



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Master Lesson Plan for Writing- Diary Entry

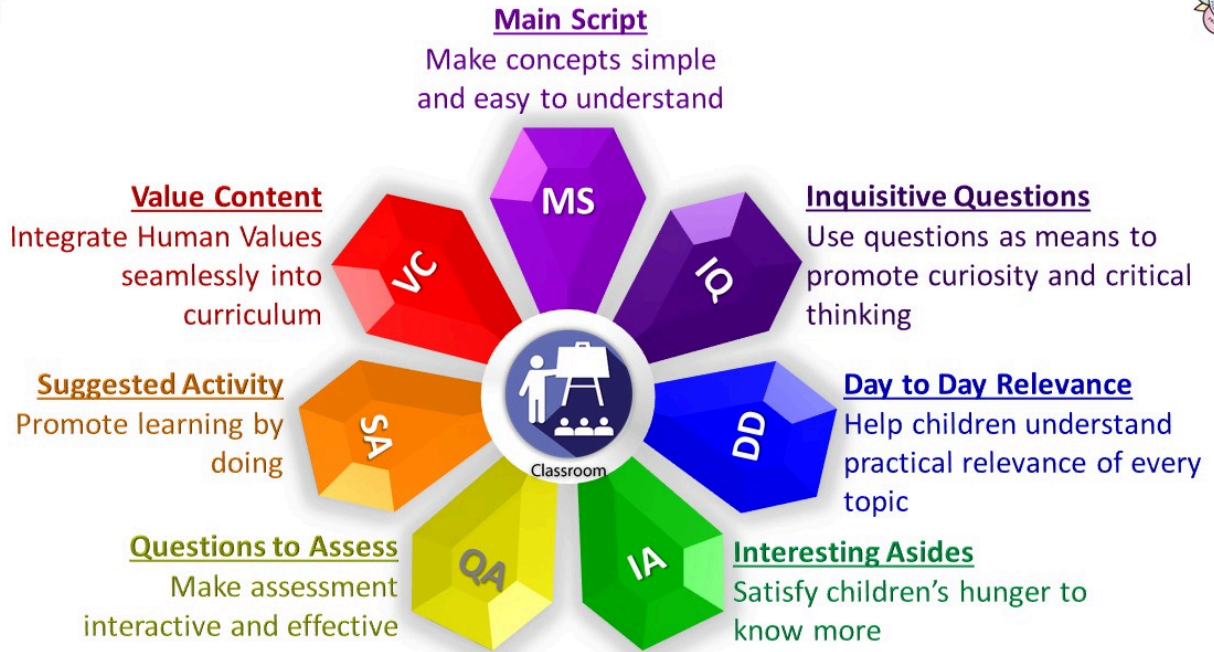
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD VIII	English	Writing- Diary Entry	English	04-10-2024 17:50:15

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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.



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IM_ My Diary and Me

[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 - Diary Entry’** for grade VIII.

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

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-1.5 writes different kinds of letters, essays and reports using the appropriate style and registers for different audiences and purposes.

Strategies As Per NEP	NA
Learner Centric Techniques used	See, think, wonder
Teacher’s Tool Kit	Concept Map
SDG (Sustainable Development Goals)	SDG 4 - ensures Inclusive and equitable quality education and promotes lifelong learning opportunities for all.
Inter/Multidisciplinary elements	NA

Total Time to transact MLP : 70 minutes, 2 periods

Topics in this Chapter : Writing - Diary Entry

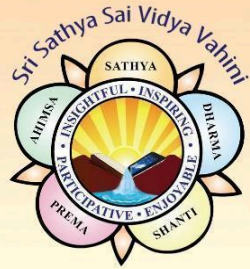
[Notes to teacher: The chapter on **Writing - Diary Entry** has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all seven assets are integrated seamlessly to make learning **‘Insightful’, ‘Inspiring’, ‘Enjoyable’, and ‘Participative’**. You will also notice that the activities and value content are designed towards the attainment of curricular goals and competencies.



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This lesson plan is designed for **2 periods**, considering **each period to be 35 minutes**.
Additional one or two periods may be used if required.]

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

Period - 1
5+5+12+7=29 Minutes

Period - 2
7+15+12=34 Minutes

IA_TA_Anne Frank's Diary

MLP_TA_Anne Frank's Diary.pptx

IQ_Need to Write a Diary

MS_Write the Diary

VC_TRD_Snapshot Reflection

VC_TRD_Snapshot Reflection.pdf

DD_Reflect on Diary Entries

SA_My Dear Diary

QA_I Love My Diary

PERIOD 1 Topic: Writing- Diary Entry

Time : 5 + 5 + 12 + 7 = 29 minutes

Asset Types: IA, IQ, MS, VC

Objective: Students will be able to

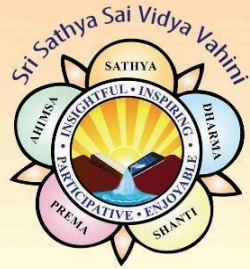
- 1) experience diary entries
- 2) give reasons to make a diary entry
- 3) compare diary entries to other forms of writing
- 4) examine their daily experiences through diary writing



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IA_TA_Anne Frank's Diary

Specific Learning Outcome: Students will be able to get the experience of diary writing.

Fulfills Competency Code - C - 1.5

Duration: 5 minutes

Notes to the teacher: Show the PPT (Slides 3 and 4) with an excerpt from the journal and accompanying images. Ask one or two students to read and reflect. (5 Minutes)

IQ_Need to Write a Diary

Specific Learning Outcome: Students will be able to provide reasons for making a diary entry.

Fulfills Competency Code - C - 1.5

Duration: 5 minutes

Notes to the teacher: Based on the **MLP_TA_Anne Frank's Diary.pptx**, ask the students the questions given in the PPT (slide 5) as examples, and ensure the maximum participation in the class.

MS_Write The Diary

Specific Learning Outcome: Students will be able to compare diary entries to other forms of writing.

Fulfills Competency Code - C - 1.5

Duration: 12 minutes

Notes to the teacher: Develop the format of a report writing and a diary entry on the blackboard and elicit a comparative study of the two through discussion.



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1. How do you write a report?
2. What is the format of report writing?

Report Writing

A report is a brief account of an event that has already taken place. It helps record important events/incidents that occur in our daily lives. It presents firsthand information about an incident or event. A report of an event presents a record of events that took place. It includes one's ideas, opinions, and impressions about the event.

- Title
- Mention the place, date, time, and other relevant facts about the event.
- Include information collected from the people around or affected by the event.
- Write the name of the reporter.
- Provide a suitable title/heading.
- Write in past tense.
- Write in reported speech and use a passive form of expression.
- Develop ideas (causes, reasons, consequences, opinions) logically.
- Write less formally and more descriptively while writing a report for a school magazine.
- Present your ideas and impressions to make the report interesting.

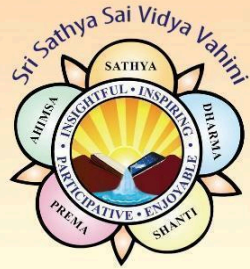
1. What is diary writing?
2. For whom is the diary written?
3. What is the format of a diary entry?



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Writing-Diary Entry

Writing a diary documents a person's personal experience and feelings. It records an individual's account of a day in his or her life. The general format of a diary is given below.

Format

- Top left – Date, day, and time
- Your reaction to what you saw/experienced
- Tense most frequently used – Simple past, present perfect, and future

Style

- A diary entry is personalized, so write in first person.
- At times, you may leave out the pronoun 'I.' For example, "am really excited ..."/"Went to the market today ...", "felt wonderful...."
- Refer to personal memories and give details.
- Use conversational and friendly language.
- Refer to parents, friends, etc., as you would address them in person. For example, "Teacher said ..."/" Maya sang along ..."/"Robin just wouldn't study ..."
- Stress on feelings, emotions, and reactions rather than the event itself.
- One may mention the time of the entry as well.

VC_Snapshot Reflection

Specific Learning Outcome: The students will be able to examine their daily experiences through diary writing.

Fulfills Competency Code - C - 1.5

Duration: 7 minutes

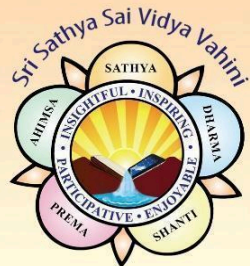
Notes to the teacher: Help the students to specifically focus on the situation given, highlight the value



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*of peace and initiate the discussion. Please refer to the attached document **VC_TRD_Snapshot Reflection.pdf** for further details.*

PERIOD 2

Topic : Writing- Diary Entry

Time : 7+15+12=34 Minutes

Asset Types: DD, SA, QA

Objective: Students will be able to

1. relate to the diary entries read out in the class
2. attempt a diary entry
3. apply their understanding of writing a diary entry

DD_Reflect on Diary Entries

Specific Learning Outcome: Students will be able to relate to the diary entries read out in the class.

Fulfills Competency Code - C - 1.5

Duration: 7 minutes

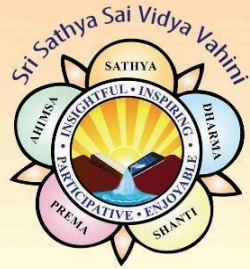
Notes to the teacher: Ask the students to read out in class the entries collected, written by famous Indian diary writers like Mahadev Desai, Shahid Bhagat Singh and Jayaprakash Narayan, and discuss the need to write a diary entry.



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SA_ My Dear Diary

Specific Learning Outcome: Students will be able to attempt a diary entry.

Fulfills Competency Code - C - 1.5

Duration: 15 minutes

Notes to the teacher: Give the students two topics. They can choose any one topic for a diary entry. Students must write at least eight sentences in 12 to 15 minutes.

After the writing exercise is completed, students may be randomly selected to present their diary entries. This process guarantees that everyone has an equal opportunity to talk and to share their experiences.

The topics are as follows:

1. I missed my school bus on the first day of school.
2. How I felt when I helped an old lady cross the busy road.

QA_ I Love My Diary

Specific Learning Outcome: Students will be able to apply their understanding of writing a diary entry.

Fulfills Competency Code - C - 1.5

Duration: 12 minutes

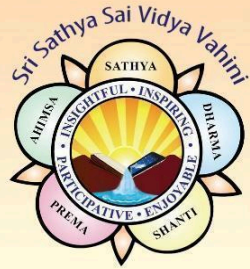
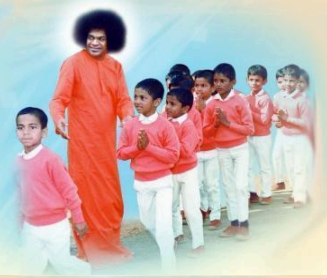
Notes to the teacher: Ask the students to independently write a diary entry about a given situation. The teacher is to evaluate them by collecting and correcting the notebooks.

Students will independently write a diary entry about a given situation. The teacher will evaluate them. (SA will seamlessly merge with QA)



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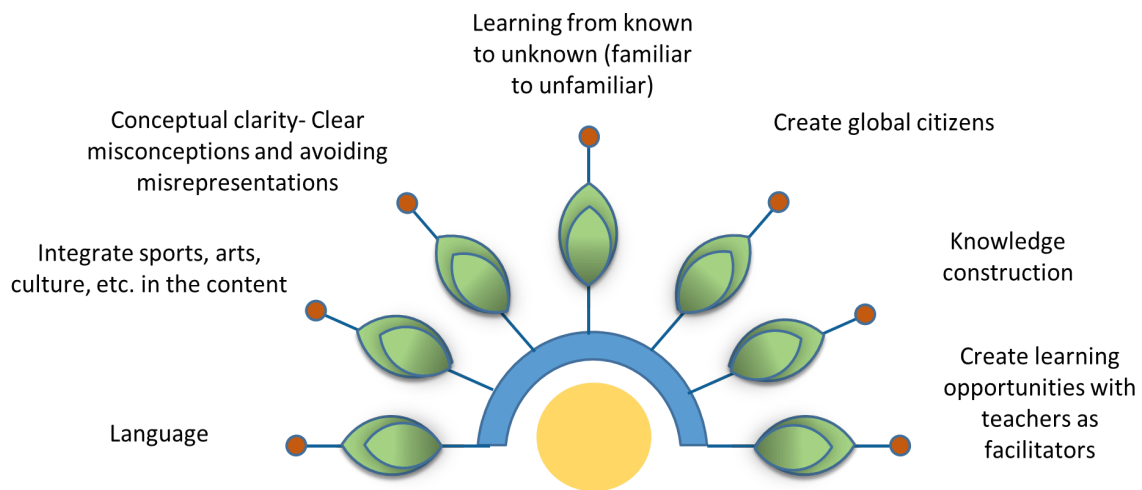
LESSON PLAN DESIGN

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

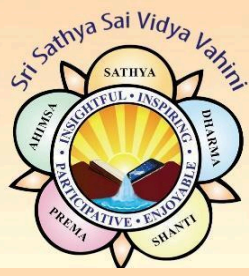
- ★ activity based learning
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ integration of values with the concept
- ★ interaction in the classroom

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.



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IA_Annie Frank's Diary

Time to Teach	Theme	Subtheme	Asset Type	Teaching Aids Provided
5 min	Writing	Diary Writing/Entry	Interesting Asides (IA)	TA – PPT

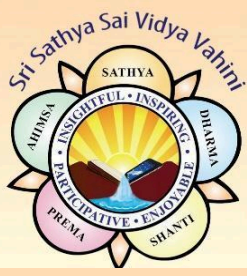
Curricular Goals	CG- 1 develops the capacity for effective communication using language skills for description, analysis, and response. The teacher will be able to use the suggestions, pedagogical approaches, ideas, references and; teaching aids for transacting the topic Speech- writing.
Competencies	C-1.5 writes different kinds of letters, essays, and reports using the appropriate style and registers for different audiences and purposes.
Specific Learning Outcome	Students will be able to get the experience of diary writing
SDG(Sustainable Development Goals)	SDG 4- ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all.

Teaching Aids/ Learning Aids: TA - PPT

Teaching Learning Materials (LTM): _____

PPT required with the handwritten Anne Frank's diary entry and relevant and suitable pictures.

Notes to the teacher: Show the PPT with an excerpt from the journal and accompanying images. Ask one or two students to read and reflect. (5 Minutes)



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EXTRACTS FROM THE DIARY OF ANNE FRANK

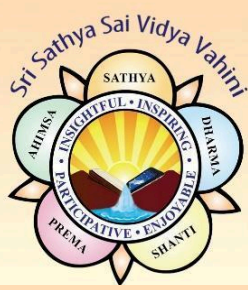
SATURDAY, JUNE 20, 1942

"Paper is more patience than man". I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out. I finally stayed where I was, brooding. Yes, paper does have more patience and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a "diary," unless I should ever find a real friend, it probably won't make a bit of difference.

Notes to the reviewer: This asset document is purely for MM reference to create the teaching aid /learning aid. This document will not be passed on to the teacher. The TA or LA will be attached to the ideation module MLP.

The Curriculum Goals Table is to be put up on the second slide of the PPT given as TA. If TA is a video, you may consider inserting the relevant detail in the introductory slide of the video.

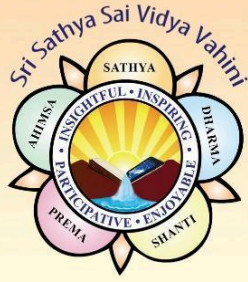
Please ensure that any 'Note to the teacher' is also mentioned in the PPT Notes Section of the relevant slide. Notes regarding TA or LA can additionally be provided in the other document.



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VC_Snapshot Reflection

Time to Teach	Value	Subvalue	Value Attribute	Asset Type	Teaching Aids Provided
7 min	Peace	Reflection	Group Activities	Value Content (VC)	TRD

Curricular Goals	CG-4- develops emotional intelligence, i.e, the ability to understand and manage their own emotions, and respond positively to social norms
Competencies	C-4.2- recognises different emotions and makes deliberate efforts to regulate them appropriately
Specific Learning Outcome	The students will be able to examine their daily experiences through diary writing.
SDG(Sustainable Development goals)	SDG-4- ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Concept- Value Connection:

- Diary writing is a powerful and valuable practice to incorporate into daily life. It involves reflecting on one's thoughts, behaviors, and emotions.
- Regular diary writing is an effective method for enhancing self-awareness and fostering personal growth.

Story/Anecdote/Case study/ Activity :

Activity:



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Instructions to carry out the Activity:

1. Introduction through Discussion Question: This is an open question. All responses are accepted.

Why do you think writing in a diary and reflecting on your day might be important?

Sample response by the teacher:

Writing in a diary and reflecting on your day is important because:

- It enhances clarity of thoughts and emotions.
- Even brief reflections can offer valuable insights into what brings you happiness or causes stress, enabling you to manage your feelings in a better way.
- It makes you cultivate the attitude of gratitude.
- It enhances your writing abilities and communication skills.
- It helps you track your personal goals, promoting accountability and motivation.

2. Prompt for Writing:

Give the students a specific prompt to guide their reflection. Ask the students to write a short diary entry based on the prompt. Students should be encouraged to be detailed and truthful while staying focused on the prompt.

Example prompt:

Reflect on a particular moment from today that stood out to you. It could be something that brought you joy, surprise, or even frustration. Clearly describe the event and express how it made you feel.

3. Sharing and Discussion:

If time permits, invite a few students to voluntarily share their reflections with the class.

4. Conclusion:



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Encourage students to continue this practice on their own, highlighting how even a few minutes of daily reflection can help them understand themselves better and improve their writing skills.

Points to Ponder/reflect:

Reflecting on your experiences through writing enables you to:

- Understand your past.
- Shape your present.
- Inspire your future.

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.