

|| Aum Sri Sai Ram ||

*Sri Sathya Sai*  
**VIDYA VAHINI**  
श्री सत्यसाई विद्या वाहिनी

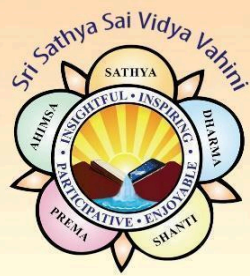


## Master Lesson Plan

for

## Writing- autobiography and biography

Board	Standard	Subject	Chapter	Language	Creation date
Odisha (English)	STD VIII	English	Writing- autobiography and biography	English	13-09-2024 11:24:09



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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



**MS**

**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.



## IM\_ Writing- autobiography and biography

**[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 'Writing- autobiography and biography' for grade 8 .

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

<b>CURRICULAR GOALS</b>	CG-2 Appreciates the language and literary and cultural heritage in and related to language by exploring the various forms of literary devices.
<b>COMPETENCIES AS PER NCF/NIPUN BHARAT</b>	CG-2.1 Identifies and appreciates the different forms of literature and styles of writing (narrative, descriptive) from various cultures and time periods.

<b>Strategies As Per NEP</b>	Experiential Learning, Art integration
<b>Learner Centric Techniques used</b>	Think - pair- share
<b>Teacher's Tool Kit</b>	T-Chart, Questionnaire
<b>SDG (Sustainable Development Goals)</b>	To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
<b>Inter/Multidisciplinary elements</b>	YES

**Total Time to transact MLP: 67 minutes, 2 periods**

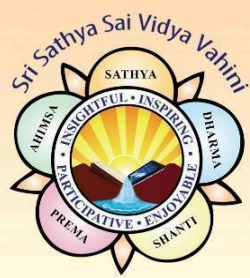
### Topics in this Chapter: Autobiography and Biography

**[Notes to teacher:** The chapter on Writing- autobiography and biography 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 'Participatory'. 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 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

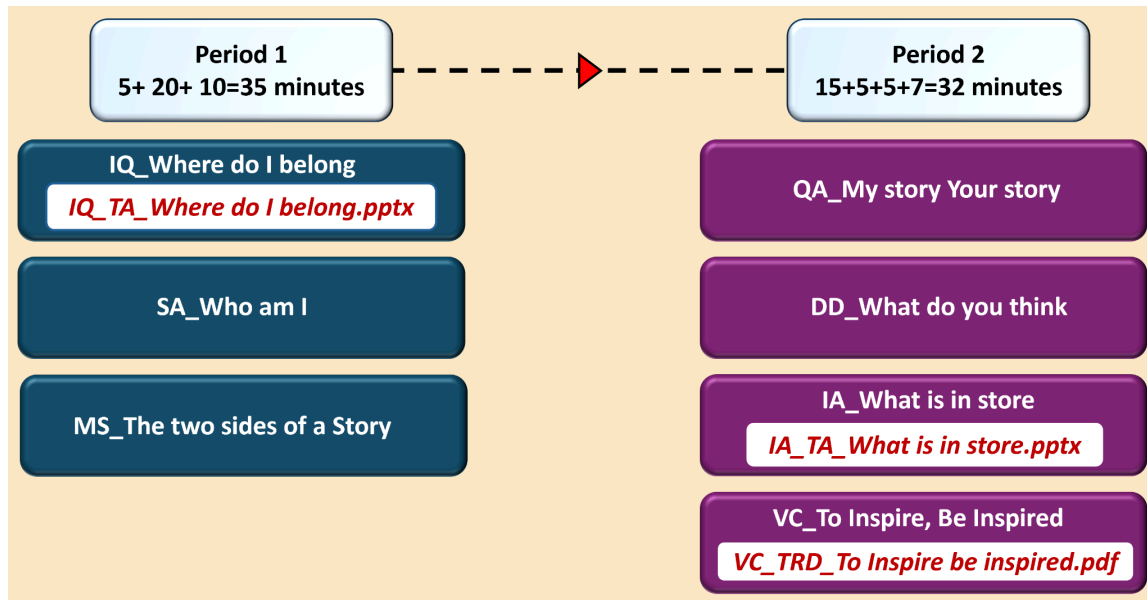


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[Notes to the teacher: Here is the MLP at a glance for a quick reference.]



## PERIOD 1

**Topic:** Writing- autobiography and biography

**Time:** 5 + 20 + 10 = 35 minutes

**Asset Types:** Inquisitive Questions, Suggested Activity, Main Script

### 1) IQ\_Where do I belong

**Specific Learning Outcome:** Students will be able to identify different forms of writing.

- Fulfills **Competency Code - CG-2.1**

**Duration:** 5 minutes

**Teaching Aids/Learning Aids:** PPT

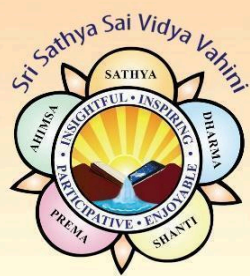
**Notes to the teacher:** Use the attached PPT **IQ\_TA\_Where do I belong.pptx**. The quiz and the riddles can be used to ask questions to the students to lead them to the concept of different forms of writing (autobiography and biography)

### 2) SA\_Who am I

**Specific Learning Outcome:** Students will be able to create autobiography and biography.

- Fulfills **Competency Code- CG-2.1**

**Duration:** 20 minutes



**Notes to the teacher:** This is an experiential learning for students to write an autobiography and biography. Students will work collaboratively and creatively to write the two forms of writing. The class is divided into 4 groups depending upon the strength of the class. The provided questionnaire can be used and written on the blackboard to be followed by a discussion.

**SA is integrated with the MS**

**Aim:** Collectively they will be able to write an autobiography, a biography and differentiate between the two.

**Resources Required:** Questionnaire

**Setting for the Activity:** Indoor

**Type of activity:** Experiential learning

**Preparation of Activity:** The class is divided into 4 groups and the provided questionnaire is written on the black board before the activity begins to facilitate the students in their writing.

**Questionnaire:**

**Leading questions for groups writing in first person (I Am a river/I Am a tree)**

1. Is there an introduction about yourself as a tree and as a river?
2. Have you described some physical characteristics and some qualities about the subject you are writing?
3. What are the ways in which you benefit others as a river and a tree?
4. Do you, as a tree or a river, face any problems?
5. Do you have any solutions for the problems?
6. Please, check if you have used any literary devices (simile, metaphors etc) in your writing?

**Leading questions for groups writing in third person (The beach and The park)**

1. Have you made an introduction of the topics given to you?
2. Have you described the location and the surroundings of the topics given to you?
3. What do the topics mean to you?
4. Is there any scope for improvement in the beach and the park?
5. If yes, what are the ways of improvement, have you mentioned them?
6. Please, check if you have used any literary devices (simile, metaphors, etc) in your writing?

**Role of the Teacher:** observer/ facilitator

**Procedure:**

1. Based on the strength of the class, it is divided into 4 groups. Each group can be given a name.
2. Two groups are given a topic each to write in first person (I). The topics are - I Am a river/ I Am a tree.
3. The other two groups are given to write in third person (It). The topics are - The beach/ The park.
4. A questionnaire (sample provided) is written on the blackboard by the teacher before the activity starts.



5. Each group correlates the questions with their written work .
6. Discussion follows between the students (guided by the teacher) on what is an autobiography and biography, how to write an autobiography and biography and differentiate between the two.

**Observation:** Through discussion students learn about the two forms of writings.

**Conclusion:** Students by themselves draw conclusions on how to write the two forms of writings.

**Follow up activity:** Students can be asked to read autobiographical and biographical books or passages and to be shared later in class. It can be bilingual.

**Precautions:** Discipline to be maintained in class throughout the activity.

**Troubleshooting:** If any of the groups have a problem in understanding the instructions then the teacher can prompt and help.

### 3) MS\_The two sides of a Story

**Specific Learning Outcome:** Students will be able to explain the differences between autobiography and biography.

➤ Fulfills **Competency Code- CG-2.1**

**Duration:** 10 minutes

**Notes to the teacher:** A T-Chart can be drawn on the blackboard showing the two forms of writing. Definitions and differences can be shown on the T-Chart by asking the students to come up with the answers. The teacher summarizes the discussion showing the salient features of autobiography and biography. The points discussed should be written on the board.

Points to remember

Definitions	
Autobiography	Biography
An autobiography is a story of a person's /thing's life written by the person himself. (first person)	Biography is a story of a person's or thing's life written by another person. (third person)
Differences	
Autobiography	Biography



Autobiography is telling your own story	Biography is telling someone else's story.
Autobiography doesn't need authorization	Biography needs permission from the person you are writing about.
Autobiography is written in first person.	Biography is written in third person.
Autobiography is to express, share and inspire.	Biography is to inform.
Autobiography is full of emotions and real life experiences.	Biography is based on facts collected by the author.

**PERIOD 2 Writing- autobiography and biography**

**Topic: Writing- autobiography and biography**

**Time: 15 + 5 + 5 + 7 = 32 minutes**

**Asset Types:** Questions to Assess, Day to Day Relevance, Interesting Asides, Value Content

**4) QA\_My story Your story**

**Specific Learning Outcome:** Students will be able to apply the knowledge acquired.

➤ Fulfills Competency **Code- CG-2.1**

**Duration: 15 minutes**

**Teaching learning material(TLM):** Chart paper and colours and other things required for poster making.

**Notes to the teacher:** Prior to the day of activity the students can be asked to bring things required for poster making. On the basis of the strength of the class the class is divided into two groups. One topic is given to each group for poster making. Posters can be displayed on the notice board in the corridor.

- Divide the class into two groups
- Topic 1 Eg: Earth / Classroom can be given to one group.
- Topic 2 Eg: Nature/School can be given to the other group.
- Both groups have to make 2 posters each about the topics given to them. depicting autobiographical and biographical forms of writing.
- While making posters the teacher can guide the students if necessary .

This will assess their capability for writing autobiographical and biographical passages integrating art in the process.



### 5) DD\_What do you think

**Specific Learning Outcome:** Students will be able to correlate the two forms of writing in their day to day life .

- Fulfills **Competency Code- CG-2.1**

**Duration: 5 minutes**

**Notes to teachers:** Two students can be selected to campaign for the post of monitor of the class.

- Two students are randomly chosen by the teacher .
- Each student is asked to talk and campaign for the post of monitor.
- One student campaigns for herself/himself .
- The other student talks about her friend for the same post .
- Demonstrating how the two forms of writings are useful in our daily life.

### 6) IA\_What is in store

**Specific Learning Outcome:** Students will be able to take delight in watching the two forms of writing.

- Fulfills **Competency Code- CG-2.1**

**Duration: 5 minutes**

**Teaching Aids / Learning Aids: PPT**

**Notes to teachers:** Students are shown the PPT attached **IA\_TA\_What is in store.pptx**. Meanings of difficult words can be written on the board for e.g: meaning of

1. Cynosure- a thing that is the center of attention.
2. Scowl- a look on your face that shows you are angry or in a bad mood.

The first slide is an autobiographical poem on Laddu.

The second slide is a biographical passage on The story of a Smile.

- LADDU
- The story of a Smile

### 7) VC\_To Inspire, Be Inspired

**Specific Learning Outcome:** The students will be able to develop inspiration for their goals.

- Fulfills **Competency Code- CG-2.1**

**Duration: 7 minutes**

**Teaching Aids/Learning Aids: TRD**

**Notes to the teacher:** The Teacher can discuss the topic as given in the TRD **VC\_TRD\_To Inspire be inspired.pdf** which relates to the real life experiences of successful or renowned persons that will motivate





and encourage the students to strive and pursue their goals.

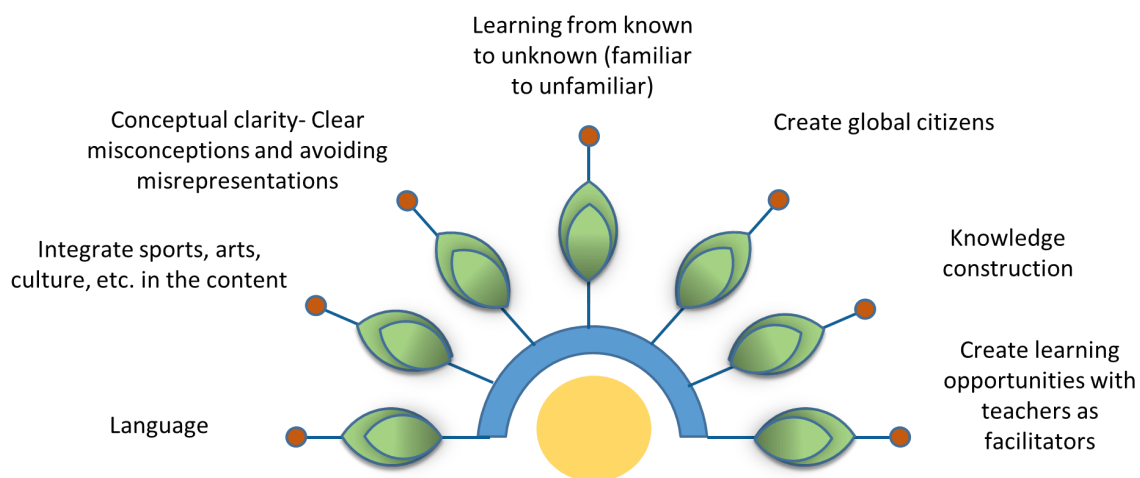
### LESSON PLAN DESIGN

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 the folders below.

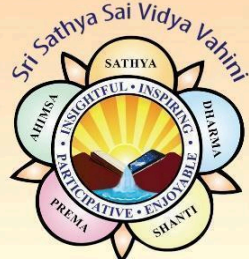
### Salient recommendations of NEP



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
67 minutes	Ideation Module	Writing	Biographical sketch Writing Autobiography



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## Master Lesson Plan

<b>Seven Asset Methodology for MLP</b>	
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 $n^{\text{th}}$ 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

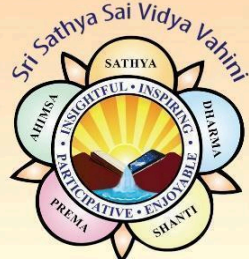


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	students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish 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.



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