



Master Lesson Plan

for

Prepositions Level 2

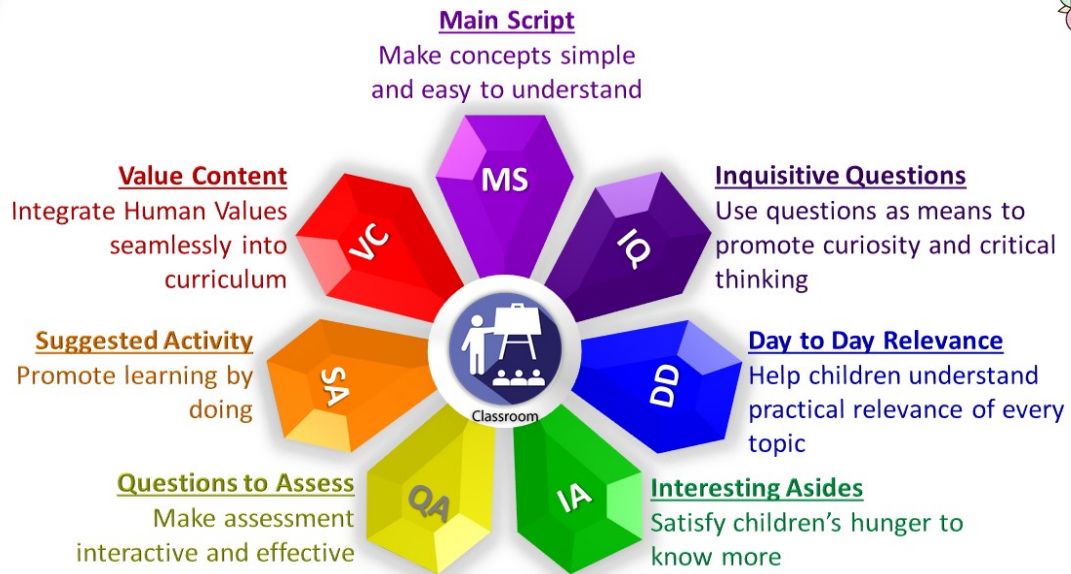
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD III	English	Prepositions Level 2	English	02-11-2022 10:30:05

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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_Prepositions Level 2

Brief Description (Objective): The teacher will be able to get an overview of the asset objectives in the MLP for the chapter on Prepositions Level 2

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–

- Identify incomplete sentences and give reasons
- identify prepositions
- make meaningful sentences with prepositions, collaboratively
- enjoy the usage of different prepositions
- draw a parallel to the usage of prepositions in their daily lives
- develop the right usage enabling communication
- give examples of prepositions in sentences of their own
- summarise the concept of prepositions

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Prepositions	Prepositions of Place, Time and Movement

IQ_The Missing Prepositions

Brief Description (Objective): Students will be able to tell why the sentences are not complete.

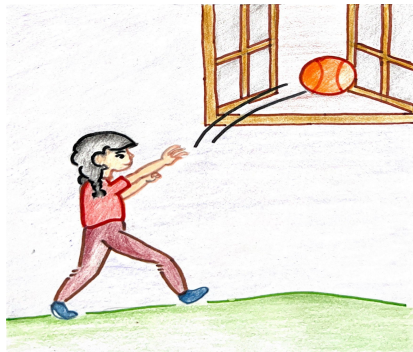
Teaching Aids Provided: PPT provided

Teaching Learning Material (TLM): NA

Notes to the teacher: The teacher could use the following incomplete sentences and elicit answers, before giving them the right answers. The sentences could be written on the blackboard or the PPT that is provided could be used. The following questions could be posed to probe the answers.

Read the following and tell whether they are complete sentences or not. If not, why?

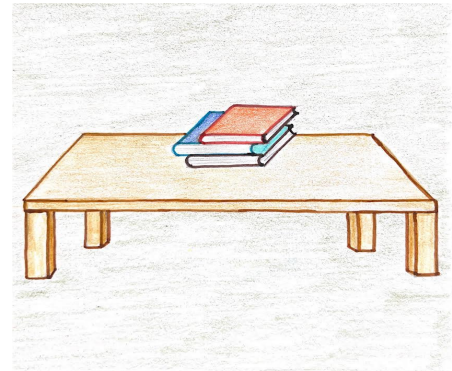
1. Renu threw the ball the window
2. The aeroplane flew the hills
3. He is waiting the bus stop
4. We are sitting the classroom
5. The books are the table



Renu threw the ball **through** the window.

Basketball: <https://drive.google.com/drive/folders/1CWlPk-BEA4bUNAAHviiRxza3n-44Jo1>

Books: https://drive.google.com/drive/folders/1AM_sdladRZpz6OT2xBU-HJOp9yS4qCNw



The books are **on** the table.

Expected answer- They are not complete sentences as they do not convey a complete meaning. And there is no period/full stop at the end of each sentence.

Complete the sentences to make meaningful sentences out of them.

Suggested answers-

1. Renu threw the ball **through/out of** the window.
2. The aeroplane flew **over** the hills.
3. He is waiting **at** the bus stop.
4. We are sitting **in** the classroom.
5. The books are **on** the table.

What are those missing words called?

Suggested answer- Prepositions

Note to the teacher: At this point of discussion, the teacher need not emphasise on the right answers. The whole point is to make the students think and answer confidently. The teacher could conclude by saying that the missing words are called 'Prepositions' as they show the relationship of one noun in the sentence to the other noun or pronoun.

Prepositions are words that tell us about the position of a noun or pronoun with reference to another noun or pronoun in a sentence.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Prepositions	Prepositions of Place, Time and Movement

MS_More About Prepositions

Brief Description (Objective): Students will be able to identify prepositions that indicate place, time and movement.

Teaching Aids Provided: PPT

Teaching Learning Material (TLM): An object

What do you need? An object like a ball, a toy, a bag or a fruit:

Get Ready: The teacher brings any one of the above mentioned objects to class, on the day this topic is introduced.

Notes to the teacher: The teacher could begin the class by placing the aforementioned object in different places. Some sample questions that could be asked are as follows-

- A. Where is the ball? (The teacher places the ball on the table. Likewise the ball could be held **under, below, behind, above, beside, in front of the table** and so on and the responses could be recorded on the board. Children should be encouraged to answer in complete sentences.)

The ball is on the table.

The ball is under the table.

- B. When do you wake up in the morning? I wake up at 6 am in the morning.

When does it generally rain here? It generally rains in July here.

- C. The teacher could ask a student to go out of the classroom and enter again.

Where did Rakesh go? Rakesh went out of the classroom.

From where did he enter the classroom? He entered the classroom through the door.

Through these examples the teacher could introduce the prepositions that indicate place, time and movement and reinforce the topic through a graphic organiser or the PPT provided.

Prepositions

A preposition is a word or a group of words that shows a relationship between a noun or a pronoun with another word in a sentence.

- A preposition adds extra information to sentences such as place/position, time, movement, direction.
- It is usually placed in front of nouns.

Prepositions

Prepositions Of Place/Position	Prepositions Of Time	Prepositions Of Movement
<p>They usually indicate position. They generally answer the question 'Where is/are/was/were?'</p> <p>Some prepositions of place are under, over, near, above, below, in front of, next to, among, far from, behind, beside, outside, inside and between.</p> <p>Some examples: The book is on the table. The students are in the classroom.</p> <p>Note to the teacher: The question should be posed along with the noun/subject in the sentence to get the desired answer. For example- Where is the book? Ans- The book is on the table.</p>	<p>They usually indicate when something happens, happened or will happen in the future. They generally answer the question 'When?'</p> <p>Some prepositions of time are at, in, on, before, during, by, around and after.</p> <p>Some examples: It usually rains in July. I go to school at nine.</p>	<p>They usually indicate direction or destination towards which something or someone is moving. They generally answer the question 'Where?'</p> <p>Some prepositions of movement are to, across, through, into, over, out of, onto, off, away from, towards, down, up, past, along and around.</p> <p>Some examples: I went to school on Monday. The dog ran across the road.</p> <p>Note to the teacher: The question should be posed along with the subject and verb in the sentence. For example- Where did the dog run? Ans- The dog ran across the road.</p>



Table - <https://pixabay.com/vectors/table-wooden-desk-furniture-23627/> attribution - Clker-Free-Vector-Images / 29539 images

Book - <https://pixabay.com/vectors/author-book-closed-cover-149694/> attribution - OpenClipart-Vectors / 27376 images

Kids - [SSSVV Gallery- Search word - School](#)

Dog: <https://pixabay.com/vectors/dog-happy-running-puppy-animals-35483/> - attribution Clker-Free-Vector-Images / 29539 images

Note to the teacher: The teacher could encourage the students to use the prepositions in sentences of their own, orally and in writing, for better understanding.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Prepositions	Prepositions of Place, Time and Movement

SA_Usage Of Prepositions

Brief Description (Objective): Students will be able to make meaningful sentences with prepositions.

Teaching Aids Provided: NA

Notes to the Teacher: The teacher may begin the class with a synopsis of the importance of prepositions, what purpose they serve and their usage. To enhance their understanding, the teacher could organise a group game. The set of prepositions could be written on the board.

Aim: Students will be able to make meaningful sentences with prepositions.

Resources Required: Strips of paper to write the sentences . Chart paper to paste the sentences when complete; set of prepositions- **under, into, at, through, in, on, between, across, before, near, up, after, around.**

(**Place-** on, in, under, near, between; **Time-** on, at, in, before, after; **Movement-** across, through, into, around, up)

Setting for the Activity: Indoor

Type of activity: Group

Role of the Teacher:

- To facilitate the process by monitoring the activity in progress and to prompt whenever required.
- Ensure that all students in the group participate actively.
- Appreciate the work and ensure that it is corrected before it is displayed in the classroom/corridor.

Procedure:

- The students could be divided into 3 groups of 6 each based on the strength of the class.
- Each group to pick up one set of prepositions that show place/time/movement (Group A- Place, Group B- Time and Group C- Movement)
- Each group makes 5 meaningful sentences using the prepositions given.
- After collaborative thinking, each group comes up with sentences and writes them on the given strips of paper with the prepositions highlighted.
- At the close of 7 to 8 minutes the strips could be pasted on chart paper by each group with the title written according to the category.(Prepositions that show Place/Time/Movement)
- The sentences could be read out aloud/displayed in the classroom/corridors.

Observation : Each group is able to pick up one set of prepositions

Conclusion: The class could be concluded with appreciation for the participants. Please ensure that the work is corrected before displaying the charts.

Follow up activity: Students should be encouraged to share new prepositions that they come across in their daily conversations or while reading and also to note how they have been used as connectors.

Precautions: 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 group not being able to select the prepositions pertaining to the topic given (Place/Time/Movement) or unable to get started, the teacher may prompt them.

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Prepositions	Prepositions of Place, Time and Movement

IA_See And Enjoy

Brief Description (Objective): Students will be able to enjoy the different prepositions.

Teaching Aids Provided: PPT attached

Teaching Learning Material (TLM): NA

Notes to the teacher: The teacher may use the attached PPT and play it in the classroom, to enhance the students' understanding of the usage of different prepositions. The following questions could be posed to draw the attention of the students to the usage of prepositions. No need for the teacher to elicit answers, the children can just see the pictures and enjoy.

Questions that could be posed.

1. Where is the cat sitting?



<Cat> <<https://pixabay.com/illustrations/cat-cartoon-kitten-kitty-animal-5746771/>>
<table> <<https://pixabay.com/vectors/table-furniture-wooden-1300555/>>

2. From where is the dog entering the house?



<dog> <<https://pixabay.com/illustrations/dog-animal-playing-catch-vector-2329172/>>
<house> <<https://pixabay.com/vectors/house-estate-home-property-31078/>>

3. Where is the bird flying?



<house 2> <<https://pixabay.com/illustrations/house-countryside-architecture-163526/>>
<bird flying> <<https://pixabay.com/vectors/squab-pigeon-animal-bird-flight-151212/>>

4. Where is the school?



<school> <<https://pixabay.com/vectors/school-building-education-property-295210/>>
<building> <https://www.freepik.com/free-vector/urban-street-landscape-empty-road-electric-poles_29222733.htm By upklyak>

5. What time does the train arrive?



<train> <<https://pixabay.com/vectors/train-rail-railway-161015/>>
<clock> <<https://pixabay.com/vectors/clock-day-hour-measure-minute-160966/>>

6. When does Komala wake up everyday?



<girl sleeping> <<https://pixabay.com/illustrations/girl-sleep-bed-woman-person-young-5846058/>>
<clock> <<https://pixabay.com/vectors/clock-time-hours-alarm-alarm-clock-6800641/>>

7. When is Nitin's birthday?



<birthday party> <SSSVV - Birthday party, Birthday celebration>
<Friday> <<https://pixabay.com/vectors/calendar-day-first-month-tear-305650/>>

Time to teach	Asset type	Theme	Sub Theme
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5 minutes	Interesting Asides	Prepositions	Prepositions of Place, Time and Movement
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DD_Kiran With His Friends

Brief Description (Objective): Students will be able to draw a parallel to the usage of prepositions in their daily lives.

Teaching Aids Provided: PPT

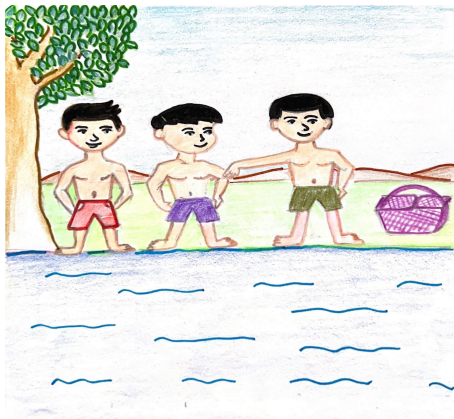
Teaching Learning Material (TLM): _NA_____

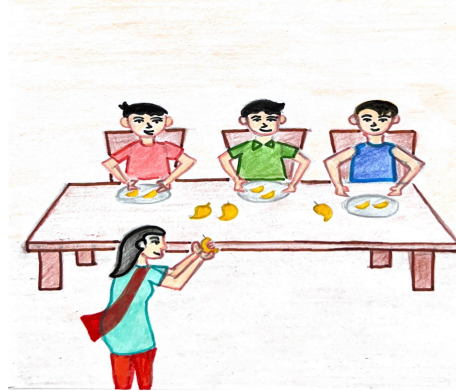
Notes to the teacher: The teacher could read/let the children read the paragraph given and facilitate a discussion for the students to connect/reflect on their own similar experiences.

Kiran **With** his Friends

It was a Sunday morning and Kiran was excited to spend the day **with** his friends. He got up early to be **with** his friends **at** the riverside. Kiran's mother packed him a nice picnic bag. He ran **to** the river and met his friends there. They went swimming **in** the river, then they swam **across** the river, got **out of** the river and had a picnic lunch **under** a tree **near** the river. **After** lunch, they took a walk **along** the river and **in** the afternoon, they ran back home. Kiran and his friends sat **at** the table and ate the mangoes that his mother gave them. His friends thanked Kiran's mother **for** the mangoes and left. Kiran was tired **after** a long day **at** the river. He got **into** bed and fell asleep, thinking **of** the fun he had **with** his friends.

(Note to the teacher: In the above paragraph the 'to' before 'spend' is not a preposition as it comes before the verb 'spend'. Also draw the students' attention to 'out of' as a preposition phrase.)





Swim1: <https://drive.google.com/drive/folders/1H2MUWai19fsi4ZDQKCPeu3bwOIT5qjf>

Swim2: <https://drive.google.com/drive/folders/15qDOenWHco1QoHyOdPOSL2llUGKaJKmq>

Picnic: <https://drive.google.com/drive/folders/1MDm2DGDddxp7iJMNYOzDLkuWVfVavqcr1>

Lunch: <https://drive.google.com/drive/folders/1rep9chACmkYtWhT2x5OWNf5M3ll2PLAY> By Preeti Vetrivel (preetiv250588@gmail.com)

Notes to the teacher: The teacher could conclude the session by asking the children to list at least 5 prepositions used in the paragraph.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Day-to-day Relevance	Prepositions	Prepositions of Place, Time and Movement

VC_Nice Making Others Happy

Teaching Aids (Provided): PPT

Concept- Value Connection:

- A preposition is a word that shows the relation of a noun to other words in a sentence. They express a relation to another word or element- people, objects, time etc.,
- So too, our relationship with all should have a purpose, irrespective of who they are, so as to make our lives meaningful.

Type: Story

In a school, the teacher held a surprise test for the students and none of them could answer the last question.

The question was, "What is the name of the person who helps to keep the school clean?"

The students thought it was some kind of a joke. Few remembered that she was tall, dark-haired and was in her 50's but didn't know her name.

At last, everyone handed over their papers to the teacher leaving the last question blank. Just before the class ended, students went to the teacher and asked, whether the last question carried any weightage as far as marks were concerned.

Teacher replied, "Absolutely, it will be counted".

Students felt sad, and seeing them the teacher continued, "Dear students, is it not important that we should not only know the name of the person, but also show our care and love to her. It is she who helped to keep the place clean and tidy. Remember, every day in our lives, we will be meeting many people, who help us in different ways and that they are all significant. It is our duty to respect and appreciate what they do selflessly for our safety and good health. We should show our respect and care despite their position or work.

Small gestures of love and kindness can make a big difference to someone.

Always look for opportunities to do good to others. It can give happiness to both the receiver

and the giver.

Points to reflect upon:

- Be loving and caring
- Show respect to all
- Look for opportunities to do good
- Happiness comes from making others happy

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Value Content	Non-Violence	Consideration for others

QA_Checkmate With Prepositions

Brief Description (Objective): Students will be able to solve the crossword puzzle using suitable prepositions

Teaching Aids Provided: PPT, Pdf of the worksheet and key answers provided for easy access.

Teaching Learning Material (TLM): Worksheet with the Crossword puzzle and the Key answers

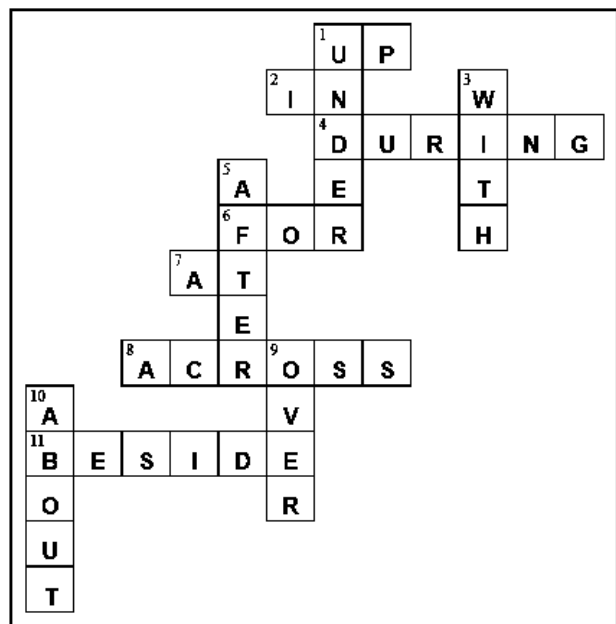
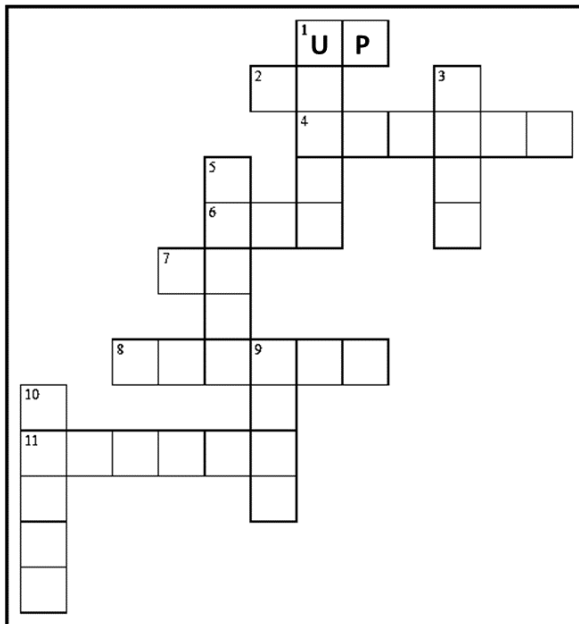
What do you need?: Printouts of the required number of worksheets with the crossword puzzle.
Get ready: The worksheets to be ready before the class begins.

Notes to the teacher: The teacher could use the following crossword puzzle as-

- A worksheet for students to work on independently in the class.
- An exercise to elicit answers individually from the students.

*Please note a pdf is attached for easy access.

Solve the crossword puzzle with the help of the clues given. **Notes to the teacher:** The teacher could help by explaining what 'across' and 'down' mean by giving one example each from the crossword puzzle.



Across

1. It is difficult to walk ___ the hill.
2. Suma kept the pen ___ the bag.
4. We like to eat icecream ___ the summer season.
6. Mother bought a new dress ___ me.
7. Where do you sit ___ lunch time?
8. He went ___ the road to buy fruits.
11. The farmer's house was ___ the river.

Down

1. The boy hid ___ the table.
3. Nina goes to school ___ her friends.
5. The dog was running ___ the cat.
9. The cat jumped ___ the fence.
10. The book is ___ insects.

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

MS_Summary_Prepositions Level 2

Brief Description (Objective): Students will be able to summarise the chapter on Prepositions Level 2.

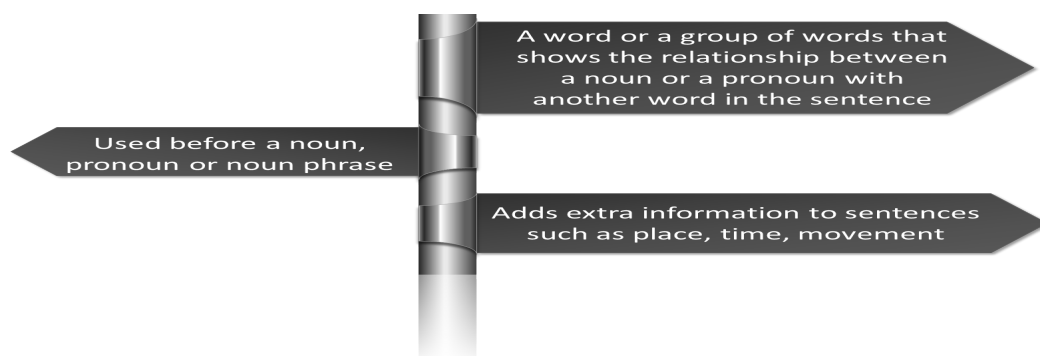
Teaching Aids Provided: PPT with Graphic Organiser

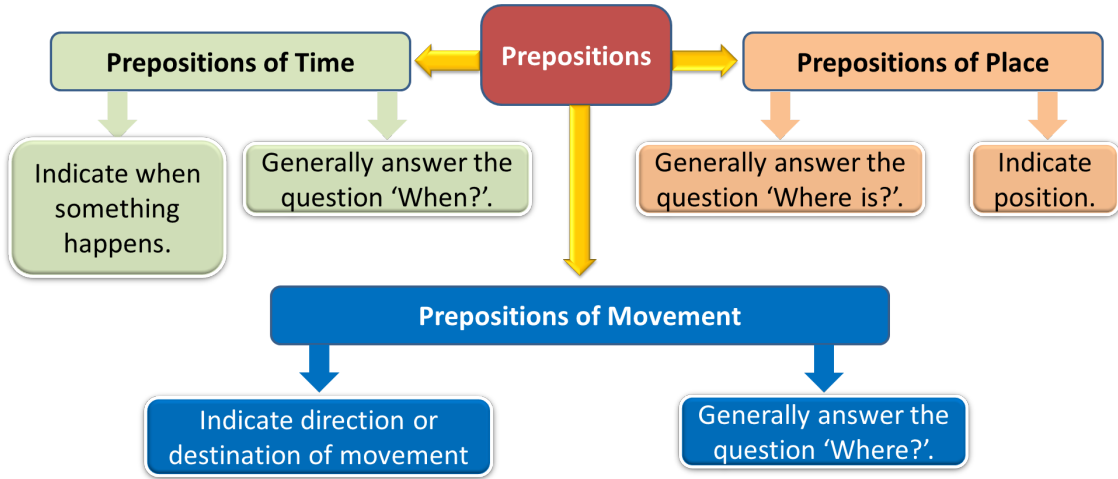
Teaching Learning Material (TLM): NA

Notes to the teacher: The teacher could draw the flow chart or use the PPT provided to summarise the topic Prepositions Level 2

Summary - In this chapter we discussed:

- prepositions that indicate place, time and movement.





Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Prepositions	Prepositions of Place, Time and Movement

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.