



Master Lesson Plan

for

Punctuation Marks Level 3

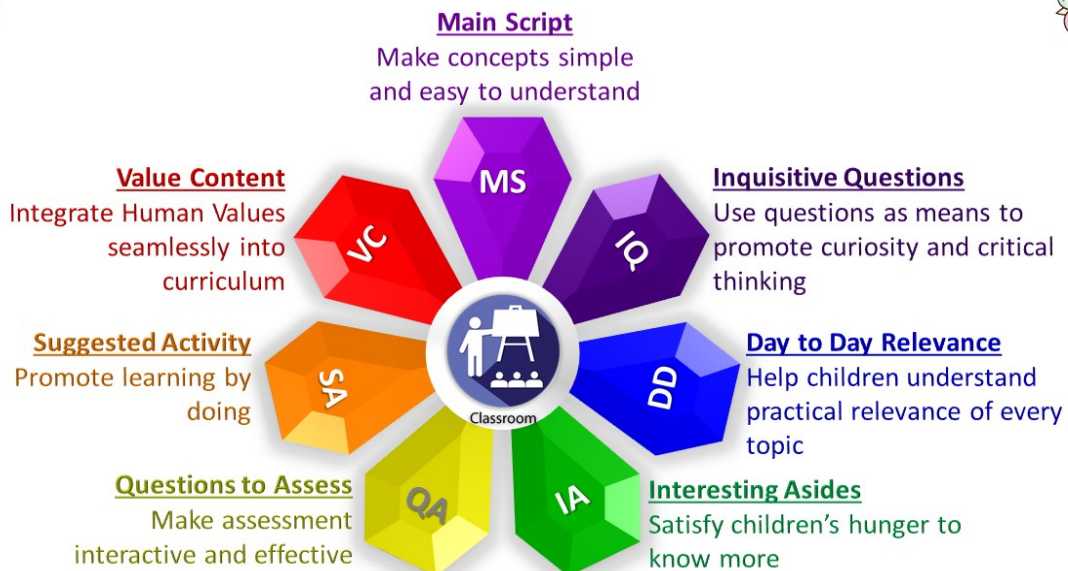
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD III	English	Punctuation Marks Level 3	English	27-01-2023 21:22:13

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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_Objectives_Punctuation Marks Level 3

Brief Description(Objective): The teacher will be able to get an overview of the asset objectives in the MLP for the chapter ‘Punctuation Marks - Level 3’.

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. It states the asset objectives of the MLP. This asset is for the teacher’s reference and need not be taught to the students.

Students will be able to-

- apply their previous learning to identify the punctuation marks
- explain the dual role of the apostrophe
- use the apostrophe in sentences of their own
- take delight in reciting the poem on the apostrophe
- relate the usage of the apostrophe to their daily lives
- develop an attitude of respecting all regardless of their differences
- choose the right apostrophe to complete the given exercises
- summarise the dual role of the apostrophe

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Punctuation	Apostrophe

IQ_Guess the Punctuation Marks

Brief Description (Objective): Students will be able to apply their previous learning to identify the punctuation marks.

Teaching Aid Provided: PPT

Notes to the teacher: The teacher may begin the class by writing the sample sentences on the board or use the PPT provided. Elicit suggestions/answers from them to punctuate the sentences given. The stress should be on allowing the students to come up with as many answers as possible, rather than on the right answers.

Punctuate the following sentences. Use the help box given.

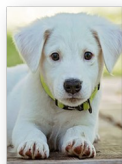
Capital letters	Full stop (.)	Question mark (?)	Exclamation (!)	Comma (,)
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1. my name is reena



Girl: <https://pixabay.com/photos/child-girl-indian-clapping-hands-237705/>

2. how do you go to school
3. how cute the puppy is



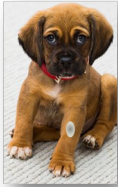
Puppy: <https://pixabay.com/photos/puppy-dog-pet-collar-dog-collar-1903313/>

4. anil ranbir javid and rishan are in the library



Boys: <https://pixabay.com/photos/school-children-classroom-school-7047131/>

5. we didn't notice the teacher coming
6. bharat's pet dog is hurt



Dog: <https://pixabay.com/photos/pet-dog-puppy-sad-eyes-animal-1284307/>

Expected Answers

1. **My** name is **Reena**.
2. **How** do you go to school?
3. **How** cute the puppy is!
4. **Anil, Ranbir, Javid and Rishan** are in the library.
5. **We** didn't notice the teacher coming.
6. **Bharat's** pet dog is hurt.

Notes to the teacher: The teacher could then draw the attention to sentences 5 and 6 and ask why the commas in both the sentences are floating (up in the air) and not next to the word as in sentence 4. After the students have given their answers, the teacher could take a cue and say that this punctuation mark is not a comma but an **Apostrophe** and they are soon going to learn more about it.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Punctuation	Apostrophe

MS_Learning the Apostrophe

Learning the Apostrophe

Brief Description (Objective): Students will be able to explain the dual role of the apostrophe.

Teaching Aids Provided: PPT

Teaching Learning Material (TLM): NA

Notes to the teacher: The teacher may begin the class by writing the apostrophe on the board or use the PPT provided to show how an apostrophe is written. The teacher could then continue to introduce it by stating the following.

The Apostrophe

An apostrophe (') is a type of punctuation mark and looks like a floating comma.

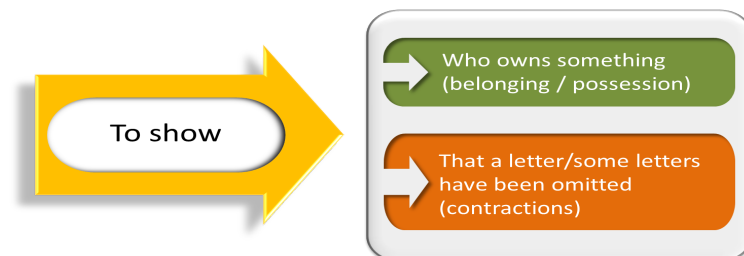
The teacher may write the following table on the board or use the PPT provided.

Pose the question-

Can you pick out the apostrophe in this picture?

A ?	B .	C ,	D !	E ,	F “
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If the children come up with the answer, letter 'C'. Then appreciate the children and continue by saying, “Now that you know what an apostrophe looks like, let’s learn why and how to use it.”



What is an apostrophe used for?

An apostrophe (') is used-

- to show who owns something (**belonging/possession**)
- to show that a letter or some letters in a word have been left out/omitted (**contractions**)

How is the apostrophe (') used?

1. We use an apostrophe with an **s** to show who owns something. (**belonging/possession**)
 - We add **'s** after singular nouns and names.
E.g. This is Ali's house.
The cow's tail is very long.
 - We just add **'** after plural nouns that end with **s**.
E.g. The students' benches are arranged in rows.
It will take three months' work to complete the house.
 - We add an **'s** after plural nouns that don't end in **s**.
E.g. The children's books are on the table.
Men's shoes are usually larger than women's shoes.
2. We use an apostrophe to show that a letter or some letters in a word have been left out/omitted. (**contractions**)
E.g. I'm a student of Bal Vihar school.
I couldn't attend school as I was unwell.

A list of some short forms we use often-

Full Form	Short Form	Full Form	Short Form
I am	I'm	I have	I've
we have	we've	we will	we'll
I will	I'll	I had	I'd
will not	won't	we had	we'd
you had	you'd	is not	isn't

It is	it's	it will	it'll
he is	he's	she had	she'd
you have	you've	you are	you're
did not	didn't	has not	hasn't

The above table is for the teacher's reference and may be used as required.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Punctuation	Apostrophe

SA_The Impromptu Apostrophe

Brief Description (Objective): The students will be able to use the apostrophe in sentences of their own.

Teaching Aids Provided: NA

Notes to the teacher: The teacher may set the activity in motion by giving examples of sentences using the apostrophe both in the possessive and contraction forms.

Aim: Students will be able to use the apostrophe in sentences of their own.

Resource Required: Chart paper and strips of paper on which to write the sentences.

Setting for the Activity: Indoor

Type of Activity: Group

Preparation of Activity: Divide the students into groups with 5 to 6 students in each group, based on the strength of the class

Role of the Teacher: Facilitator

Procedure:

Step 1: The teacher gives out examples of sentences showing the dual role of the apostrophe (possession and contraction).

Step 2: The teacher then selects one student from each group and asks him/her to frame a sentence showing the possessive form of the apostrophe. The student then frames a sentence orally, using the possessive form of the apostrophe and then writes the same sentence on the strip of paper provided. This is later pasted on the chart paper, under the appropriate heading.

Step 3: The student then chooses another student in the same group and asks her/him to frame a sentence showing any one of the dual roles of the apostrophe.

Note to the teacher- The teacher as a facilitator will make sure that both forms of the apostrophe are used.

Step 4: This continues till all the students in the group have framed a sentence each.

Step 5: The sentence strips are then pasted on the chart paper, under the right headings and displayed in the classroom or corridors.

Observation: All students are able to frame sentences on their own using the apostrophe.

Conclusion: Most of the students were able to enjoy the activity, maintaining the curiosity element till the end, as no one knew who the next speaker would be and the question he/she would get.

Follow up activity: The students are asked to pick out two sentences each from their reader showing the dual role of the apostrophe.

Precaution: Discipline to be maintained throughout the activity while encouraging some interactive discussions that will help build enthusiasm for the activity.

Troubleshooting: In the event of any child not being able to frame sentences as directed, the teacher may prompt him/her.

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Punctuation	Apostrophe

IA_The Floating Comma

Brief Description(Objective): Students will take delight in reciting the poem on apostrophe.

Teaching Aids Provided: Video

Notes to the teacher: The teacher could use the video or write the poem on the blackboard and make them view or recite the poem and enjoy it. This would help to get the dual role of the apostrophe reinforced.

The Floating Comma

I am the floating comma,
From word to word, I play a lot of drama.

I look like a curved nine ',
And always perch above the line.

In Amulya's watch and Aditya's bag,
Before the s, I tag.

I shorten the words like magic-
cannot to can't, do not to don't,
you are to you're and I am to I'm.
Oh, it's simply fun, don't panic!

With nouns I make possessions,
With verbs I make contractions;
But pause here, there are exceptions!

In grammar they call me the Apostrophe-
Learn about me-
I don't charge any fee!



(Image reference - original creation)



(Image reference -original creation)



In Grammar they call me the
APOSTROPHE

(Image reference - original creation)

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Interesting Asides	Punctuation	Apostrophe

DD_Apostrophe Speech Bubbles

Brief Description(Objectives): Students will be able to identify the apostrophe in their daily conversation and reading matter.

Teaching Aids Provided: PPT

Notes to the teacher: The teacher may use the PPT provided to reinforce the usage of apostrophe in their daily conversation in different circumstances. There is no need for any explanation. The students could view the slides and enjoy them at the same time.

Follow up activity: The students could be asked to pick out a few sentences from any reading material like their readers, books in the library, or newspapers where the apostrophe has been used. They could then be shared in the class.

Usage of the apostrophe in our daily conversation in different environments.

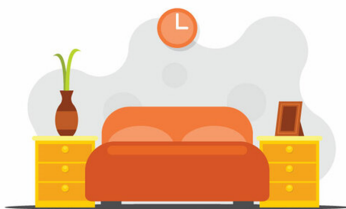
House

This isn't my brother's room.

My mother's favourite pastime is cooking.

This is my father's scooter.

My pet cat Rani doesn't allow anyone in her cozy corner.



<https://publicdomainvectors.org/en/free-clipart/Bedroom-interior-clip-art/85002.html>

<https://www.flickr.com/photos/28056346@N06/5552880728> "Mother and daughter cooking noodles" by Nestlé is licensed under [CC BY-NC-ND 2.0](https://creativecommons.org/licenses/by-nc-nd/2.0/).

School

The children's playground is behind the school.

The teachers' rooms are on the first floor.

The school library isn't open on Sundays.

The students' books are neatly arranged in the classrooms.



<https://openclipart.org/detail/298870/school-colour>

See saw - <https://pixabay.com/vectors/playground-seesaw-teeter-toys-1295285/>

Swing - <https://pixabay.com/vectors/children-play-kinder-playground-1295470/>

Market Place

The green grocers' stalls aren't open on Sundays.

The second stall to the left belongs to my friend's father.

My uncle's store is also in this market.



[https://commons.wikimedia.org/wiki/File:New_market_\(Esplanade\)_Old_hogg_market,_Kolkata_\(5376329266\).jpg](https://commons.wikimedia.org/wiki/File:New_market_(Esplanade)_Old_hogg_market,_Kolkata_(5376329266).jpg) by [offbeat 2010](#) is licensed under [CC BY 2.0](#).

Jungle

The monkey's tail helps it to hang from trees.

The tiger's stripes help it to stay camouflaged in the jungle.

The jungle isn't a safe place for human beings to live in.

The rhinoceros' horns are used for self defence.



<https://www.flickr.com/photos/sdbeazley/5355861188> by [sdbeazley](#) is licensed under [CC BY 2.0](#).
<https://pixabay.com/photos/tiger-animal-forest-mammal-big-cat-5838947/>

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Day-to-day Relevance	Punctuation	Apostrophe

VC_Each one is Unique

Teaching Aids (Provided): PPT

Concept-Value Connection:

- Punctuations are different marks and symbols that add clarity and precision to sentences. (Example): Apostrophes are used in place of missing letters; show possession etc.
- So too, we can work together to make life meaningful and smooth.

Type: Story



Elephant: <https://pixabay.com/photos/elephant-forest-trees-woods-sky-7138065/>

An elephant wandered the forest looking for friends. He came across a monkey and asked, "Will you be my friend?" "You are too big and cannot swing on trees as I do. So I cannot be your friend," said the monkey.

The elephant then came across a rabbit and asked her if she could be his friend. "You are too big to fit inside my burrow. You cannot be my friend," replied the rabbit.

Then the elephant met a frog and asked if she could be his friend. The frog said "You are too big and heavy. You cannot jump like me. I am sorry, but you cannot be my friend."

The elephant asked a fox, and got a similar reply. The next day, all the animals in the forest were running in fear. The elephant stopped a bear and asked what was happening and was told that a tiger had been attacking all the animals.

The elephant wanted to save the other weak animals and went to the tiger and said, "Please sir, leave my friends alone. Do not eat them." The tiger didn't listen and asked the elephant to mind his own business. Seeing no other way to solve the problem, the elephant, with all his power, scared the tiger away.

Hearing how the elephant saved their lives, the animals understood that each one comes in different shapes, sizes, abilities and skills. But that should not stop them from being friends and living together in harmony. The animals together agreed and said to the elephant, “You are just the right size to be our friend!”



Animals: <https://www.hiclipart.com/free-transparent-background-png-clipart-dgquw>

Value Song link

[▶ We are the World Lyrics || We are the Children || Graduation Song || For C...](#)

Points to reflect upon:

We must:

- Respect each other.
- Be kind, loving and caring towards others regardless of their religion, caste or creed.
- Avoid hurting anyone around us.
- Live in harmony with everyone.

Time to teach	Asset type	Theme	Sub Theme
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7 minutes	Value Content	Non-Violence	Inclusiveness (inclusivity)
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QA_ Write the Right Apostrophe

Brief Description(Objective): Students will be able to choose the right apostrophes to complete the given exercises.

Teaching aids Provided: PPT and pdf of the worksheet

Teaching Learning Material (TLM): NA

Notes to the teacher: The teacher may use the given worksheet to assess the students' understanding of the topic or use the PPT provided to elicit answers orally.



<https://pixabay.com/vectors/student-boy-study-write-take-notes-7452041/> attribution to aryawidiaputra2002

I. Match the words in column A to their contractions in column B.

A	B
it is	she'll
you had	didn't
she will	it's
did not	won't
will not	you'd

II. Circle the word that shows the proper placement of apostrophe. Follow the example.

is not = isn't is'nt isnt'

1. they have = theyv'e th'eyve they've
2. are not = aren't are'nt ar'ent
3. I am = I'am I'm Im'
4. you will = you'l youll' you'll
5. can not = can't cant' ca'nt

III. Choose the correct answer.

1. What is your _____ name?
a. friend b. friends' c. friend's
2. My _____ scooter is red.
a. teacher's b. teachers' c. teachers
3. My _____ brothers live in Mumbai.
a. mothers b. mothers' c. mother's
4. I live very near my _____ house.
a. grandparent's b. grandparents' c. grandparents

IV. Add apostrophes at the appropriate places in the sentences below-

1. The crows nest has eggs in it.
2. Ritu is sitting in James seat.
3. The students books were scattered all over the floor.
4. Nitins toys were all new.
5. Megha couldnt find her lost pencil.

V. Make sentences with the following words.

1. Komal's bag:

2. can't:

Answers:

- I. 1. it's 2. you'd 3. she'll 4. didn't 5. won't
- II. 1. they've, 2. aren't, 3. I'm 4. you'll 5. can't
- III. 1. friend's 2. teacher's 3. mother's 4. grandparents'
- IV. 1. crow's 2. James' 3. students' 4. Nitin's 5. couldn't
- V. Sample sentences: 1. Komal's bag is very big. 2. I can't run in the race as I have hurt my leg.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Punctuation	Apostrophe

MS_Summary_ Punctuation The Apostrophe

Brief Description(Objective): Students will be able to summarise the chapter on Punctuation Marks.

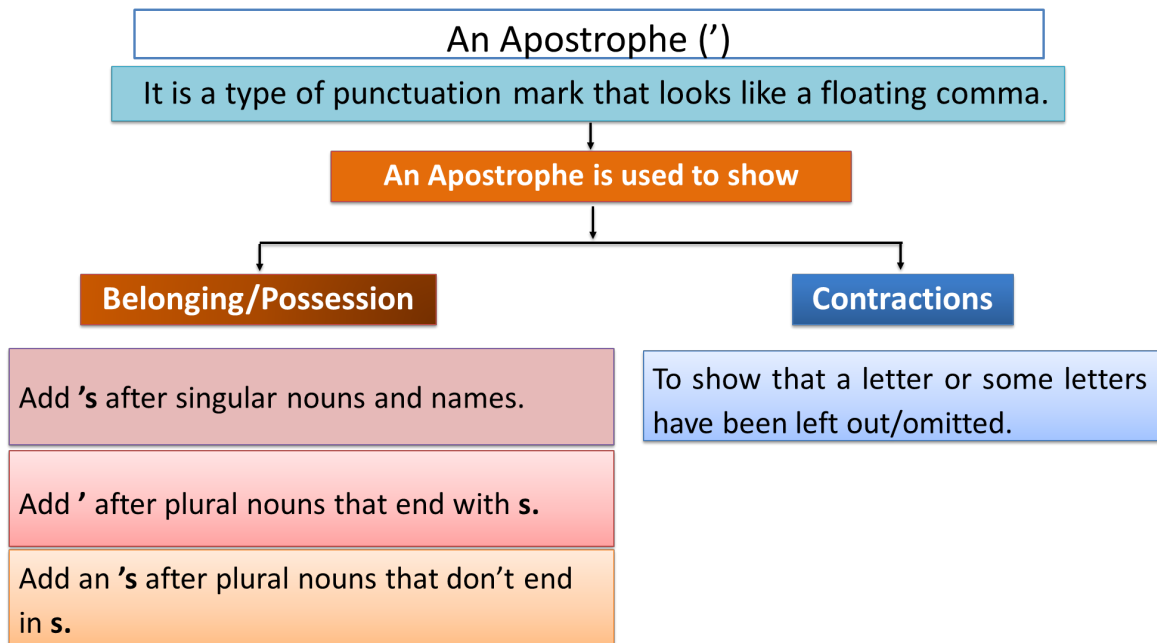
Teaching aids Provided: PPT and GO

Teaching Learning Material (TLM): NA

Notes to the teacher: The teacher may draw the flow chart on the board or use the PPT provided to summarise the topic Punctuation marks.

Summary-

In this chapter we discussed:
Apostrophe and its dual role.



Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Punctuation	Apostrophe

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 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.