



## Master Lesson Plan

for

## Verbs

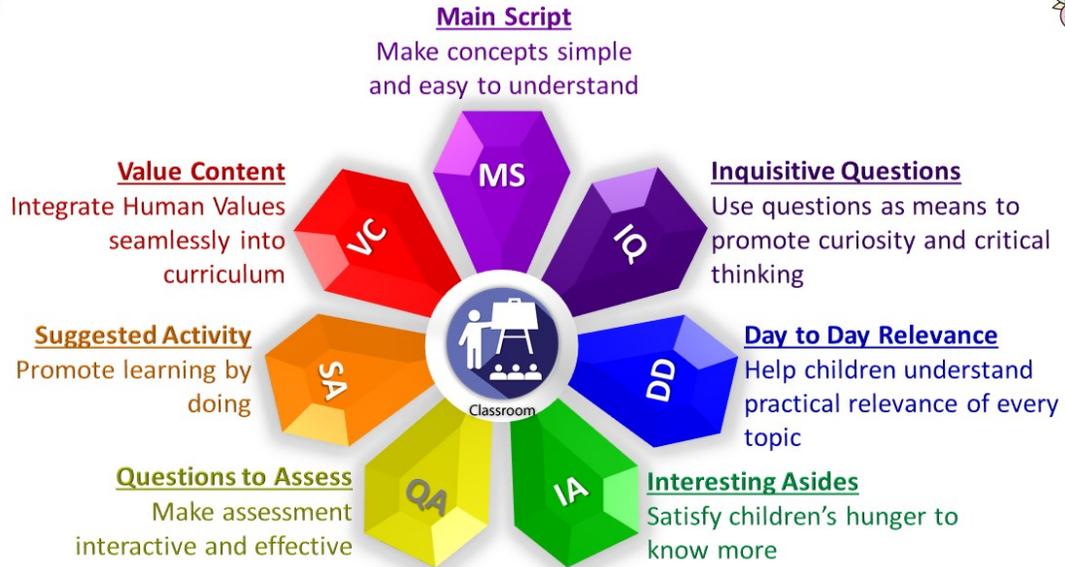
Board	Standard	Subject	Chapter	Language	Creation date
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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



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

## MS\_Introduction to Verbs

The teacher could begin the class by performing some simple actions. After each action, he/she may ask the students to identify the action done.

For Example

1. The teacher reads from a book. (Teacher's Action)

Ques: What is the teacher doing ?

Student's response: The teacher is reading a book.

2. The teacher draws on the board. (Teacher's Action)

Ques: What is the teacher doing?

Student's response: The teacher is drawing on the board.

During this small activity, the teacher writes down the students' responses on the board with the correct version.

The teacher can explain that the underlined words are Action words, they show the action done by the teacher, and such words are called Doing Words or Action words.

Then the teacher could provide the definition of the term Verb in simple language.

What are Verbs or Doing Words?

Verbs or Doing words tell us about actions, movements, and feelings.

**Examples: Basic / Common Action words:- sit, stand, walk, look, listen, think, write, rise, count, cut, wash, sweep, talk, dance, worry, surprise.**

**Doing words for daily activities: Wake up, brush teeth, take a bath, get dressed, eat breakfast, go to school, play, read.**

**The teacher shows as many pictures as possible of the daily activities and asks the students to make sentences ( ORALLY) with some of the words mentioned in blue colour after providing their meanings]**

**A few more examples in sentence form:**

The sun rises in the east.



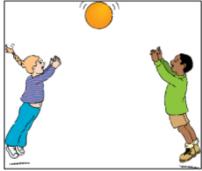
I drink milk in the morning.



I clean my room.



I play with my friends.



My brother cooks tasty biryani.



The lion roars.



Dogs bark at strangers



**The underlined words are doing words which tell us about the action of the nouns).**

Link to the images used in this asset:

1. <sunrise> - <<https://pixabay.com/photos/sunrise-sea-of-fog-alpine-fog-mood-3909583/>>
2. <clean> - <<https://pixabay.com/illustrations/house-cleaning-vacuum-baskets-4477416/>>
3. <milk> - <<https://pixabay.com/photos/milk-high-speed-photo-1760353/>>
4. <play> - <<https://pixabay.com/vectors/playing-ball-kids-boy-girl-31339/>>
5. <dog> - <<https://pixabay.com/photos/german-shepherd-dog-barking-guard-166972/>>
6. <lion> - <<https://pixabay.com/photos/lion-roaring-lion-big-cat-cat-2635913/>>
7. <biryani> - <<https://pixabay.com/photos/biryani-rice-food-indian-cuisine-1141444/>>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Verbs	Am, Is, Are

## MS\_Learning more about Verbs

The teacher may have a revision exercise on the Common or basic Doing Words, after which the concept of Auxiliary verbs could be introduced with examples.

**Auxiliary Verbs or Helping Verbs are used with the main verb to describe action.**

Auxiliary verbs are in the following forms:

To *be*: am, is are,

To *have*: has, have.

Examples:

**To *be* - FORM OF VERBS ( *Being* )**

I am a doctor.



The girl is at the computer.



They *are* my best friends.



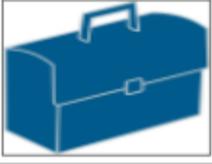
**TO HAVE -- FORM OF VERBS**

Use '*have*', For, I, You, We, They.

We have ten cars.



I have a blue bag.



You have a big dog.



They have a beautiful garden.



*When you use He, She, It, you should say 'Has'.*

He has a long nose.



It has four legs.



She has a red dress.



Notes to the teacher - The teacher should focus more on oral work before the students are made to do written exercises.

Links to the images used in this asset:

1. <doctor> - <<https://pixabay.com/illustrations/doctor-laptop-office-medical-male-3212067/>>
2. <girl with computer> - <<https://pixabay.com/vectors/programmer-computer-woman-support-3607627/>>
3. <friends> - <<https://pixabay.com/photos/hands-friendship-friends-children-2847508/>>
4. <cars> - <<https://pixabay.com/vectors/cars-automotives-icons-5595889/>>
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6. <dog> - <<https://pixabay.com/photos/doberman-dog-nature-893931/>>
7. <garden> - <<https://pixabay.com/illustrations/garden-flowers-nature-plant-1210709/>>
8. <long nose> - <<https://pixabay.com/photos/pinocchio-nose-lying-nose-long-lie-2917652/>>
9. <tiger> - <<https://pixabay.com/illustrations/tiger-walking-wild-art-watercolor-3556583/>>
10. <red saree> - <<https://pixabay.com/vectors/woman-saree-indian-young-fashion-5546375/>>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Verbs	Am, Is, Are

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## SA\_Fun with Verbs

**Aim:** This activity helps students to act promptly on the basis of the given instructions.

**Venue :** Classroom Activity. All the children are involved in this game.

**Materials required:** The teacher prepares a list of action words written on slips of paper for Raghu to call out for the game. The list of words can be put in a small box .

### Procedure

- Ask one child to play the role of Raghu .
- Ask the others to stand facing him.
- Raghu gives instructions based on the action word picked from the box, each time he gives instructions.

Raghu instructs the others to perform the action. For example he can say Raghu says, "Clap Your Hands!" or Raghu says, "Close your eyes." The children clap their hands and close their eyes.

The other players are expected to follow the order and act upon the given instruction.

If Raghu gives an instruction without saying "Raghu says" players are not expected to follow, if they follow this instruction they cannot continue to play the game.(They are out).

Once they have understood the game, then Raghu can give his instructions at a faster pace. Students may make noise out of enthusiasm, especially when they see that their friends are unable to perform the action correctly.

**Troubleshooting:** The teacher should take rounds in the class to ensure that all students get a chance to participate and also see to it that the activity moves on smoothly.

### Note to the teacher.

The teacher with the help of another student can monitor the activity so that they can identify the children who have performed the action incorrectly. The teacher can give prizes to the winners at the end of the game.

### Suggested List of Action Words:

Raghu says: touch your nose

- " tap your feet
- " drink water
- " fly like a bird
- " say hello to your partner
- " make sound of a baby crying
- " brush your teeth
- " open a gift
- " mew like a cat
- " fly a kite

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Verbs	Am, Is, Are

## QA\_Identification of Verbs

### Verbs

#### EXERCISE - 1

Identify which words in the list of words are "Doing Words", and write the "Doing Word" on the line.

One has been done for you as an example:

bicycle read book — read

a) car shoe ride \_\_\_\_\_

b) glass drinks milk \_\_\_\_\_

c) dog runs around \_\_\_\_\_

#### EXERCISE - 2

Underline the "Doing Words" in these sentences with red crayons / pencil.

i) Fish swims in water.

ii) Anita plays with her toys.

iii) There are many stars in the sky.

#### EXERCISE - 3

Fill in the blanks with: is, am or are in the sentences given below:

i) I \_\_\_\_ a big boy.

ii) Birds \_\_\_\_\_ flying in the sky.

iii) The children \_\_\_\_\_ feeling sleepy.

#### EXERCISE - 4

Provide "Doing Words" for the Nouns given below.

Example: Stars shine

i) Birds \_\_\_\_\_

ii) Frogs \_\_\_\_\_

iii) Lion \_\_\_\_\_

iv) Children \_\_\_\_\_

#### EXERCISE - 5

Make sentences of your own with the following words:

1. Read \_\_\_\_\_.

2. Sing \_\_\_\_\_.

**[Note to the teacher** -The teacher can accept sentences if the students write in the **ing** form of the Doing Words. Like - reading, singing]

### ANSWER KEY

#### EXERCISE 1

1. ride, 2. drinks, 3. runs.

## EXERCISE 2

1. swims, 2. plays, 3. are.

## EXERCISE 3

1. am, 2. are, 3. are

## EXERCISE 4

1. Birds fly/chirp, 2. Frogs jump, 3. Lion roars 4. Children laugh/play/shout

## EXERCISE 5

1. It is good to read story books.
2. My sister can sing sweetly.

(The teacher can accept sentences with the 's' form of the verb -- EXAMPLE: He reads books, My sister sings sweetly)

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Verbs	Am, Is, Are

## **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 <sup>th</sup> 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.