



Master Lesson Plan for Prepositions

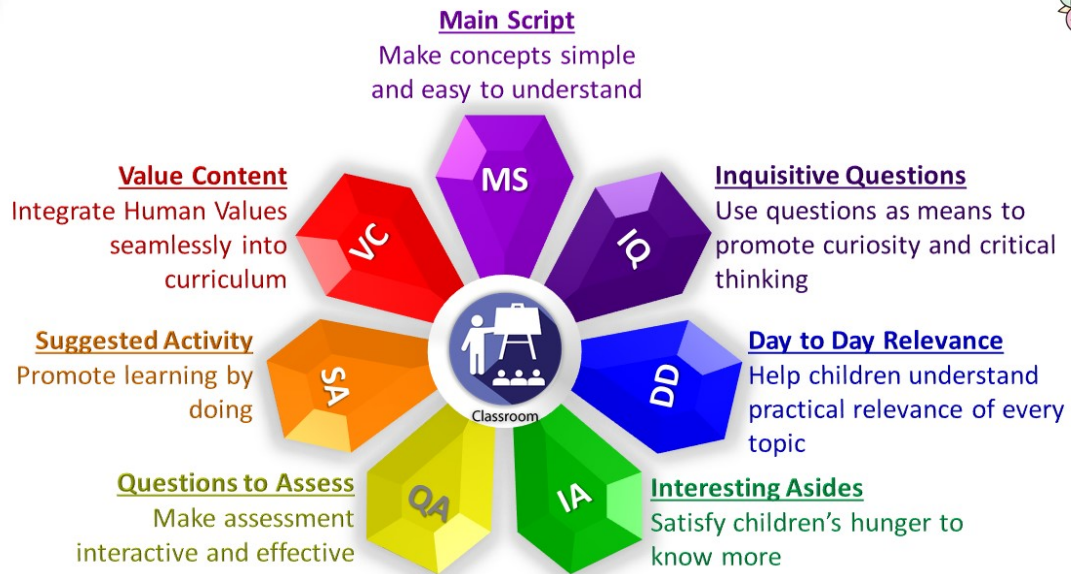
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD II	English	Prepositions	English	10-04-2022 16:57:45

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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_Functions of Prepositions

Prepositions

The teacher could start the class by eliciting answers to the placement of an object (like duster, book, bag etc.), easily available in the classroom. The teacher can place a book **on** the table and ask a question like - Where is the book? The answers should be given in complete sentences.

Example- Where is the book?

The book is **on** the table.

*Notes to the teacher:

- The teacher can write the answers given out by the children on the blackboard.
- The activity continues with **placing the object of discussion in different positions.**

Teacher could then place the book **under** the table and repeat the question. Like this, the book can be kept **behind** and **above** the table also. All the answers can be written on the board.

The book is **on** the table.

The book is **under** the table.

The book is **behind** the table.

The book is **above** the table.

From examples like these, the teacher can draw the attention to words like **on, under, behind** and introduce them as **prepositions**.

Prepositions

What are Prepositions?

Prepositions are words which link nouns, pronouns and phrases to other words in a sentence.

- Some prepositions like **in, on, under, behind, between, over, at** are used to **show place**, or **where** something happens.

Examples: The book is **in** the bag.

The cat is sitting **on** the mat.

The cow is resting **under** the tree.

The boy hid **behind** the rock.

The book is **between** the bags.

The bird flew **over** the tree.

My mother stood **at** the door.



- Some prepositions like **in**, **on**, **at** are used to **show time**, or **when** something happens.

Examples: The traffic is heavy **in** the morning.

Banks close **on** Sundays.

School starts **at** nine o'clock.



Notes to the teacher:

- The following are some examples for usage of prepositions.
- These structures need to be drilled in class as a repetitive activity.
- The students should be encouraged to use the prepositions in sentences of their own for better understanding.

Prepositions of Time

in	<p>the morning the afternoon the evening February (the) summer (the) winter 2015 the 1990s</p>
on	<p>Sunday Monday morning Tuesday afternoon Wednesday evening my birthday a holiday June 5 a weekday</p>

at	sight 9:30 noon/midday midnight bedtime sunrise/sunset the weekend
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Examples: My grandfather was born **in** 1970.

I usually go to the temple **on** Fridays.

He always gets up **at** seven o'clock in the morning.

Link to the images used in this asset:

1. <cat on mat> <<https://pixabay.com/illustrations/graphic-cartoon-cat-cats-pet-pets-268414/>>
2. <boy behind rocks> <SSSVV>
3. <cow under a tree> <SSSVV>
4. <mother at the door> <SSSVV>
5. <bird over the tree> <SSSVV>
6. <9 am> <<https://pixabay.com/illustrations/clock-9-o-clock-nine-o-clock-time-4739768/>>
7. <traffic jam> <<https://pixabay.com/photos/traffic-traffic-jam-baghdad-iraq-677106/>>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Prepositions	Prepositions

SA_Game 'Simon Says' with Prepositions

The teacher could begin the class with this activity.

Notes to the teacher:

- Clear instructions should be given on how to play the game.
- Encourage all students to participate and allow a little healthy noise in class.

Simon Says

Aim: Students will be able to identify and understand the functions of prepositions.

Resources Required: NA

Setting for the activity: Indoors

Type of activity: Individual

Preparation: Teacher to be ready for some healthy noise.

Procedure:

Step1: Teacher to have all the students stand and choose one object that everyone has and can use while playing. (example- pencil, box, book, etc.)

Step 2: Play the game as we normally do, but with each instruction a preposition should be used to describe where the player is, in relation to the object being used.

For example, the instructions can be as follows:

Simon says - put the pencil **in** the bag.

Simon says - put the pencil **on** the desk.

Simon says - hold the pencil **above** your head.

Simon says - put the pencil **under** your bag.

Simon says - hold the pencil **behind** you.

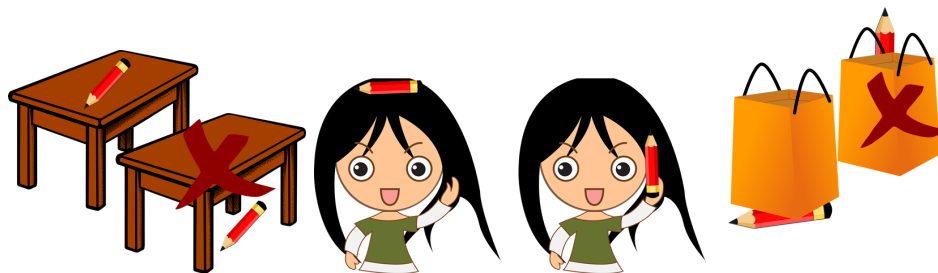
Put the pencil **on** the desk.

Step 3: Just like in the standard game, if a student follows a command that is **not** preceded by 'Simon says,' they are out.

Put the pencil **on** the desk. (Since this sentence is **not preceded** by what Simon says, the child is out of the game.)

Step 4: If they do the wrong motion (example- put the pencil **on** the bench, when the instruction is to put it **under** the bench), they are also out.

Step5: The game continues till the last person standing wins the game.



Observation: Students can identify and understand the functions of prepositions.

Instructions to the teacher:

- Revise the role and functions of prepositions before commencing the activity.
- Facilitate the students' learning by walking around while playing the game, to check their understanding and participation.
- Encourage all to participate.
- Allow a little healthy noise when the activity is in progress.

Precaution: Teacher to instruct that discipline is to be maintained throughout the activity .

Troubleshooting: The teacher monitors and makes sure there is fair play by every student and hand holds those who are not able to follow the instructions, initially.

Links to the images used in this asset:

<pencil> <<https://pixabay.com/vectors/pencil-write-draw-paint-school-3459514/>>

<table> <<https://pixabay.com/vectors/table-furniture-wooden-1300555/>>

<bag> <<https://pixabay.com/vectors/shopping-bag-orange-empty-big-308552/>>

<girl> <<https://pixabay.com/vectors/girl-happy-laughing-cartoon-anime-311628/>>

<wrong> <<https://pixabay.com/vectors/incorrect-delete-remove-cancel-red-294245/>>

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Prepositions	Prepositions

QA_Check Time for Prepositions

The teacher could use the following exercise:

- as a worksheet for students to work on independently, in the class.
- using the ppt to elicit answers, individually.

I. Circle the preposition in each sentence.

1. We played in the park.
2. The child stood under a tree.
3. We love to eat ice cream in summer.
4. The train leaves at five in the evening.
5. What time does he go to school in the morning?
6. Rohan hid behind the door.
7. She is going to Mysore on Thursday.
8. The rabbit jumped over the bushes.

II. Choose the correct prepositions.

1. Let's meet ____ noon.
a. at b) on c) in
2. The doctor will be back ____ half an hour.
a)on b) in c) at
3. He won't be working ____ Saturdays.
a. at b) on c) in
4. Please leave your shoes ____ the door.
a. in b) on c) at
5. The baby sat ____ its mother's lap.
a. in b) on c) at

III. Fill in the blanks with prepositions from the word bank.

at	in	on	under	over	between
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1. I met him _____ the morning.
2. The birds flew _____ the trees.
3. The toy was hidden _____ the books.
4. We wrote _____ a sheet of paper.

5. The dog was sleeping _____ the cot.
6. School starts _____ nine o'clock.

IV. Make sentences with the following words.

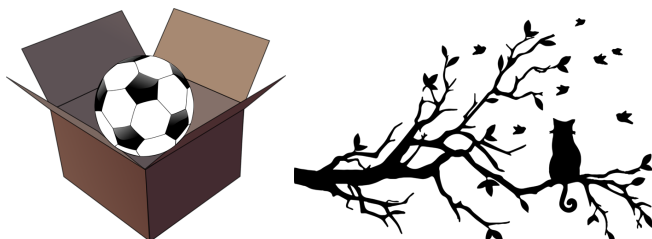
1. at: _____
2. on: _____

V. Drawing task.

Draw a ball in a box	Draw a cat on a tree

Answers:

- I. 1.in 2. under 3. in 4. at 5. in 6. behind 7. on 8. over
- II. 1. a) at 2. b) in 3. b) on 4. c) at 5. b) on
- III. 1. in 2. over 3. between 4. on 5. under 6. at
- IV. **Own answers. Example: I wake up at six in the morning. The books are on the table.**
- V. **Own drawings**



Link to the images used in this asset:

1. <ball> <<https://pixabay.com/vectors/football-soccer-ball-sport-147854/>>
2. <box> <<https://pixabay.com/vectors/package-empty-box-carton-packaging-25067/>>
3. <cat on a tree> <<https://pixabay.com/vectors/cat-feline-animal-pet-birds-tree-1781611/>>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Prepositions	Prepositions

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.