



## Master Lesson Plan for Sentence Formation

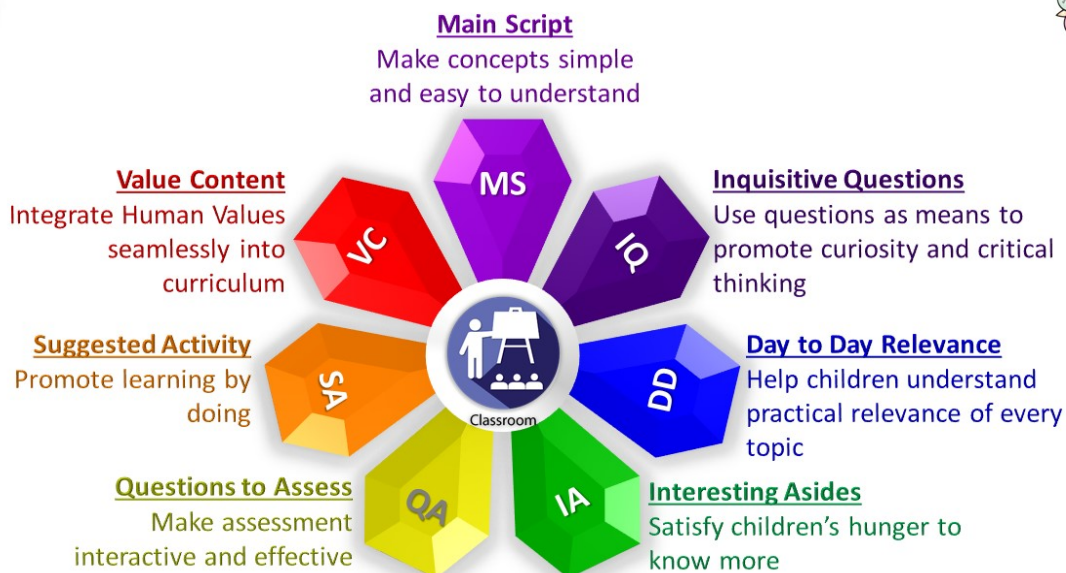
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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



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

## MS\_Sentence formation

### Sentence

The teacher begins the class with the definition of a sentence.

What is a sentence?

A sentence is a group of words that has a definitive meaning. We can call it a complete thought.

A sentence should always begin with a capital letter.

Speaking and writing are two of the most important things humans do to communicate. We speak to each other in sentences.

Examples:

1. Big house

This is a part of a sentence and cannot be a complete sentence. There is no definitive meaning in this.

2. We live in a big house.

or

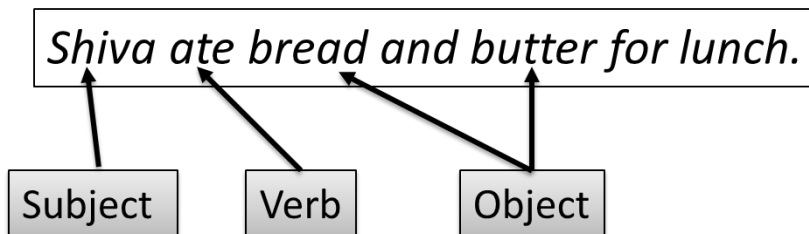
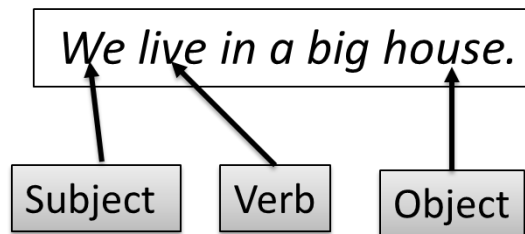
The house we live in is big.

This is a complete sentence.

Every sentence starts with a capital letter.

## Sentence Formation

The order of words in a sentence is also very important.



**The order of words in a sentence is also very important.**

In the above example if we write 'Live in a house big we' it cannot be called a sentence although it is a group of words. This is because it does not make any sense.

Let us see one more example:

Lunch Shiva bread for and butter ate. Is this correct? No. How should we write it for it to make sense?

Shiva ate bread and butter for lunch.

So, the order of words in a sentence is very important.

### **Ending sentences:**

Every sentence ends with a punctuation mark. The choice of punctuation mark at the end of a sentence tells us what kind of sentence it is.

There are four types of sentences.

1. **Statements:** The sky is blue. He is playing.
2. **Questions:** Do you play football? Have you finished your homework?
3. **Exclamations:** How beautiful the sky is! This cake is great! (Use '!' when you are excited about something.)
4. **Commands:** Do your homework. Eat your food.

**Building sentences - points to remember:**

- Think before writing
- Start with a capital letter
- Describe the action
- End with a 'punctuation mark'
- Read the sentence to check if it is alright

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	More About Sentences	Types of Sentences

## **SA\_Sentence building**

Resources Required: Printed sheets of the three exercises to all the groups.

Setting for the activity: Indoors

Type of activity: Group activity

Preparation: Teacher to get printed copies of the set of three exercises.

### **Procedure:**

Step 1: Divide the students into groups. She can ask the students to call out numbers - for eg.1,2,3,4,5 and make all 1's in one group, all 2's in one group and so on.(If students are 20 then 4 students in each group)

Step 2: Teacher to distribute the printed sheets to each group.

Step 3: Teacher explains how to form sentences with given clues.

Step 4: Teacher to ensure participation of all students.

Step 5: All groups get to do all the three exercises.

### **Note to the teacher:**

1. A sentence is a group of words that are put together using words and letters, to mean something. It starts with a capital letter and ends with some form of punctuation.
2. Statement Sentences -declare or state something."The cat sat on the roof."
3. Question Sentences – enquire, request or gain more information. "Is it your pencil?"
4. Command Questions -directs or give orders. "Sit quietly, please."
5. Exclamation Sentences – express feelings and emotions. "How wonderful!"

#### **I. (See the picture and fill in the blanks)**



The boy is \_\_\_\_\_.

Mother is having a \_\_\_\_\_ and a \_\_\_\_\_ in her hands.

The boy is wearing a \_\_\_\_\_ shirt.

- II. Write three sentences seeing the picture given below using any of the words given.  
Words: cake, balloons, children, birthday, caps, boy, girl (Teacher to accept different set of sentences from the groups).



III Arrange the words in order in the following sentences by seeing the picture:





1. Talking father children to is the.
2. Wearing green is girl a frock the.
3. Has bangles two hand on her mother.
4. Many plates table are how there the on?

Teacher goes around the class and ensures discipline is maintained and each group is doing the exercises with the participation of all in the group.

**Observation:** At the end of the activity students will be able to make different types of complete sentences.

### Instructions to the teacher:

- This is a great exercise where children learn to write different types of sentences.
- Explain the different types of sentences before the activity..

- Explain the exercises given before the activity.
- Encourage all to participate.

### Answers:

#### I.

1. The boy is running.
2. Mother is having a bowl and a spoon in her hands.
3. The boy is wearing a pink shirt.

#### II.

1. It is a birthday party.
2. The house is decorated with balloons and festoons.
3. There is a birthday cake on the table.
4. All the boys and girls are wearing caps.

#### III.

1. Father is talking to the children.
2. The girl is wearing a green frock.
3. Mother has two bangles on her hand.
4. How many plates are there on the table?

### Links:

<mother chasing the son> <SSSVV Image Gallery: Search Keyword "mother">  
 <birthday party> <SSSVV Image Gallery: Search Keyword "birthday party">  
 <family> <SSSVV Image Gallery: Search Keyword "family">

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	More About Sentences	Simple Sentences

## QA\_Sentence formation

### I Rearrange the words in order to make meaningful sentences:

1. fish the bubbles blows colourful
2. tiger black dots has the on body its
3. friend my wears sunglasses
4. finish first homework your play then to go and
5. playing garden in children are the

### II Write the following sentences with correct punctuation and capitalisation:

1. we like to ride bicycles
2. what is your favourite colour
3. my favourite place in school is the playground
4. i like to eat chocolates
5. I have one sister and her name is nithya

### III Answer the following questions:

1. What is a sentence?
2. What are the different types of sentences?
3. What is it that is very important in a sentence?
4. What are the important points to remember while building a sentence?

### IV Match the following to make complete sentences:

- |                              |                                |
|------------------------------|--------------------------------|
| 1. Rama and Krishna          | 1. to buy books                |
| 2. Teacher told the children | 2. by school bus               |
| 3. My father                 | 3. are brothers                |
| 4. He went to the market     | 4. to sit quietly in the class |
| 5. They all go to school     | 5. is a doctor                 |

### Answers:

I

1. The fish blows colourful bubbles.
2. The tiger has black dots on its body.
3. My friend wears sunglasses.
4. Finish your homework first and then go to play.
5. Children are playing in the garden.

II

1. We like to ride bicycles.
2. What is your favourite colour?
3. My favourite place in the school is the playground.
4. I like to eat chocolates.
5. I have one sister and her name is Nithya.

III

1. A sentence is a group of words put together in such a way that it conveys a meaning.
2. There are 4 types of sentences: a) Statements b) Questions c) Exclamations d) Commands/requests/suggestions/advice.
3. The order of words in a sentence is very important.
4. Important points to remember while building a sentence are:
  - Think before writing
  - Start with a capital letter
  - Describe the action
  - End with a 'punctuation mark'
  - Read the sentence to check whether it is alright

IV

- |                              |                                |
|------------------------------|--------------------------------|
| 1. Rama and Krishna          | 1. are brothers                |
| 2. Teacher told the children | 2. to sit quietly in the class |
| 3. My father                 | 3. is a doctor                 |
| 4. He went to the market     | 4. to buy books                |
| 5. They all go to school     | 5. by school bus               |

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	More About Sentences	Questions



## **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 <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.