



Master Lesson Plan for Pronouns

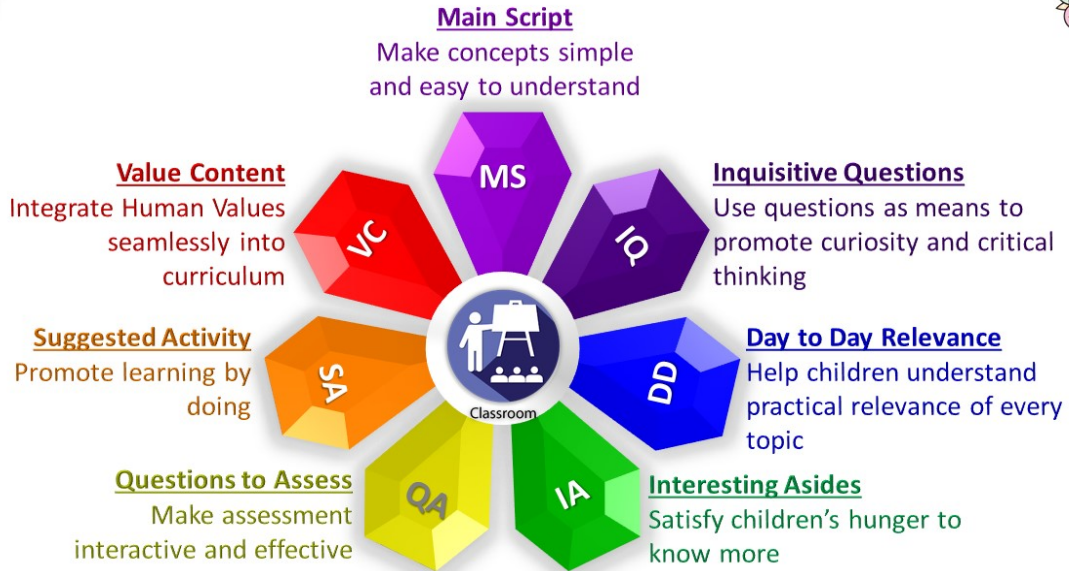
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD II	English	Pronouns	English	11-04-2022 23:30:10

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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.

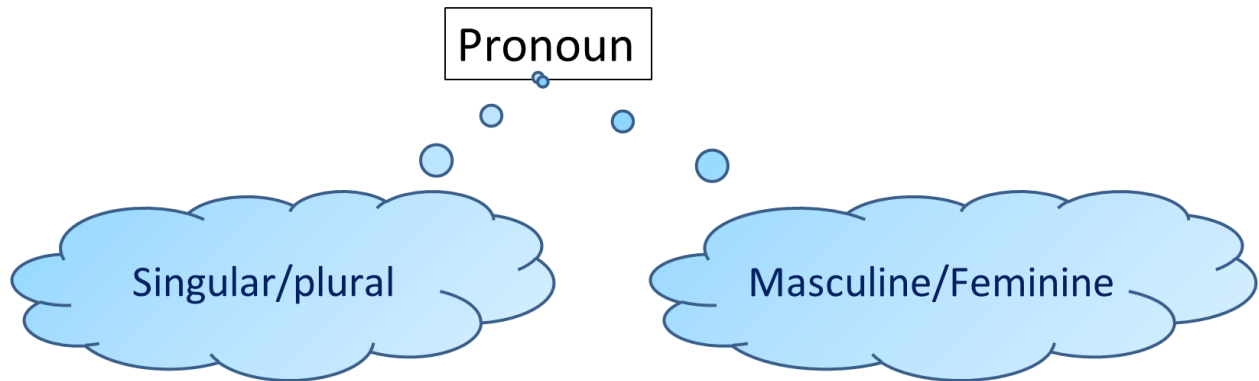
MS_Using different pronouns in sentences

The teacher could start the class by asking the students to give a few sentences with nouns in them.

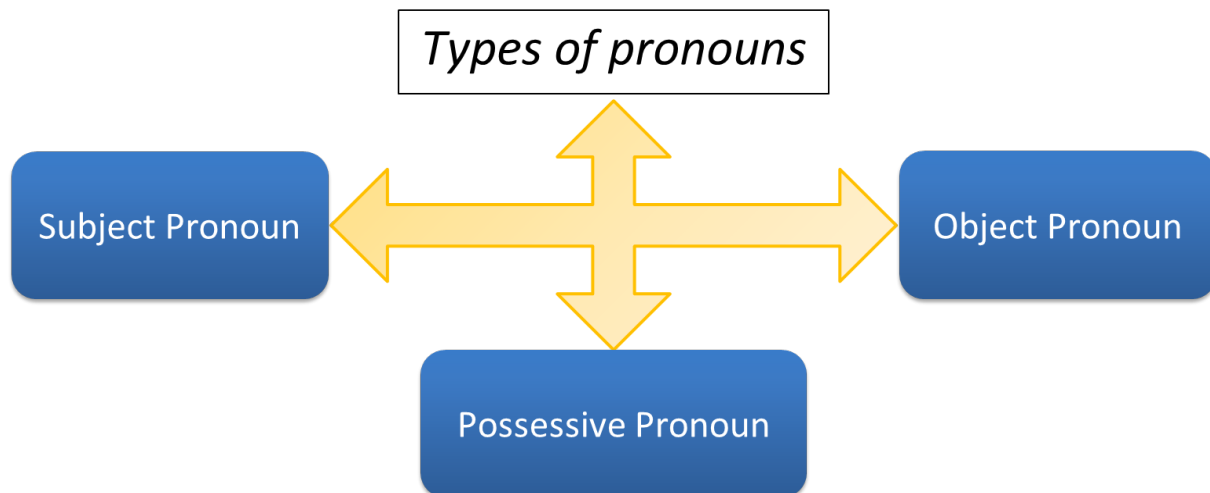
She/he could then write down some simple sentences said by the students.

She/he may then underline the nouns in those sentences and rewrite those sentences substituting the nouns with pronouns.

She/he can do a recap of the pronouns already learnt (**he, she, it, we, they**). Thus the concept of pronouns can be explained.



A pronoun is a word that takes the place of a noun. The words **you, me, I, my** are some more examples of pronouns. They take the place of nouns/words for people, animals, places or things. They can be singular or plural, masculine or feminine, and they do the same work as nouns. There are different kinds of pronouns for different situations. Subject pronouns, object pronouns, possessive pronouns etc.

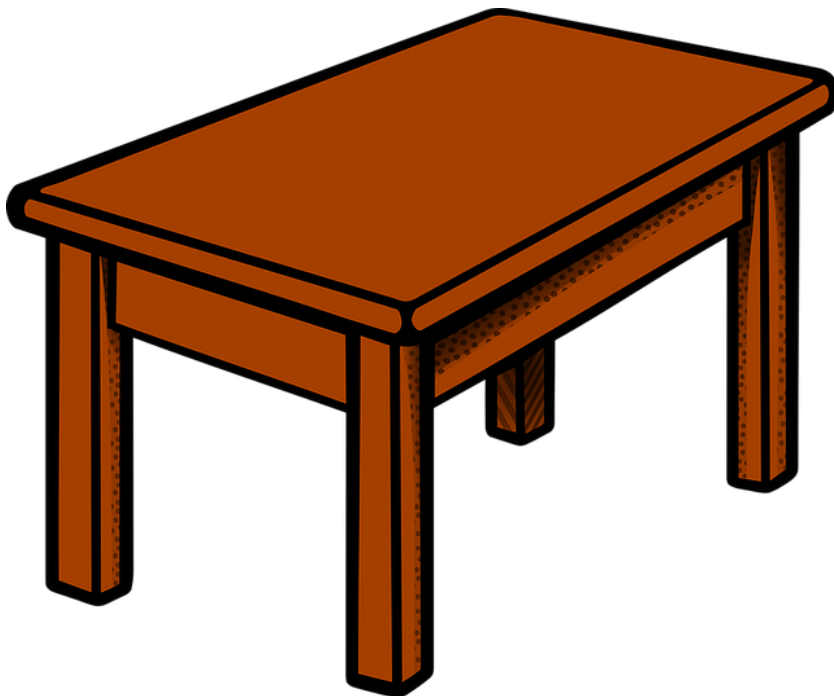


Let us study the use of pronouns:

They are used in place of nouns to avoid repetition. Pronouns are **substitute words**.

The **table** is very nice, **The table** is big. **The table** is used by the teacher. **The table** has foldable legs. **The table** has a red top. I want to buy **the table**.

Here **the table** is used in all the sentences. We can avoid this kind of repetition in English. We usually say '**table**' only once. After the first time we use a pronoun – **it**.



The following are a few more pronouns with examples:

Pronoun 'you'

You is a second person pronoun. It is used to talk about someone other than yourself. You can be used both in singular and plural.

Example: Singular

You are a good boy. Will you come to school tomorrow?



Example: Plural

You all go to the class. All of you sit down.



Pronoun 'I' 'me' and 'my'

These pronouns are used where you talk about yourself. They are used as singular pronouns.

Pronoun 'I'

Example: I go to school at 7 AM.

I like to eat chocolates.

Pronoun 'me'

Example: Call me when you are ready.

Please call me tomorrow.

Pronoun 'my'

Example: My sister is a singer.

My favourite game is football.

Here is a passage to show the use of different pronouns introduced today. The teacher can write it on the board and explain.

The school bell rang. Teacher said, "All of **you** go to your classes. Sunitha, **you** go to the library and get the register." The teacher asked Chandan to go to the staff room. He said, "**I** am not feeling well, teacher.

My stomach is hurting. **I** want to go home. **My** sister is there in class VII. She will take **me** home.”

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Pronouns	Relative Pronouns

SA_Ball game with pronouns

Aim: The students will be able to identify the nouns and use pronouns in their place.

Resources Required: A smiley ball, a list of sentences, and an area to conduct the game or in the classroom after removing the desks or in the play area in school.

(Sentences for example: 1. Meena is playing with a ball. She is playing with a ball. 2. The cat is drinking milk. It is drinking milk.)

Setting for the activity: Indoor or outdoor

Type of activity: Individual/class

Preparation: The teacher should prepare a list of sentences with all the key words and get a smiley ball and bring it to class.

Procedure:

Step 1: Make the students stand in a circle.

Step 2: The teacher stands in the center and throws the ball to one of the students.

Step 3: The teacher reads out a sentence with a noun.

Step 4: The teacher asks the student who is holding the ball to change the noun into a pronoun.

Step 5: Now the student throws the ball to another student.

Step 6: The teacher reads out another sentence.

Step 7: Now the student with the ball uses a pronoun in place of a noun.

BALL GAME WITH PRONOUNS



Note to the teacher: After a few rounds the sentences can be repeated. All the students get their turn to change nouns into pronouns. Teacher's supervision ensures that the ball is given to a different student each time so that everyone gets a chance to play.

Observation: At the end of the activity students will be able to identify nouns and then change them into pronouns.

CONCLUSION

Students, now we can identify nouns and change them into pronouns.



Instructions to the teacher:

This is a great game to play outdoors. But if space is not available it can be done in the classroom itself.

- Explain that pronouns replace nouns.
- Explain the procedure of the game before starting the game.
- Encourage all to participate.

Troubleshooting: If a student is unable to answer, the teacher can prompt and help the student to answer.

Links:

Children in a circle: <https://openclipart.org/detail/285099/children-in-circle>

Teacher: SSSVV Image Gallery: Search Keyword “teacher”

Ball: <https://pixabay.com/illustrations/smiley-face-smile-sphere-1043868/>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Pronouns	Relative Pronouns

QA_ Exercises on usage of pronouns

I Match the following:

My friends	she
The girl	it
You and I	he
4. Amit	they
5. A car	we

II Select the correct pronoun given in brackets and fill in the blanks:

(he, it, their, they, she, mine, both)

- Rama and Sita said _____ have to go to school on Friday.
- Arvind thought that _____ could stay at home today.
- This is not your pen. It is _____ .
- Jack and Jill were fishing when _____ of them fell into the water.
- The cat was sick, and _____ could not play.
- Ajay and Anil were friends. _____ parents were also good friends.
- Mala studies in my school. _____ is my sister's friend.

III Rewrite the following sentences using appropriate pronouns in place of the underlined nouns:

- Mala is having an English test tomorrow.
- Satish forgot to pack his umbrella this morning.
- Children are going on a trip this weekend.

IV Make sentences of your own with the following pronouns:

- My _____.

- b) You _____.
- c) Her _____.
- d) Their _____.

ANSWER KEY

I they, she, we, he, it

II they, he, mine, both, it, Their, She

III She, He, They

IV The teacher can accept and correct the sentences made by the students other than the ones given here.

- a. My mother is a teacher.
- b. You have a new book.
- c. Her mother is a good cook.
- d. Their house is very big.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Pronouns	Relative Pronouns

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.