



## Master Lesson Plan for Articles

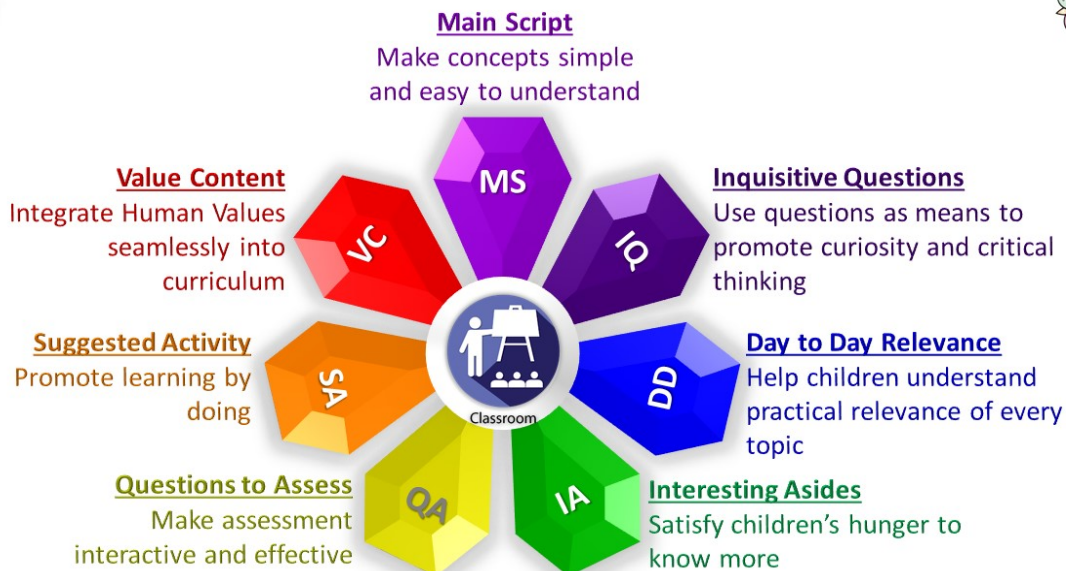
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CBSE	STD III	English	Articles	English	03-06-2022 10:23:10

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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\_Objectives-Definite and Indefinite Articles

### 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 teacher's reference and need not be taught to the students.

At the end of the chapter, students will be able to:

- discover the importance of using articles in sentences
- explain the types of Articles
- understand that using articles makes our understanding WHOLE or completes our understanding.
- explain the use of definite article 'the' in various contexts
- use articles in sentences in daily life scenarios
- apply their learning on articles appropriately
- practice their learning of 'Articles' through various types of questioning
- have equal respect for everything in this Creation
- summarise the articles a, an, and the

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Determiners	The Article

## IQ\_Importance of Articles

**Description (Objective):** Students will be able to discover the importance of using articles in sentences.

**Teaching aids (Provided):** PPT

**Notes to the teacher:** The teacher can begin the class by showing the ppt.

### Content:

Once upon time, old farmer had goose that laid golden egg every day. farmer took that golden egg and sold it in market and bought food for his family. One day, farmer had idea. He said to himself, "Why can't I have many eggs in day?"

farmer cut open goose and searched for hidden eggs. There was nothing. farmer realised his foolishness.

Once upon time, old farmer had goose that laid golden egg every day.

Farmer took that egg and sold it in market and bought food for his family.

One day farmer had idea. He said to himself, "Why can't I have many eggs in day?"

farmer cut open goose and searched for hidden eggs. There was nothing.

farmer realised his foolishness.



### Links:

1.Scroll: <https://pixabay.com/illustrations/paper-stationery-parchment-old-68833/>

2.Golden egg: <https://www.hiclipart.com/free-transparent-background-png-clipart-spflh>

3.Farmer: <https://pixabay.com/photos/man-agriculture-resting-sitting-6660375/>

4.Goose: [https://www.freepik.com/free-vector/farm-animal-collection\\_4494357.htm#page=4&query=goose&position=26&from\\_view=search](https://www.freepik.com/free-vector/farm-animal-collection_4494357.htm#page=4&query=goose&position=26&from_view=search)  
(Attribution: freepik)

The teacher can ask the following questions to elicit the missing Articles from the children:

1. Did you all like the story?

Answers: Yes and No

2. Did you understand the story?

Answers: Yes and No

3. Did you find anything missing in the sentences?

Answer: Yes. A, an and the are missing in the story.

4. Why should we write a, an or the before certain words?



Answer: They help us to know- Who? What? Which? How many?  
They are called 'Articles'.

**With Articles:**

Once upon a time, an old farmer had a goose that laid a golden egg every day. The farmer took that golden egg and sold it in the market and bought food for his family. One day, the farmer had an idea. He said to himself, "Why can't I have many eggs in a day?"

The farmer cut open the goose and searched for the hidden eggs. There was nothing. The farmer realised his foolishness.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Determiners	The Article

## MS\_Introducing Articles

**Description(Objective):** Students will be able to explain the types of “Articles”.

**Teaching aids:** PPT

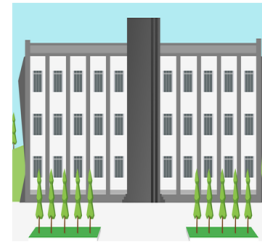
**Notes to the teacher:** The teacher can introduce - ARTICLES using the ppt slides.

**Content:** There are 5 vowels ( a, e, i, o, u) and 21 consonants ( b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z) in the English alphabet.

### ‘a’, ‘an’ and ‘the’ are called articles

We use ‘a’ (Indefinite article)

- to talk about one person, animal or thing
- for singular nouns that begin with a consonant sound ( a boy, a cat, a ball etc)
- when the naming word starts with ‘u’ as in ‘you’ ( a university, a uniform etc)

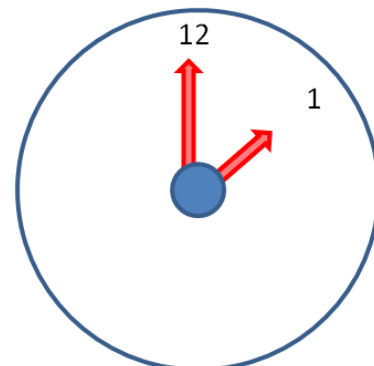


### Links:

1. Boy: <https://pixabay.com/photos/indian-boy-child-male-asian-1119236/>
2. Cat: <https://pixabay.com/photos/cat-kitten-pet-kitty-young-cat-551554/>
3. Ball: <https://pixabay.com/vectors/football-ball-sport-soccer-round-157930/>
4. University: <https://pixabay.com/vectors/school-design-building-learning-1727586/>
5. Uniform: self - sabithaa\_sankkar@yahoo.com

We use ‘an’ (Indefinite article)

- to talk about one person, animal or thing
- for singular nouns that begin with a vowel sound (an old man, an elephant etc)
- when the naming word starts with ‘h’ and ‘h’ is silent (an hour)



**Links:**

1. Old man: <https://pixabay.com/photos/people-street-travel-outdoors-man-3152130/>
2. Elephant: <https://pixabay.com/photos/elephant-animal-safari-mammal-114543/>
3. Apple: <https://pixabay.com/photos/apple-red-fruit-food-fresh-ripe-1834639/>
4. Clock: PPT shapes

We use 'the' (Definite article)

- for both singular and plural nouns
- when the identity of the noun ( specific or particular ) is known to the reader ( I saw a man and a dog. The man was old and the dog was hungry)

**Links:**

1. Old man: <https://pixabay.com/photos/man-old-old-man-person-portrait-6539729/>
2. Dog: <https://pixabay.com/photos/indian-dog-stray-dog-puppy-dog-5392796/>

**Activity****Fill in the blanks with 'a', 'an' or 'the'**

1. I saw \_\_\_ giraffe and \_\_\_ alligator at the zoo.(a, an)
2. Ram has \_\_\_ orange pen and \_\_\_ black pen.(an, a)
3. I saw \_\_\_ tree. \_\_\_ tree had orange and yellow leaves.(a, The)
4. Aditya went to buy \_\_\_ umbrella because it was raining.(an)
5. Ramya is \_\_\_ honest girl.(an)
6. Aladdin had \_\_\_ magic lamp.(a)
7. Muna and Mina have \_\_\_ pink dress. \_\_\_ pink dress has flowers printed on it.  
(a, The)

(Note: The teacher can highlight that sentences 3 and 7 have the letter T (for 'the') in capital because it is at the beginning of the sentence)

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Main Script	Determiners	The Article



## IA\_The WHOLE

**Description(Objective):** Students will become interested in using articles enabling a holistic understanding.

**Teaching Aid:** PPT

**Note to the teacher:** The teacher can explain how if a part of something is missing, it is not WHOLE.

Likewise, articles are important to make one's understanding WHOLE.

### **Content:**

**A chair:** A chair should have 4 legs so that one can sit without falling down. Even if one leg is missing, you cannot sit on the chair or if you do, you risk falling off the chair. Likewise, even if a letter is missing in a sentence, the meaning may not be clear.

This is a chair. This is an old chair.

This is a chair    This is an old chair



This is chair    This is old chair



### **Links:**

1. Red chair: <https://pixabay.com/illustrations/chair-armchair-antique-vintage-old-6669291/>
2. Tick: <https://pixabay.com/vectors/check-mark-tick-mark-check-correct-1292787/>
3. cross: PPT shapes

**Brick wall:** On a red brick wall, when one brick is missing, the wall is incomplete.

This is a red brick wall.

Thus, the teacher can conclude that the articles, a, an, and the, are important to give a wholesome meaning to the sentences.

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Time to teach	Asset type	Theme	Sub Theme
3 minutes	Interesting Asides	Determiners	The Article



## MS\_Definite Article

**Description (Objective):** Students will be able to explain the use of definite article 'the' in various contexts.

**Teaching Aid:** PPT

**Notes to the teacher:** The teacher can recap the two types of articles-definite and indefinite before giving more information about the usage of the definite article 'The'.

### Definite Article 'The'

Definite article 'the' is used as given below:

1. Before a noun when the listener/reader knows exactly what we are referring to.  
Example: The dog that barked at me ran away. In this sentence we are talking about the specific dog-the dog that barked at me.
2. Before a noun when the listener or reader knows exactly what we are referring to because there is only one.  
Example: The moon is very bright tonight.
3. Before superlative adjectives.  
Example: Varun is the tallest boy in my class.
4. Before musical instruments.  
Example: Gayathri plays the veena very well.
5. Before countries whose name includes kingdoms, states and republics.  
Example: The United Kingdom, The United States of America, The Republic of Congo.
6. Before countries with plural nouns as their names.  
Example: The Seychelles, The Bahamas.
7. Before geographical features  
Examples:
  - a. Mountain ranges: The Himalayas
  - b. Oceans: The Indian Ocean
  - c. Rivers: The Ganges
  - d. Seas: The Arabian Sea



**Link:**

Map: SSSVV Gallery

**8. Before Family names in plural form**

Example: The Shankars, The Singhs

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Main Script	Determiners	The Article

## SA\_A Game with Articles

**Description (Objective):** Students will be able to apply their learning on articles appropriately.

**Teaching Aids Provided :** Asset

**Notes to the Teacher :** The teacher can take a printout of the sentences and read out in class.

**Aim:** Students will be able to apply their learning on articles appropriately.

### **Resources Required:**

- One A4 sheet per team.
- One sheet to be cut into 3 parts (Teacher can prepare this and give 3 parts to each team).
- On each part write one article.
- Colour pencils or crayons to highlight the articles.

**Setting for the Activity :** Indoor.

**Type of Activity:** Game.

### **Preparation of Activity:**

- The teacher has to be ready with the sentences with missing articles.(printout of the sentences given below)
- Be ready with A4 sheets or the same cut into 3 parts per team (to save time)
- After distributing the A4 sheet ( or 3 parts) to the teams, give 5 minutes to the teams to prepare the placards for the 3 articles, a, an and the.
- All members in the team should participate in deciding the answer.

**Role of the Teacher:** Facilitator.

### **Procedure:**

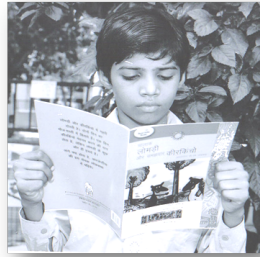
- The teacher distributes an A4 sheet to each team.
- Each team decides a team name.
- Each team has to cut the A4 sheet into 3 parts and write one article on each part.
- Above 3 points can be avoided if the teacher is giving 3 parts of sheet per team.
- Teacher has to read out the sentences without the articles.
- Have a timer. Maximum time given per team is 5 seconds.
- If the team is unable to give the answer, the sentence is passed on to the next team and time given is 3 seconds.
- Team with maximum points is the winner. One point per correct answer and half a point if the answer is given by the next team.

- If an answer is given out loudly and out of turn, the team loses a point.

**Sentences**

1. Ram put **an** orange in his bag.
2. Geetha is **a** doctor.
3. I will be **an** hour late.
4. There is a blue plate on **the** table.
5. Kevin is **a** good friend.
6. Sam is **an** honest man.
7. **The** house is very colourful.
8. **The** pink shirt is mine.
9. I want to eat **an** apple.
10. Did you bring **an** umbrella?
11. Ramu is **an** intelligent boy.
12. My sister is **a** very good dancer.
13. We decided to study for **the** exam.
14. Janaki ate all **the** bananas.
15. Vani finished reading **the** full book yesterday.
16. I like going to **the** park near my house.
17. Give me **the** red pencil.
18. Akshay is training to be **an** engineer.
19. I need **a** bottle of water.
20. We should help **the** poor.
21. I read **a** book yesterday.
22. My brother is **an** intelligent boy.
23. I spent all day in front of **the** TV.
24. My school has **the** best library.

21. I read a story book yesterday.



22. My brother is an intelligent boy.



23. I spent all day in front of the TV.



24. My school has the best library.



**Links:**

1. Intelligent: <https://www.flickr.com/photos/35026043@N03/3292434700> (Attribution: Pratham Books)
2. TV: <https://pixabay.com/photos/children-tv-child-television-home-403582/>
3. Library: <https://pixabay.com/photos/books-bookcase-library-bookshelf-2007660/>
4. Book: <https://www.flickr.com/photos/35026043@N03/3364199159> (Attribution: Pratham Books)

**Observation :**

Children in each team participate enthusiastically.

**Conclusion:**

Children know when to use definite and indefinite articles.

**Follow-up activity:** Discussion - above sentences.

**Precautions:** N/A

**Troubleshooting:**

The Teacher has to instruct the students that discipline is to be maintained throughout the activity.

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Determiners	The Article

## DD\_Articles in our daily lives

**Description (Objective):** Students will be able to understand usage of articles in their daily life scenarios.

**Teaching Aid:** PPT

### **Content:**

#### **At Home:**

1. Mother: Raju, please bring me **a** spoon.  
Raju: There are many spoons here.  
Mother: **The** biggest one.
2. Mother: Raju, eat your breakfast.  
Raju: I don't want breakfast today.  
Mother: Raju, **the** tomato chutney is very tasty.

#### **At School:**

1. Ankita: Vinaya, can I have **a** pencil?  
Vinaya: Which colour pencil do you want? **The** red one or **the** green?  
Ankita: Give me **the** yellow one, please.
2. Ankita: Vinaya, where are you going?.  
Vinaya: Ankita, I am going to **the** library.  
Ankita: Our school library is **the** best.

#### **At the Supermarket:**

1. Father: Biju, please take **the** blue colour trolley.  
Biju: Father, can I buy **an** ice cream?.  
Father: Do you want **a** choco bar or **an** orange bar?  
Biju: I will take **the** choco bar.





**Links:**

1. Father and son: <https://pixabay.com/vectors/family-vector-dad-mother-sons-1266237/>
2. Ice creams: <https://pixabay.com/vectors/ice-cream-food-dessert-sweet-1569334/>

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Day-to-day Relevance	Determiners	The Article

## QA\_Recalling Articles

**Description(Objective):** Students will be able to practice their learning of ‘Articles’ through various types of questioning.

**Teaching Aids:** PPT

**Notes to the teacher:** There are 4 sections.

1. Fill in the blanks with ‘a’, ‘an’ or ‘the’
2. Complete the story using definite and indefinite articles.
3. Complete the sentences using the appropriate article.
4. Choose the correct article.

### Section 1

**Fill in the blanks with ‘a’, ‘an’ or ‘the’.**

- a. We rode an elephant.
- b. Raju gave me a book to read.
- c. We saw a snake in the grass.
- d. Do you know who invented the computer?
- e. I left the house an hour ago.
- f. What is the capital of India?

### Section 2

**Complete the story using definite and indefinite articles.**

Long ago a poor wood man and his wife lived at the edge of a thick forest. Everyday the poor wood man would go into the forest to collect mushrooms and also gather twigs and firewood to sell in the market.

The wood man left early in the morning as usual. He walked for an hour in the forest. He did not find any mushrooms. He decided not to go to the market but returned home instead.

### Section 3

**Complete the sentence using the appropriate article.**

- |  |   |
|--|---|
| a. Who is man at the door?                     | Who is <b>the</b> man at the door?      |
| b. Ram bought new pen yesterday.               | Ram bought <b>a</b> new pen yesterday.  |
| c. My father is engineer.                      | My father is <b>an</b> engineer.        |
| d. Aarav always plays guitar at home.<br>home. | Aarav always plays <b>the</b> guitar at |
| e. We never go out in evenings.                | We never go out in <b>the</b> evenings  |

**Section 4****Choose the correct article.**

Choose the correct article

- |          |                                   |             |              |               |
|----------|-----------------------------------|-------------|--------------|---------------|
| <b>1</b> | Suma has ____ aunt in Delhi       | a) a        | <b>b) an</b> | c) the        |
| <b>2</b> | I never listen to ____ radio      | a) a        | b) an        | <b>c) the</b> |
| <b>3</b> | I saw ____ donkey near my house   | <b>a) a</b> | b) an        | c) the        |
| <b>4</b> | What is ____ name of your school? | a) a        | b) an        | <b>c) the</b> |
| <b>5</b> | My father is ____ honest man      | a) a        | <b>b) an</b> | c) the        |
| <b>6</b> | I can see an ant on ____ wall     | a) a        | b) an        | <b>c) the</b> |

Time to teach	Asset type	Theme	Sub Theme
12 minutes	Questions to Assess	Determiners	The Article

## VC\_Nothing is small

**Teaching aids:** PPT

**Note to the teacher:** Children you all know that articles are used before nouns. Though they are simple one, two or three lettered words they are important because they provide certain information about the noun. So, we cannot ignore or avoid them in a sentence. Likewise, everything in this creation, whether big or small, has some value. So, our physical strength or might should not make one arrogant. All things big and small deserve our respect and reverence. The teacher can then tell the story with the help of the PPT.

### **The Ant and the Proud Elephant**

Once upon a time, a big arrogant elephant lived in a forest. He was so proud of his size and strength that he always troubled other small creatures in the forest by destroying the nests of birds and small burrows where rabbits lived. The small creatures in the forest were worried and scared of the mighty elephant.

**Once upon a time...**



### **Links:**

1. Ant: <https://pixabay.com/photos/insect-ant-entomology-animal-6563756/>
2. Elephant: <https://pixabay.com/photos/elephant-animal-zoo-111695/>
3. Rabbit: <https://pixabay.com/photos/rabbit-hare-bunny-ears-grass-1882699/>
4. Deer: <https://pixabay.com/photos/roe-deer-deer-animal-roe-1367182/>
5. Bird: <https://pixabay.com/photos/bird-stork-nest-wildlife-animal-3163234/>
6. Monkey: <https://pixabay.com/photos/monkeys-cambodia-angkor-temple-603415/>

But among them was a brave little ant. She decided to teach the arrogant elephant a lesson. The ant went to meet the elephant. As soon as he saw the ant, the elephant burst out laughing. He said, “Look at you, Oh! tiny little ant. You look so small and weak. You can easily get stamped in a second. One needs to have magnifying glasses to look at you. How will you escape if you come under my feet?” Saying this, the elephant laughed loudly again.

Hearing these words, the ant did not get angry. But she politely replied. “Dear brother, I agree you are stronger than me in size and strength. But you should not make fun of others like this. I am happy the way I am. In God’s creation everything big or small has a value. So please be respectful and polite to all”.

But the arrogant elephant continued to insult the tiny little ant and swished the ant away. The ant wasn’t bothered. She quietly clung onto the tail of the elephant and slowly went and hid deep inside the elephant’s ear. With all her might, she bit hard.

The elephant fell down crying in pain. He scratched his ears and shook his head, but the pain was intense. Slowly the ant came out of the Elephant’s ear and calmed him down. The elephant learnt his lesson. A tiny ant was enough to bring the mighty elephant down to the ground. He understood that size doesn’t matter and everything in God’s creation is special.

**The elephant apologized to all the tiny creatures in the forest and promised that he would never look down upon others as small and treat all with love and respect.**

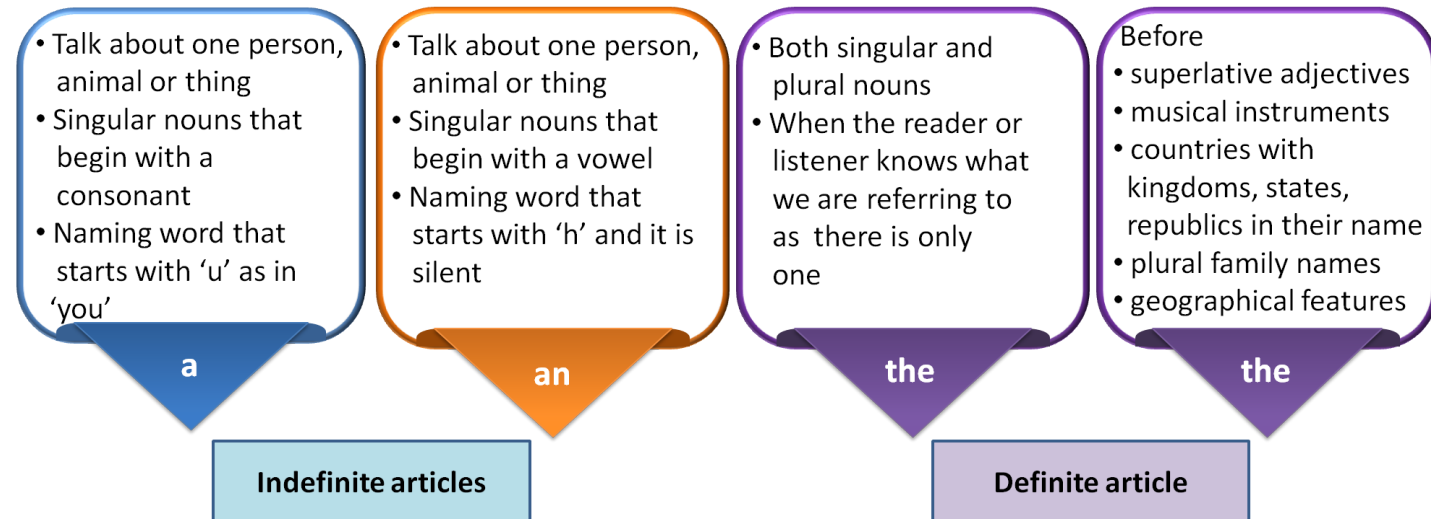
So, Children always remember - **Nothing is small in this Universe.**

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Value Content	Right Action	Respect for others

## MS\_Summary-Definite and Indefinite Articles

Teacher may summarise the topic ARTICLES using the ppt.

### Summary



Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Determiners	The Article



## **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.