Master Lesson Plan

for

Writing- poetry

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD VII	English	Writing- poetry	English	16-06-2024 08:29:07

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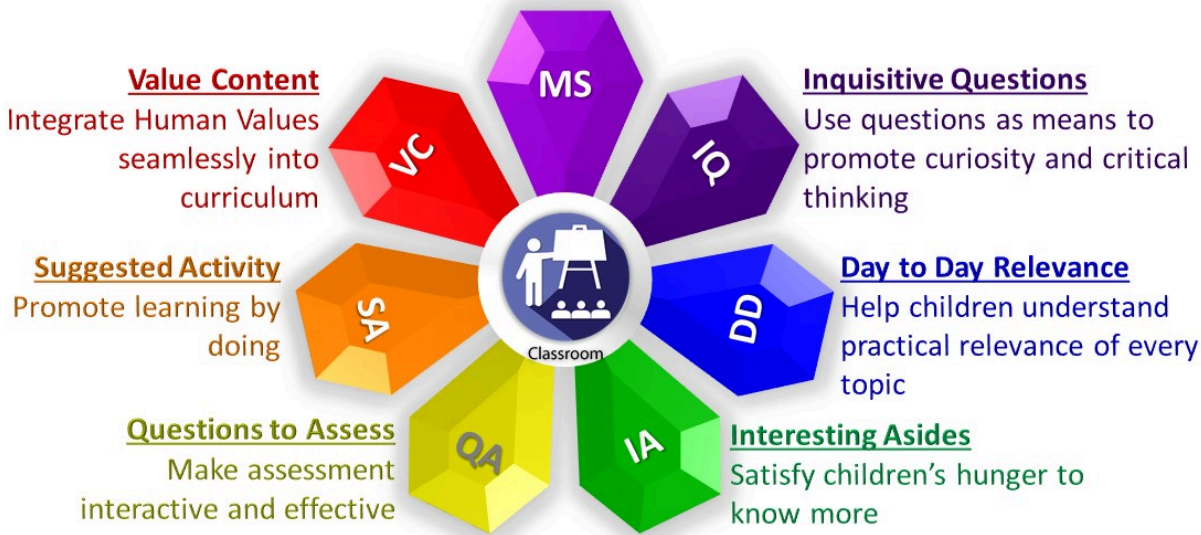
For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

Curricular goals	CG-2 appreciates the language and literary culture by exploring various literary devices.
Competencies	C-2.2 identifies literary devices (similes, personifications, rhyming words, alliterations) by reading a variety of literature and uses them while writing.

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

Strategies As Per NEP	Art Integration
Learner Centric Techniques used	See- Think -Wonder, Peer Learning
Teacher's Tool Kit	Entry ticket, GO
SDG(Sustainable Development Goals)	SDG- 4 ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all.
Inter/Multidisciplinary elements	Yes

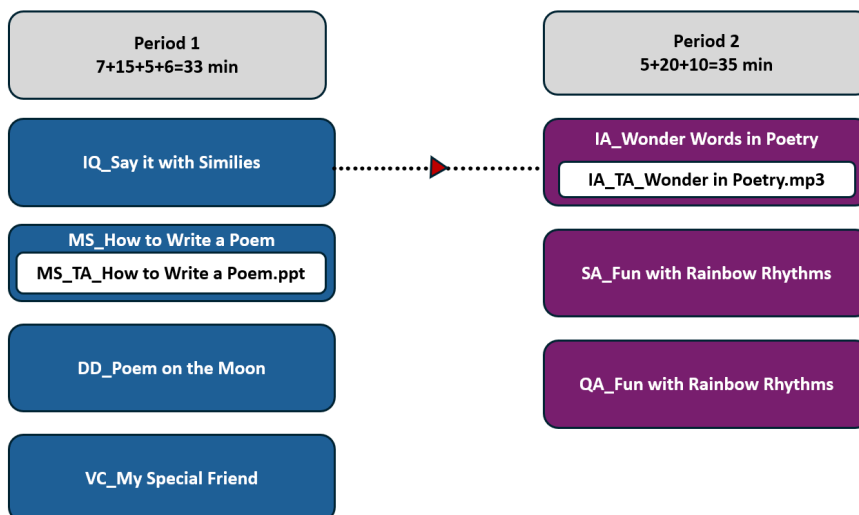**Total Time to transact MLP: 68 minutes, 2 periods**
Topics in this Chapter :
- **Writing- poetry**

[**Notes to teacher:** The chapter on writing- poetry 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 'Participatory'. You will also notice that the activities and value content is designed towards the attainment of curricular goals and competencies.
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.]

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Lesson Plan Flow

Period 1		Period 2
7+15+5+6=33 min		5+20+10=35 min

IQ_Say it with Similies	·····▶	IA_Wonder Words in Poetry
		IA_TA_Wonder in Poetry.mp3

MS_How to Write a Poem
MS_TA_How to Write a Poem.ppt

SA_Fun with Rainbow Rhythms

DD_Poem on the Moon

QA_Fun with Rainbow Rhythms

VC_My Special Friend

[**Notes to the teacher:** *Here is the MLP at a glance for a quick reference.***]**
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PERIOD 1
Topic: Say it with Similes, How to write a Poem, Poem on the Moon, My Special Friend.
Time : 7 mins + 15 mins 5 mins + 6 mins
Asset Types: IQ, MS, DD, VC.

Asset Title- IQ_Say it with Similes-Writing Poetry
Specific Learning Outcome: Students will be able to correlate the use of similes, rhyming words, and personifications to poetry.
  ➢ Action verb: Correlate‗for the topic; say it with similes
  ➢ Fulfills Competency Code C-3.2

Duration: 7 mins

   Bring some objects, like a feather, ball, a rose, and a toy. Pictures of objects can also be shown.
   First ask the students to frame similes according to the object shown. For example, as light as a feather, as bouncy as a ball, as red as a rose, as tempting as a toy.
   Then ask students to come up with rhyming words for the objects shown, for example, feather- leather, weather, ball- fall, mall, rose- nose, toes, toy- boy, joy
   Then ask if these objects can be personified, like- The feather glided down like a dancer,

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the ball bounced merrily down the street (a quality of humans), the rose was proud of its own beauty, (a human quality of pride), toys can also tell a story. (human quality of telling).
Ask the students in which form of writing they would find similes, rhyming words, and personifications.
Notes to the teacher: Their answers will lead to the introduction of writing poetry.

Asset Title- MS_TA_ How to write a Poem- Writing Poetry
Specific Learning Outcome: Students will be able to describe incidents, feelings, and ideas in poetic form.
Action verb- Describe for the topic- How to write a Poem
Fulfills competency code C-3.2
Duration: 15min
Notes to the teacher: Introduce Poetry and use the attachment **MS_TA_How to write a Poem.pptx.**

Asset Title-DD_ Poem on the Moon- Writing Poetry
Specific Learning Outcome: Students will be able to relate natural phenomenon to poetry
  ➤ Action verb- Relate for the topic Poem on the Moon
  ➤ Fulfills competency code C- 3.2

Duration: 5 mins
 Ask students to draw a crescent moon,half moon and a full moon in their notebooks.
 Write the poem given on the black board.

<div align="center">

The Changing Moon
Oh! look at the shining moon,
She looks like a white round balloon.
First she was just a tiny silver bow,
Then she became half a disc, all aglow.
Just look at her now!
She is full, lovely ,luminous round as an 'O".

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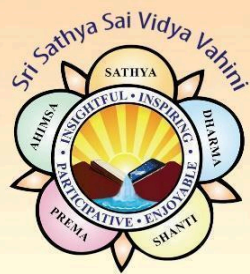Ask three students to read the poem aloud..
Ask students probing questions as in -
Does the poem talk about the shape of the moon?
Have you learned about the changing shape of the moon, if so, in which subject?
Does it describe the phases of the moon?
We see that poems can be written about natural phenomena or anything else, making them enjoyable and easier to remember.

Asset Title - VC_ My Special Friend-Writing Poetry

Specific Learning Outcome- Students will be able to express emotions or ideas that will improve their imaginative and creative skills.

Duration: 7 mins.

Teaching Aids/Learning Aids: TRD

Concept- Value Connection:

Poetry expresses emotions and conveys ideas. Poets tell stories, teach lessons, and even communicate messages through poetry. By creating poetry, the student will be able to express emotions or ideas that will improve his or her creative and imaginative skills.

Activity :

Students, you all would have learned many poems about nature, places, etc. Now, try to write a poem about your friend.

Make a few lists. Some words are given to help you. Use other words too.

- Make a list of all the terms that best describe your friend. (i.e., affectionate, ambitious, witty, thoughtful, brave, bright, sensible, charming, compassionate, polite, generous, honest, courageous, pretty, charming, smiling, loving, etc.,)
- the things he or she likes (i.e., drawing, painting, singing, dancing, cycling, reading books, cricket, football, etc.).
- what you both like to do together. (i.e., read, eat, go out, talk, watch movies, play in the park, beach, etc.).

Using a few words from each of these lists, compose a brief poem expressing how unique your friend is. Your poetry might resemble the poem given below:

> My Special Friend
> My friend Priya is so special,
> She is like a precious jewel,
> She has a charming smile,
> That spreads sunshine for a mile.
> She is soft but courageous,
> Her sense of humour is outrageous,
> We like to talk, sing ,cycle together,
> We are always there for each other.

Points to ponder/reflect:

Being creative will
- develop confidence
- encourages us to express emotions, thoughts, and ideas.

- bring out an appreciative attitude.

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PERIOD 2
Topics : Wonder Words in Poetry, Fun with Rainbow Rhythms
Time : 5 + 20 +10 = 35 mins
Asset Types: IA, SA, QA

Asset Title- IA_LA_ Wonder Words in Poetry-Writing Poetry

Specific Learning Outcome: Students will delight in learning new and strange words.
Action verb: take delight
Fulfills **competency** code 3.2

Duration: 5 mins

Teaching Aids/Learning Aids

Teaching Learning Aid- Audio Clip

Notes to the teacher: First, listen to the audio. Then play the audio clip titled IA_TA_Wonder Words in Poetry mp3. Let the children listen and enjoy. The poem given below is just for the teacher to read.

> Wonder Words in Poetry
> Let us wander through the world of words,
> Some are short like Uh! Ah! Hmm!
> Some are long, really long like
> Supercalifragilisticexpialidocious,
> If you can say it even once,
> You are absolutely
> Supercalifragilisticexpialidocious.

Supercalifragilisticexpialidocious means extraordinarily good.

Asset Title- Fun with Rainbow Rhymes. SA asset integrated with QA.

Specific Learning Outcome: Students will be able to demonstrate their sensitive creativity in composing poems**.**

➢ Action verb: Demonstrate for the topic Fun with Rainbow Rhythms
➢ Fulfills Competency Code C 3.2
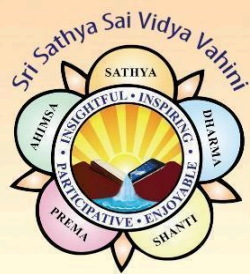
Duration: 20 mins

Notes to the teacher: One day prior to the activity being conducted, ask students to bring colour pencils, sketch pens ,drawing paper, and writing paper. Make a chart about different colors and the moods they represent.

Fun with Rainbow Rhythms

Activity Description: In this activity, students will explore colours as inspiration to write poetry.

Materials needed:
- Colour pencils, markers, or crayons
- Paper
- Writing tools
- Example poems on colour
- Chart showing colours and the qualities they represent.

Introduction: Begin the activity by discussing the significance of colours in our lives. Talk about how different colours can evoke various emotions and imagery. Show the prepared chart on colours as an aid.

RED: excitement, strength, love, energy.

Blue: trust, peace, loyalty, competence, sadness

Green: nature, healing, freshness, quality

Yellow: creativity, happiness, warmth, cheer

Orange: confidence, success, bravery, sociability

Pink: love, compassion, sincerity, sweet

Brown: dependable, rugged, trustworthy, simple

Purple: royalty, luxury, ambition, spirituality

Show some examples of colour poems on the board or chart.

Blue	Pink	Green
The sky is blue,	Lovely to see pink,	Green are the leaves ,
The ocean is blue,	It makes me think	that flutter in the breeze.
The berries are blue	Of cotton candy and strawberry drink,	Green is the grass ,
They are good for you.	Pretty roses and flamingoes pink.	Under your feet.

Procedure:
- Divide the class into five groups consisting of eight students each. Names can be given to each group.

- Allot a colour to each group from the chart, or they can be asked to choose one.
- Each group can brainstorm and write a stanza of a poem or a short poem about their chosen colour or an object of that colour. For example,- red can be about a rose or an apple.
- Students can be asked to write the poem artistically with the chosen colour or draw an object of that colour and write a poem inside or beside it.
- Ask students to jot down rhyming words, or similes associated with their chosen colour or objects. Encourage imagination and creativity.
- Each group can choose a person to read out their poem and show their art work to the whole class.

Asset Title- Integration of SA with QA. Fun with Rainbow Rhythms.

Specific Learning Outcome: Students will be able to demonstrate their ability to evaluate poems based on language, imagery, and rhyme.

➢ Action verb: Demonstrate for the topic Fun with Rainbow Rhythms.
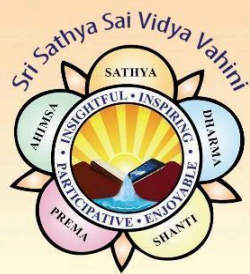➢ Fulfills **Competency Code** C- 3.2

Duration: 10min

Notes to the teacher: Ask one student from each group to come up, show their art work, and read aloud the related poems.

As the poem is being read out, the other groups can judge it according to the following rubrics given below. Each group collectively judges and shares their observations.

Rubrics for peer assessment.

Groups	Rhyming words used (2 marks)	Figures of speech used (2 marks)	Illustrations used (2 marks)	Overall effect (2 marks)	Total Marks (8 marks)
Group 1					
Group 2					
Group 3					
Group 4					
Group 5					

> This can be followed by the teacher giving constructive criticism and guidance both for the poems and the evaluation.

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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
★ 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.

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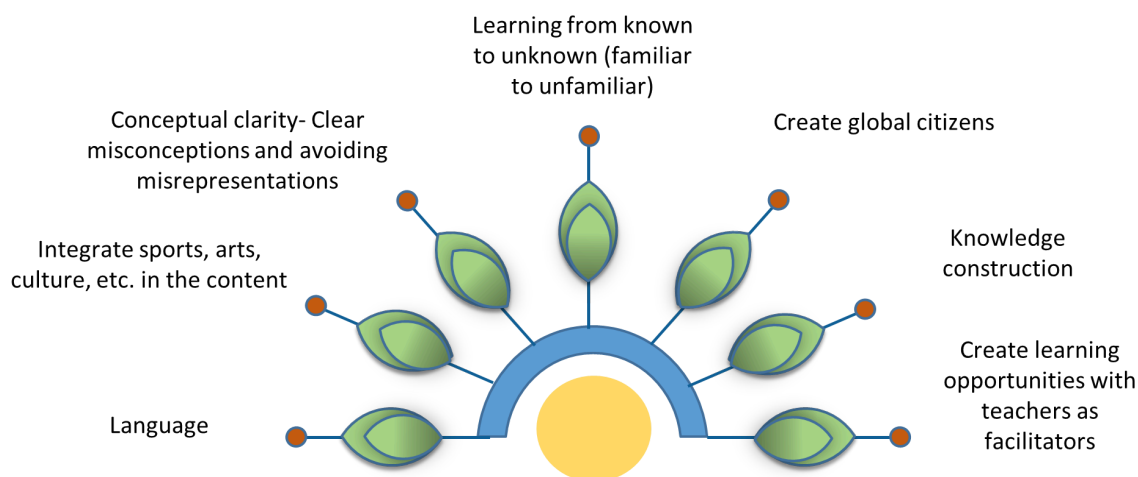
We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.

Master Lesson Plan

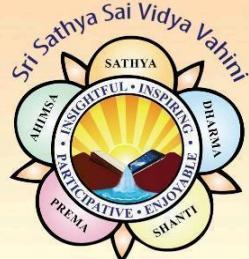| Seven Asset Methodology for MLP	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets.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