Everyday Dialogues

IA_Types of Dialogues
IA_LA_Types of Dialogues.pptx.

VC_Power of Words
VC_TRD_Power of Words.pdf.

QA_Let's write a story
QA_LA_Worksheet for Let's write a story.pdf.

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PERIOD 1
Topic: Dialogue / Story writing
      Format for writing dialogues / story
      Practical usage of dialogues
Time : 4 + 16 + 10 + 5 = 35 min
Asset Types: Inquisitive Questions, Suggested Activity, Main Script, Day to Day Relevance.

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1. IQ_Dialogues make the difference
Specific Learning Outcome: Students will be able to **discover** the benefits of dialogue.
[Fulfills C- 1.4]
Duration: 4 minutes

Teaching Aids: IQ_TA_What makes the difference.mp4 (video)

Notes to the teacher: Begin the class with a lighthearted conversation about how conversing is an integral part of our lives. Every waking moment of our day we communicate with someone or the other. So a meaningful conversation is important to avoid confusion.
- ➤ Now play the attached video, IQ_TA_What makes the difference.mp4 and allow the students to enjoy it.
- ➤ The first part of the video has been **intentionally muted**.

- ➢ Ask the students to guess what the conversation could be before proceeding to the second part of the video.
- ➢ Encourage maximum participation and accept all answers.
- ➢ Now play the second part, where the same video is played with the audio.
- ➢ In all probability, none of the guesses would have been correct. (Allow the fun to seep in.)
- ➢ Now elicit from the students through probing questions the response that dialogue is important to make communication effective.
  What was the difference between the two videos?- the dialogue.
  What problems will we face if there is no dialogue?-Everyone would be free to assume whatever seems correct to them, and there could be a lot of confusion.

2. SA_Dialogue and Story Writing

Specific Learning Outcome: Students will be able to **write** meaningful dialogue and a story from the given clues. [Fulfills C- 1.4]

Duration: 16 mins

Notes to the teacher: This asset provides ample scope for 'assessment for learning'. Peer assessment enables students to notice where they lack concept clarity.

Aim: The students will be able to write dialogues and a story using the clues given.
Resources Required: Replay the video (if required) IQ_TA_What makes the difference.mp4.
Setting for the Activity: Indoor
Type of Activity: Pair activity- writing
Preparation of Activity: Divide students into pairs
Role of the Teacher: Facilitator
Procedure:
- ➔ Seat the students in pairs, as decided.
- ➔ Let them watch the video (play the video IQ_TA_What makes the difference.mp4 once more if required) and observe the conversation.
- ➔ Ask the pairs of students to write the dialogues and develop the dialogues into a story (an anecdote) based on what they saw in the video. (Allow students to use their imagination and come up with suitable dialogues. A variation from the video can also be encouraged.)
- ➔ Allow the students 10 minutes to complete the task.
- ➔ Now ask the pairs of students to read out what they have written turn by turn. One student in the pair is to do the reading.
- ➔ Allow peers to assess and suggest improvements. (Rubrics- language skills, creativity, format)

Observation: Students are able to write dialogues and stories based on the video.
Conclusion: Working in pairs helped students collaborate and understand the concept better.
Follow-up activity:
- ● Appreciate the good work done by the students.
- ● Provide corrections and improvements wherever required based on your assessment.

Troubleshooting:
✓ In case of difficulty in accessing the audio visual facility, an outline could be given for the students to create dialogues and stories. (e.g. a mother-son conversation with humour)
✓ Keep watch to ensure both students in the pair participate in the activity.

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3. MS_All about Dialogue and Story Writing
Specific Learning Outcome: Students will be asked to **explain** the format for dialogue and story writing.
[Fulfills C-1.4]

Duration: 10 mins
Notes to the teacher: This asset uses the **elicitation method** for knowledge construction, thus enabling a student centric class.
You may vary the depth of your explanation based on the students' performance in the activity.
Use suitable probing questions to develop the format for dialogue and story writing in the form of a T-chart on the board, as given below.
● Will you use direct or indirect speech while writing dialogues?
● How does the narration change from dialogue to story?
● How will the punctuation marks change?
● Will there be a change in the tense?
● What other differences can you observe?

Dialogue Writing	Story Writing
Direct Speech	Indirect Speech
First person narration	Third person narration
Punctuation- capitals, full stops, exclamation marks, question marks and commas	Punctuation- capitals, full stops, exclamation marks, question marks, commas and **inverted commas**
Present tense	Past tense
Mostly individual sentences as spoken by the character.	Narrated in paragraphs.

Notes to the teacher: Now ask the students to take a look at the activity done and check whether the above parameters have been met.

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4. DD_Everyday Dialogues
Specific Learning Outcome: Students will be able to **relate** to the use of dialogues in everyday

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communication. [Fulfills C-1.4]

Duration: 5 mins

Notes to the teacher:
- Draw the students' attention to the fact that we have dialogues all the time.
- Now suggest some common, everyday situations.
  - ➔ When you meet your friends at school every morning,
  - ➔ Just before an exam,
  - ➔ During the lunch break,
  - ➔ If you haven't completed your homework,
    (Add more simple and relatable situations as required.)
- Call students at random and ask them to come up with dialogues in the given situations.
- Bring to their attention that dialogues can either pave the way for healthy communication or create misunderstanding and quarrels. Therefore, the focus on meaningful dialogue is important.

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PERIOD 2

Topic : Lesser known facts- Outer dialogue and Inner dialogue
Power of words
Dialogue and Story writing

Time : 3 + 7 + 20 = 30 mins

Asset Types: Interesting Aside, Value Content, Questions to Assess

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1. IA_Types of Dialogues

Specific Learning Outcome: Students will be able to **enjoy** knowing about the different types of dialogue. [Fulfills C-1.4]

Duration: 3 mins

Use the poster attached, IA_LA_Types of Dialogues.pptx. and allow students to assimilate the lesser known facts about

1. Outer Dialogue: The dialogues spoken by one character to another.
2. Inner Dialogue: The dialogue spoken by the character to himself.

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2. VC_Power of Words

Specific Learning Outcome: Students will be able to **practice** speaking positively.[Fulfills C-1.4]

Duration: 7 mins

[Notes to the teacher: This asset provides value addition to the topic in an interesting and subtle way. VC_TRD_Power of Words.pdf has been provided for ease of transaction. Narrate the story with suitable expressions and intonations. Encourage discussion by the students on the topics provided, thereby enabling them to imbibe the value of inculcating the habit of positive, wise, and truthful dialogue.]

3. QA_Let's write a story

Specific Learning Outcome: Students will be able to **apply** their knowledge to write meaningful dialogue and stories based on the pictures given. [Fulfills C-1.4]]

Duration: 20 mins

*[Notes to the teacher: This asset is aimed at 'assessment of learning'. This could be done in the class to promote **collaborative learning** in a **non-threatening atmosphere** and can aid **peer assessment.** QA_LA_Worksheet for Let's write a Story.pdf. has been provided with illustrations to make the exercise interesting. Alternatively, this asset can be used as a home assignment or an assessment tool.]*

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LESSON PLAN DESIGN

You would have noticed that the lesson plan design 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

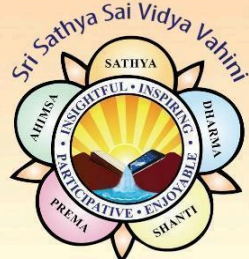Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in separate folders.

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Salient recommendations of NEP
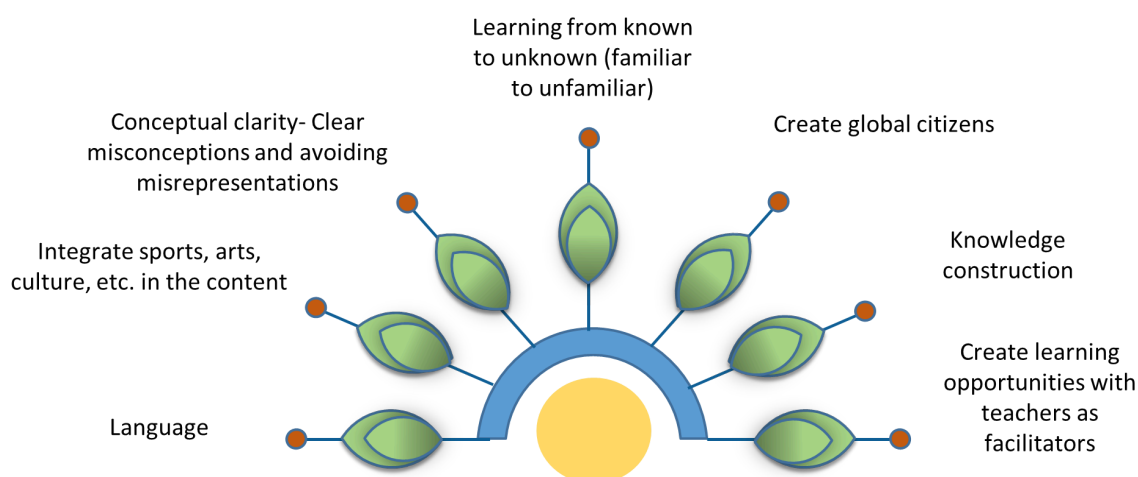
We hope that this Lesson Plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.

Master Lesson Plan

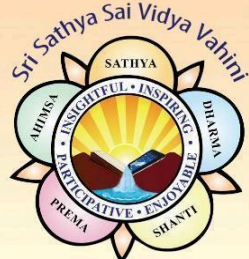| Seven Asset Methodology for MLP	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. 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 nth 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.