



Master Lesson Plan

for

Conjunctions - And, But, Because, Or

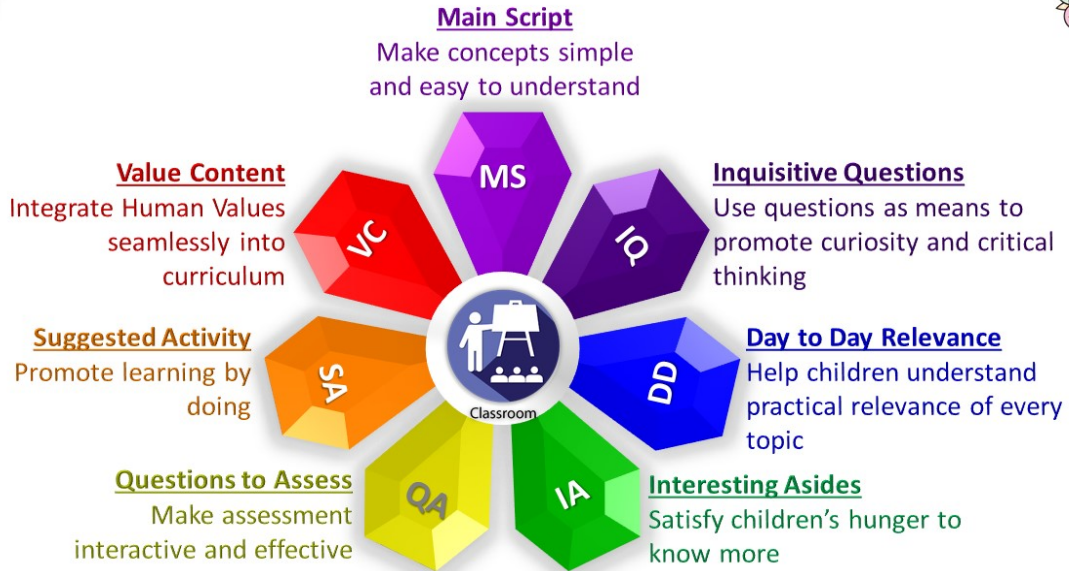
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD IV	English	Conjunctions - And, But, Because, Or	English	09-05-2023 19:27:20

DISCLAIMER

- Content owned by Sri Sathya Sai Central Trust, Prashanthi Nilayam, Puttaparthi, Satya Sai District, Andhra Pradesh, India.
- Strictly not for Commercial Use, excluding content that falls in Public Domain or common knowledge facts.
- Content can be downloaded and used for personal, educational, informational and other non-commercial purposes, subject to attribution in the name of 'Sri Sathya Sai Central Trust, Prashanthi Nilayam, Puttaparthi' only. Any attempt to remove, alter, circumvent, or distort the data that is accessed is illegal and strictly prohibited.
- Some of the content is owned by Third Parties and are used in compliance with their licensing conditions. Anyone infringing the Copyright of such Third Parties will be doing so at their own risks and costs.



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_Conjunctions1

OBJECTIVES CONJUNCTIONS

BRIEF DESCRIPTION (AIM): 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 in the class.

The students will be able to:

- understand the need for different conjunctions to suit different situations.
- enjoy a poem about the use of different conjunctions.
- recognize the use of different conjunctions according to the situation.
- identify the appropriate conjunction to be used in a given situation.
- summarise the use of suitable conjunctions for effective communication.

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Conjunctions	And, But, Because

MS_Understanding conjunctions

UNDERSTANDING CONJUNCTIONS

BRIEF DESCRIPTION: Students will be able to understand the use of different conjunctions in different contexts.

TEACHING AIDS: GO, PPT

TLM: Placards with pictures of means of transport (bus, train, aeroplane, boat). To be prepared by the teacher ahead of the class, using pictures stuck to chart paper.

NOTES TO THE TEACHER: This asset starts with IQ and seamlessly flows into the MS. The teacher may start the session by introducing the several modes of transportation that serve as methods of getting from one place to another, each of which is used depending on the circumstances: the bus, train, aero plane and boat. (In this case, interdisciplinary learning is used.) The PPT or the placards specified in the TLM are the teacher's options.

The various modes of transport connect places.
Each one is designed differently to be used in different situations.



<https://www.flickr.com/photos/26445715@N00/39499730375>

The bus is used when two locations are connected by roads and are not too far apart.



<https://commons.wikimedia.org/w/index.php?curid=9658091>

Where the rails have been laid, trains are used to connect locations that are a bit apart from one another.



The use of aeroplanes allows people to travel quickly to distant locations (over oceans and seas or between countries and continents).

<https://www.flickr.com/photos/27118242@N04/9633873002>

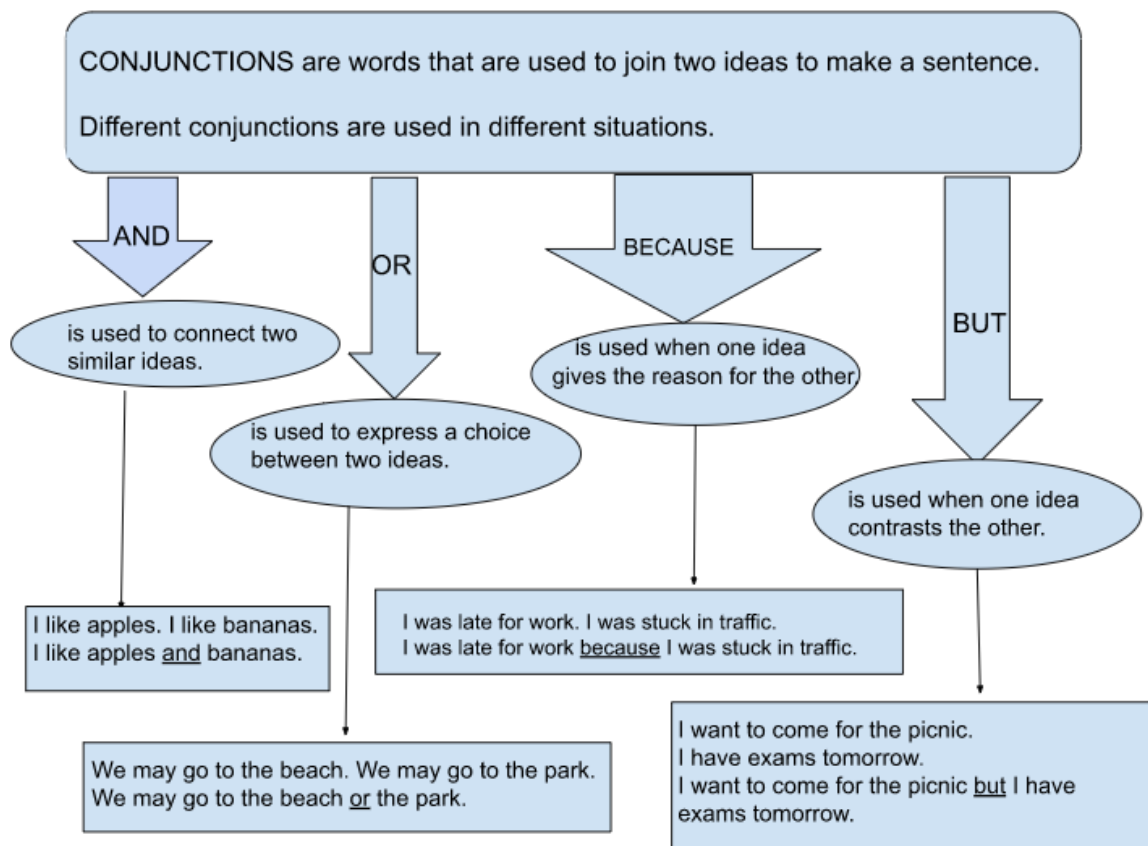


<https://www.flickr.com/photos/181992057@N05/48107548061>

To connect places across smaller waterways boats are used.

The teacher may now probe the students to think about how two ideas could be combined using suitable conjunctions (that act as connectors) similar to the different modes of transport that are used according to the need.

The following GO and PPT attached, could be used for ease and clarity. In the absence of the AV facility, the teacher could present the same on the board.



More examples may be given and the teacher could encourage students to identify the use of conjunctions according to the situation.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Conjunctions	And, But, Because

IA_A friend in deed

A FRIEND IN DEED

BRIEF DESCRIPTION: Students will be able to enjoy a poem about the use of suitable conjunctions in various situations with a subtle emphasis on the value of having a friend who would help in times of need.

TEACHING AIDS: Video

VALUE ATTRIBUTE: Love - Friendship

NOTES TO THE TEACHER: This asset is a combination of IA and VC.

While giving a poetic synopsis with colourful animations about the use of various conjunctions, there is a subtle emphasis on the need to have a good friend, who, similar to the conjunctions, will help when in need. Yet the choice of the right friend lies in our hands. The teacher may use the video attached and allow the students to enjoy the poem and animations. Alternatively the poem could be recited in the class with suitable intonations to bring out the essence.

A FRIEND IN DEED

A good friend is always a need - whose help is timely and in deed.

When Ram went to the market, Shyam went to the market,

This trusted pal- the Conjunction,

Jumped in to put 'AND' at the junction.

To say- Ram AND Shyam went to the market.

"Join two similar ideas with an AND",

He said with a smile so grand!

To choose between one and the other...

"Use OR", said he without a bother.

Like- I will play with my friend OR my brother.

If one is a fact and other the reason,

"Use BECAUSE- that's so easy and done!"

The flowers are in bloom BECAUSE it's the season.

When one idea contrasts the next-

"Put in the BUT" That's my buddy- who else!

I wanted to come BUT I had guests.

Conjunctions help at every junction,

Where we look for ease of function.
Having a good friend is like a conjunction,
Perfect for every situation
But choosing the right one is our discretion.

Conjunctions help at every junction,
Where we look for ease of function.
Having a good friend is very much like a conjunction,
A perfect fit for every situation.
But choosing the right one is our discretion.

The teacher could now elicit from the students the different usages of conjunctions. Then highlight the value of choosing good friends and how our lives are influenced by them.

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Interesting Asides	Conjunctions	And, But, Because

SA_Choosing Conjunctions

CHOOSING CONJUNCTIONS

BRIEF DESCRIPTION (AIM): Students will be able to understand the usage of different conjunctions according to the situation in relatable daily conversations.

TEACHING AIDS: PPT

NOTES TO THE TEACHER: This asset highlights the use of different conjunctions according to the situation and helps students notice the use of conjunctions in daily conversations (SA and DD).


AIM: To help students understand the usage of different conjunctions according to the situation and relate to their use in daily conversations.

RESOURCES REQUIRED: A bowl with a few chits (depending upon the number of groups made in the class) with situations mentioned in them. Example: with the vegetable vendor, at the library, among friends, during a train journey, in the school bus (the teacher may add more ideas)

TYPE OF ACTIVITY: Indoor / group. Role play.

PREPARATION OF ACTIVITY:

- The class to be divided into groups of 4 or 5 students.
- Teacher to ensure a mix of active and passive students in each group.
- The teacher could demonstrate or explain the activity using the ppt.



<https://freesvg.org/male-teacher-and-student> - Openclipart

(Picture of a classroom with a teacher and students. The conversations appear in speech bubbles.)

Create a conversation based on the given situation. Suitable conjunctions must be used in every dialogue.

IN THE CLASSROOM

Teacher: Mohan and Kumar, your notebooks are yet to be corrected. Please submit them today.

Kumar: I finished my work ma'am but I forgot to bring my notebook. Sorry ma'am.

Kumar is absent today because he has an appointment with the dentist.

Teacher: OK, submit your work tomorrow and remind Kumar too.
 Vinay: Sir, my friends are poking me with their pencils because they want me to ask you about our excursion..
 Teacher: Oh yes! We are planning to go to the museum or the planetarium. You may check with your parents and give your names by Friday.
 Vishal: That will be great fun because we won't have to bring our bags!
 Teacher: There will be no class but learning will go on. After the trip I will be asking you all to write an essay or present a speech on the trip.

ROLE OF THE TEACHER: Facilitator.

PROCEDURE:

- The bowl of chits to be sent around for every group to pick one.
- Based on the situation mentioned in the chit, students of the group prepare a role play. Every student in the group should present at least one dialogue wherein suitable conjunctions have been used.
- After the given time, the teacher could call out the groups to perform.

OBSERVATION: Students are able to converse using appropriate conjunctions.

FOLLOW UP ACTIVITY:

- The teacher may let the students explain why certain conjunctions were used to test their understanding.
- Further, the teacher could probe the students to observe the use of conjunctions in everyday conversations.
- The teacher could also assign a task of writing two sentences with conjunctions that the students have used during their casual conversations throughout the day.

TROUBLESHOOTING: In case of a negative conversation cropping up, the teacher should be quick to notice it and nip it in the bud.

If any student is found hesitating during the activity, the teacher should prompt him/her and help.

CONCLUSION: The class could be concluded with a quick synopsis of the use of suitable conjunctions in daily conversations.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Conjunctions	And, But, Because

QA_A quick test

A QUICK TEST

BRIEF DESCRIPTION (AIM): Students will be able to use the appropriate conjunctions in the given exercises .

TEACHING AIDS: PDF, PPT


NOTES TO THE TEACHER: The worksheet may be used as a class/home assignment or as revision/assessment material. If set as a classwork, the teacher may allow the students to think and come up with answers before revealing them.

Mention the most suitable conjunction you would use in the following situations -

1. When we give a reason. _____
2. To combine two similar ideas. _____
3. While indicating a choice. _____
4. To show contrast. _____



Combine the sentences using suitable conjunctions from the box.

or	but	because	and
----	-----	---------	-----

1. We won the trophy. We worked hard. 

2. Ramesh went to the shop. The shop was closed.

3. Veena wants to become a doctor. Suman wants to become a doctor.

4. I may read a story book. I may watch a movie.  

<https://openclipart.org/detail/170859/trophy> attribution to Hatarlar-205
https://openclipart.org/detail/168349/cinema-4-the-stage_- attribution to Merlin2525
<https://openclipart.org/detail/219894/book-icon> - Attribution to Rejon

Make meaningful sentences using the given conjunctions.

1. and: _____
2. but: _____
3. because: _____
4. or: _____

ANSWERS

Mention the most suitable conjunction you would use in the following situations -

1. When we give a reason. because
2. To combine two similar ideas. and
3. While indicating a choice. or
4. To show contrast. but

Combine the sentences using suitable conjunctions from the box.

1. We won the trophy because we worked hard.
2. Ramesh went to the shop but the shop was closed.
3. Veena and Suman want to become doctors.
4. I may read a story book or watch a movie.

Make meaningful sentences using the given conjunctions.

(Sample Answers)

1. and: Anita and Varsha are good dancers.
2. but: We bought lots of grapes but they were sour.
3. because: They could not play the match because it was raining.
4. or: My mother will make puris or rotis for dinner.

NOTES TO THE TEACHER: The teacher may conclude the class with an analysis of the answers along with a quick recap of Conjunctions.

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Questions to Assess	Conjunctions	And, But, Because

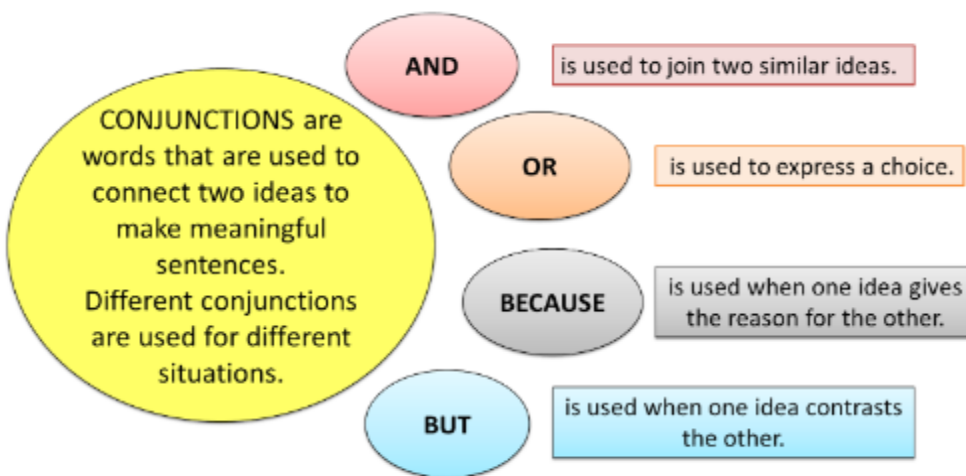
MS_Summary_Conjunctions1

SUMMARY CONJUNCTIONS

BRIEF DESCRIPTION (AIM): Students will be able to summarise the use of suitable conjunctions for effective communication.

TEACHING AIDS PROVIDED: GO, PPT.

NOTES TO THE TEACHER: The teacher may use the GO or the PPT to summarize the use of specific conjunctions according to the situation.



Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Conjunctions	And, But, Because

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.