



Master Lesson Plan

for

Pronouns - Relative and Demonstrative

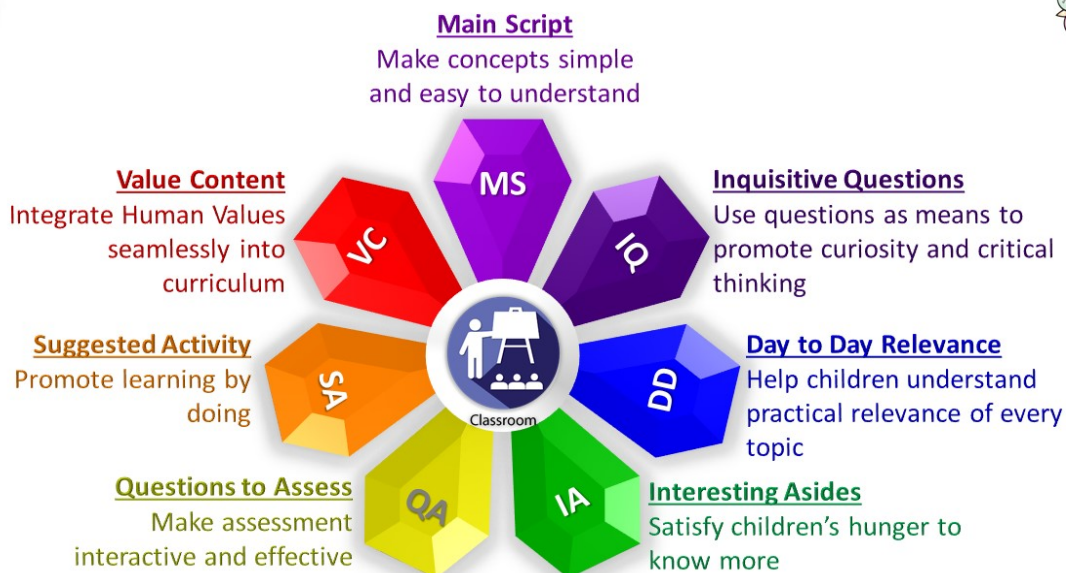
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CBSE	STD IV	English	Pronouns - Relative and Demonstrative	English	20-05-2023 21:40:09

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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_Relative and Demonstrative Pronouns

NOTES TO THE TEACHER: This asset lays down the proposed plan for transacting this chapter on Pronouns. It states the asset objectives of the MLP. This asset is for the teacher's reference and need not be taught to the students.

The students will be able to:

- identify the Demonstrative Pronouns.
- enjoy the anecdote.
- identify Relative Pronouns in sentences.
- interact confidently using Demonstrative and Relative Pronouns in given situations.
- frame correct sentences using the appropriate Pronouns.
- internalise the importance to practice good behaviour at all times.
- use the right Pronouns in the exercises given.
- summarise the use of Demonstrative and Relative Pronouns for effective communication.

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Pronouns	Demonstrative Pronouns Relative Pronouns

MS_Use Demonstrative Pronouns

Brief Description (Objective): Students will be able to identify the Demonstrative Pronouns.

Teaching Aids: PPT

TLM: The teacher could use the PPT or write the sentences on the blackboard to identify the types of pronouns (IQ). A detailed explanation of the pronouns used in different kinds of sentences will be given with the rules (MS).

Notes To The Teacher: This asset starts with IQ and seamlessly flows into the MS. The teacher could start the class by asking the students to give a few sentences about their friends using pronouns. She/he could then write down the sentences spoken by the students. She/he may then underline the Pronouns in those sentences and ask the students the kind of pronouns used. She/he can recap the pronouns already learnt (he, she, it, we, my, her, his, we, they etc.) and start the MS. The PPT may be used for clarity. Alternatively, the teacher may choose to prepare placards as given in the TLM. The sentences are as follows.

Identify the pronouns given in the sentences:

1. This book is **mine**.
2. **She** is running fast.
3. **We** are going to the park.
4. **His** bag is heavy.
5. **That** is **his** bottle.
(Possessive)

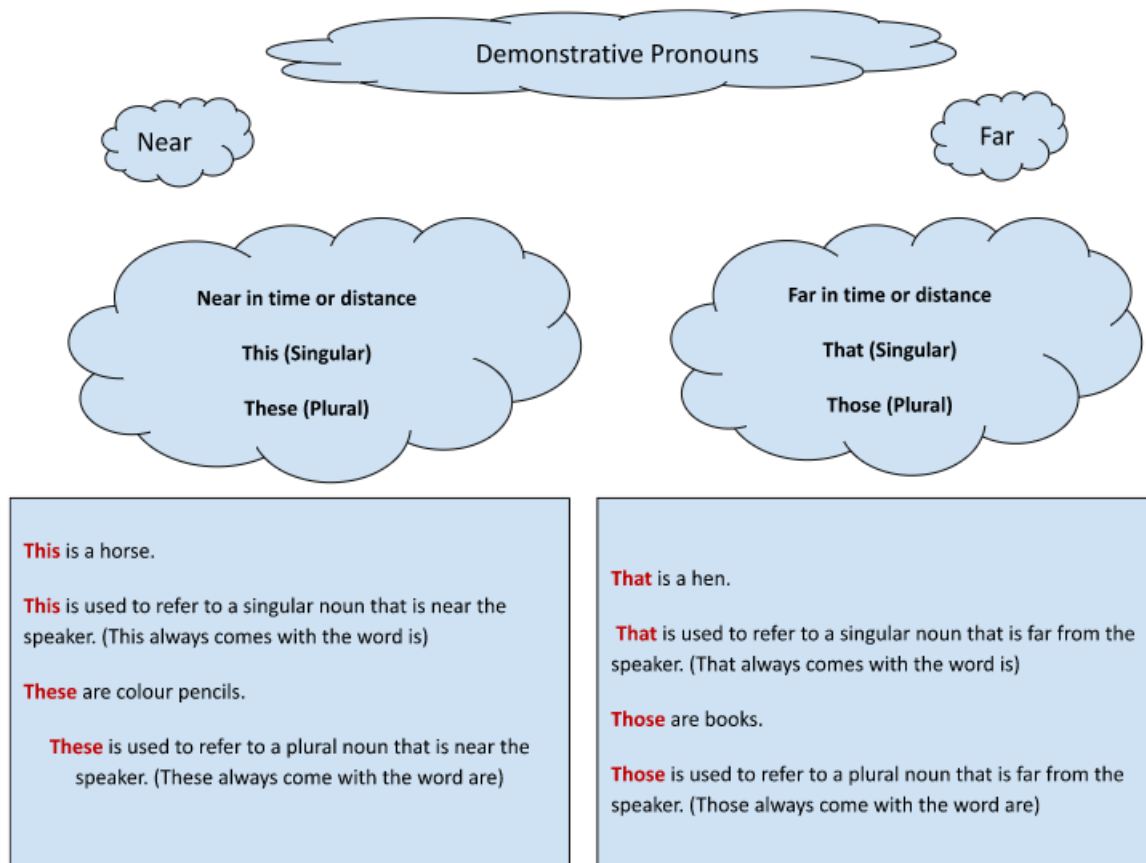
Answers

mine (possessive)
she (Personal)
we (Personal)
his (Possessive)
that (Demonstrative) His





The teacher can ask the students the meaning and usage of THAT in the 5th sentence and what it stands for. Then the teacher introduces them to Demonstrative Pronouns.

A **Demonstrative Pronoun** is a pronoun used to point to something specific within a sentence. These pronouns can indicate items in space or time and be singular or plural. When used to represent a thing or things, Demonstrative Pronouns can be used for either near or far in distance or time.

Examples of Demonstrative Pronouns are- **this, that, these and those**.



Pictures with far and near objects/persons relevant to the sentences to demonstrate the pronouns may be added.

<p>More examples of This</p>  <ul style="list-style-type: none"> • This is my grandparents' house. • This is a present from my friend. • This is my friend's glass. • This is the bottle I got as a gift. • This is my mother's purse. 	<p>Here are more examples of That</p>  <ul style="list-style-type: none"> • That is an aeroplane. • That is the best thing to do. • That is the flower I love. • That is our school . • That is an elephant.
<p>More examples of These</p>  <ul style="list-style-type: none"> • These are my cupcakes. • These papers belong to me. • These are my friend's books. • Are these your guests? • These are the dresses my mother made. 	<p>More examples of Those</p>  <ul style="list-style-type: none"> • Those are my neighbour's dogs. • These are cakes, and those are pastries. • Are those your classmates? • Those were beautiful flowers. • Those boys gave me chocolate.

House - <https://pixabay.com/illustrations/house-boy-drawing-trees-path-6001425/>

Aeroplane - <https://pixabay.com/vectors/aeroplane-plane-flying-airplane-311402/>

Person with books - <https://free-vectors.net/education/librarian-vector>

Flowers - <https://pixabay.com/vectors/flowers-roses-bouquet-bunch-5826201/>

Note to the teacher: One should distinguish demonstrative adjectives from demonstrative pronouns. The words are identical, but demonstrative adjectives qualify as nouns, whereas demonstrative pronouns stand alone.

Time to teach	Asset type	Theme	Sub Theme
12 minutes	Main Script	Pronouns	Demonstrative Pronouns

IA_Foolish Dumdum

Objectives: Students will enjoy viewing/listening to the anecdotes.

Teaching Aids Provided: PPT

Teaching Learning Material: Anecdote with pictorial illustrations.

Get Ready: The teacher reads out the script of the anecdote.

NOTES TO THE TEACHER: The teacher may begin the class by reading the anecdote to the students and children will enjoy listening and viewing it. The students can be asked to identify the pronouns highlighted in different colours. She/he could make an interesting distinction between personal, possessive and demonstrative pronouns to help students understand the usage of demonstrative pronouns. To set the mood, the teacher could ask them what they learned from this anecdote and how it has helped them.

Foolish Dumdum

Once upon a time, a salt seller lived in a village with **his** donkey named Dumdum. **They** both were good friends. The merchant used to carry the salt bag on **his** Dumdum daily to the market. The donkey started becoming lazy, and he felt **that** he shouldn't be carrying **these** salt bags. On **their** way, they both had to cross a stream. One day the donkey suddenly fell into the stream, and the salt bag fell into the water. The salt completely dissolved in that water and the bag became very light to carry. The donkey was very happy because he didn't have to carry the salt bags **which his** master had been loading **him** with. Then the donkey began to play **that** same trick every day. The salt merchant came to understand the trick and decided to teach a lesson to his Dumdum. The next day **he** loaded a cotton bag on the donkey. It tried the same trick again, hoping that the cotton bag would become lighter.

But the wet cotton became heavy, and the donkey suffered. It learnt a lesson and didn't play the trick after **that** day, and the seller was happy.

Lesson Learnt: Never play tricks, always be honest and never avoid your duties and responsibilities.



Answers:

He-Subject His-Possessive That-Demonstrative These-Demonstrative Their- Possessive Which-Relative They-Subject(3rd person) Him-Object It-Object

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Interesting Asides	Pronouns	Demonstrative Pronouns

MS_Knowing Relative Pronouns

Brief Description: Students will be able to use Relative Pronouns in different sentences.

Teaching Aids: PPT

TLM: Placards of similar pictures given in the PPT to be prepared by the teacher before the class. The teacher may also use the PPT to be shown if an audio-visual lab is available.

Note to the Teacher:

This asset starts with IQ and seamlessly flows into the MS. The teacher could start the class by asking the students to frame a few sentences with the pronouns which they have already learnt in class. She/he could then write down the sentences framed by the students. She/he may then underline the Pronouns in those sentences and ask the students the kind of pronouns used. She/he can then recap the pronouns already learnt (he, she, it, we, my, her, his, we, his, hers, theirs, they, this, that, those, these etc.) and start the MS. The PPT may be used for clarity. Alternatively, the teacher may choose to prepare placards or reading cards with sentences as given in the TLM.

The sentences are as follow:

Answers

- | | |
|---|---------------------------------------|
| 1. The dog in the basket is <u>his</u> . | His (possessive) |
| 2. <u>She</u> is <u>my</u> sister. | She (personal), my (possessive) |
| 3. <u>That</u> is <u>his</u> house. | That (demonstrative), his(possessive) |
| 4. <u>Those</u> are <u>my</u> mother's dresses. | Those (demonstrative), my(possessive) |
| 5. <u>Whose</u> pen is this? | Whose (relative pronoun) |

The teacher can ask the students the meaning and usage of WHOSE in the 5th sentence and what it stands for. Then the teacher introduces the students to Relative Pronouns.

Relative Pronoun is a word which is used to introduce a relative clause. Relative pronouns are used to provide more information about the subject (Noun/Pronoun) it relates to. Examples of relative pronouns include **who, whom, whose, which** and **that**.

Relative Pronouns

It is used to refer to the **PEOPLE**
Ex- The boy **who** studies in my school is very kind.



WHO

It is used to refer to **ANIMALS and OBJECTS**.
Ex- Rahul has the cricket bat **which** his father has bought.



WHICH

It is used to refer to possession of **PEOPLE or THINGS**.
Ex- **Whose** pen is that?



WHOSE

It is used to refer to **PEOPLE, ANIMALS and THINGS**. It can replace WHO or WHICH
Ex- The pink bag **which** she is holding is mine.



THAT

It is used to refer to **PEOPLE**.
Ex- The boy **whom** I met is his brother.



WHOM

Boy - <https://pixabay.com/vectors/boy-glasses-book-school-smile-310099/> By 1.Clker-Free-Vector-Images

Cricket Bat - <https://pixabay.com/cs/vectors/netop%3bdr-kriket-d%5c99evo-n%3%a1%5c99ad%3%ad-25749/> By 1.Clker-Free-Vector-Images

Pen - <https://pixabay.com/cs/vectors/%c4%8dm%3%a1ranice-pero-napsat-skica-zelen%3%a1-23629/> By 1.Clker-Free-Vector-Images

Pink Bag - <https://pixabay.com/cs/vectors/kabelka-k%5c%af%5cbee-luxus-r%5c%af%5cbeov%3%bd-1300262/> By OpenClipart-Vectors

Boy - <https://pixabay.com/cs/vectors/kabelka-k%5c%af%5cbee-luxus-r%5c%af%5cbeov%3%bd-1300262/> By Katillustrationlondon

Some more examples of sentences with Relative Pronouns:

1. I love the shoes **that** my mother bought me.
2. Latha, **who** is a doctor, has treated my brother.
3. This is my uncle, **whose** daughter is your classmate.
4. My mom asked me to clean the bag **which** was given by her.
5. **Whose** dictionary is that?
6. The hotel **that** we went to last week was good.
7. **Whom** did you go with, to visit your friend?
8. **That** pink frock **which** she is wearing was gifted to her by my mother.
9. Rahul was the boy **whom** you met last week in my house.
10. Sanaya is the girl **who** gave me this book.



Shoes- <https://pixabay.com/illustrations/blue-shoes-kids-footwear-fashion-927282/> By ArtsyBee

Girl- <https://pixabay.com/illustrations/school-girl-book-reading-education-4152931/> By Katherine Ab

Note the Teacher: The teacher may use the above sentences as and when required.

Time to teach	Asset type	Theme	Sub Theme
8 minutes	Main Script	Pronouns	Demonstrative Pronouns

DD_Learning Is Fun

Objective: Students will be able to interact confidently using Demonstrative and Relative Pronouns in given situations.

Teaching Aids Provided: PPT with visuals.

Get Ready: The teacher uses the PPT with visuals and verbal inputs of different events and asks the students to speak about the events/incidents using Demonstrative and Relative Pronouns in the sentences/conversation.

Notes to the teacher: The teacher could show the visual and verbal inputs to the students and encourage them to speak about the events and incidents they would like to share. The shy students can be encouraged to speak and share.



This

My friend gave me **this** book.
brother.

Those ducks belong to my friend.
year.



Who

The boy **who** gave you the book is my
brother.

I know **that** place, we visited there last
year.

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Day-to-day Relevance	Pronouns	Demonstrative Pronouns

SA_Passing The Parcel

Objectives: Students will be able to frame correct sentences using appropriate Pronouns.

Teaching Aids: Ball / Parcel with music / clap.

Activity: Students will sit in a circle, while the students will pass the parcel/ball while listening to music. When the music stops, the teacher will instruct the student holding the parcel to construct a sentence using pronouns. Other students will identify the type of pronoun used in the sentence. The game continues until all the children get a chance to answer.

Setting for Activity: Indoor/Outdoor

Type of Activity: Group

Procedure:

- Make all the students sit in a big circle.
- Give instructions to the students to pass the parcel/ball as the music /clapping is on. When the music stops, the student holding the ball/parcel in his hands will frame a sentence with a Demonstrative or a Relative Pronoun. The teacher may encourage and monitor students to participate in this game enthusiastically and confidently.
- When the game is in progress, the teacher could correct and support the students with correct sentences if required.
- The teacher could stop the music/clapping when the ball comes to the shy students to encourage participation.
- After the maximum number of students have participated, the teacher must emphasise the “Demonstrative and Relative Pronouns” used.

Notes To The Teacher: The teacher may begin the class by sharing their best outing experience with children, creating interest and encouraging them to share their experiences with others.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Pronouns	Demonstrative Pronouns

VC_Good Behaviour is Strength

Teaching Aids (Provided): PPT

Concept- Value Connection: A demonstrative pronoun points out a specific person, place, thing, or idea. Demonstrative pronouns are this, that, these, and those.

Type: Story

Notes to the teacher:

Behaviour is the way in which one speaks, acts or conducts oneself, it demonstrates who we are to others.

Good behavior is strength

Rahul was in Grade 4 of school, and was a well behaved and fun-loving child. He understood the demands of his parents' profession because both were doctors who did a lot of good by helping the poor. So, he adjusted to their irregular timings, and his parents in return showed their concern for him. Their home therefore had a peaceful atmosphere.

Once it so happened that Rahul was alone at home and his parents were expected to return in an hour or so. Rahul was eagerly awaiting his parents' return when the doorbell rang and he saw an elderly couple from their neighborhood standing at the door. Rahul greeted them saying "Namaste uncle and aunty; please come in". They entered and enquired about his parents. Rahul wanted to be a good host. He said "My parents will be back in an hour, please sit uncle, aunty". The couple sat down on the sofa. Rahul politely asked "May I get you some water?"

Both were pleased to see his hospitality and said "Thank you dear, yes, I would like a glass of water". Rahul replied "Sure Uncle". He brought two glasses of water neatly placed on a tray and offered it to the guests. The couple was delighted to see Rahul's manners. They spoke to him for some time and then said they would leave. Rahul said "Uncle, please wait for a little longer, my parents will be back soon". However, the couple was in a hurry to leave and said they would return another time. Rahul said "I am sorry you could not meet my parents, but I shall surely inform them of your visit. Please come again." They smiled and wished him good-bye.

The elderly couple called Rahul's father the next morning to appreciate Rahul's impeccable behaviour in their absence. Rahul's parents felt proud of their well-behaved son.

As you can see, Rahul's good behaviour not only earned him praise, but it also made his parents proud and happy.

Points to Ponder / reflection

Students! It is very important that we behave well at all times, whether it is home, school or in society

- Everyone likes people who are courteous and use kind words.
- Good behavior helps you to keep a good relationship with everyone.
- It helps you to be positive and cheerful throughout the day.
- It makes you and the people around you feel happy.

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Value Content	Right Action	Good Behaviour

VC_We raise by lifting others

Teaching Aids (Provided): PPT

Concept- Value Connection:

- A relative pronoun introduces relative clauses. Relative clauses tell us more about people and things. Relative pronouns are who, whom, whose, which, that etc.,
- Similarly, we need to relate to others by putting ourselves in their place or situation and thereby understand and care about what they feel.

Type: Story

One day a little parrot was flying happily in the sky. Suddenly a hunter hit her with a stone. One of her wings was injured and she was unable to fly. She was worried as neither her family nor her friends were around to help her get home .

She saw a tree nearby and decided to stay there. It was a neem tree, but when she approached the tree, it didn't allow her to stay in its branch. She, then with great difficulty flew to the next tree, it was a coconut tree. The coconut tree also shouted at the bird and didn't give any space for her to rest.

The poor bird was heartbroken and sobbing, complaining that no one understood or helped her, when all of a sudden, she heard a voice.

It was a Banyan tree. It told her, "Don't worry dear little bird, I have plenty of space in my branches and you can comfortably stay here. I can understand and relate to your pain and feeling, as I have experienced the same hurt and pain, when people throw stones at me and cut my branches for their needs."

The parrot felt relieved and happy to stay in the branches of the Banyan tree. Just then they heard an angel's voice from the sky speaking up, "I am very happy to see your act of empathy and kindness. I want to reward you for it, you will be the strongest of all the trees and will live a very long life and will provide shelter to many birds."

Source: Self-written.

Points to Ponder / reflection

Students! Being empathetic towards everyone and everything is crucial for us as it

- allows us to see the world from their perspective.
- fosters positive relationships with everyone.
- makes us and those around us feel good.
- helps us to develop into the best version of ourselves.

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Value Content	Love	Empathy

QA_How Much Do I Know

Objective: Students will be able to use the right Pronouns in the exercises given.

Teaching Aids: PPT and PDF (worksheet)

Notes to the teacher: The teacher could use the following exercise as-

- Giving a printout of the same to all the students to work on, independently.
- Eliciting answers individually, using the PPT.

I. Circle the Pronouns given in brackets:

1. That book belongs to me. (Demonstrative)
2. To whom did you give the ball? (Relative)
3. Those red flowers are mine. (Demonstrative)
4. John is the boy who got me flowers. (Relative)
5. This is my garden. (Demonstrative)

II. Fill in the blanks with Demonstrative and Relative Pronouns:

1. accompanied you to the school?
2. boy accompanied me to the school.
3. I didn't see the kitewas flying up in the sky.
4. Please give me booksare on the table.
5. Can you tell megave you ball?

III. Make sentences with the jumbled words and identify the Pronouns:

1. play/don't/those/with/stones.
2. are/meeting/whom/you/today?
3. pen/is/this/your?

IV. Make sentences with any two pronouns given below:

This, Those, Whose, That, Who

- 1.....
- 2.....
- 3.....
- 4.....

5.....

Answers:

I

1. That (Demonstrative)
2. Whom (Relative)
3. Those (Demonstrative)
4. Who (Relative)
5. This (Demonstrative)

II.

1. Who accompanied you to the school?
2. This boy accompanied me to school.
3. I didn't see the kite which was flying up in the sky.
4. Please give me those books which are on the table.
5. Can you tell me who gave you this ball?

III.

1. Don't play with those stones. (Demonstrative)
2. Whom are you meeting today? (Relative)
3. Is this your pen? (Demonstrative)

IV.

This, Those, Whose, That, Who (any two)

1. This is my book.
2. Those are purple flowers.
3. Whose chalks are on the table?
4. The bag that my father gave me is very nice.
5. Ravi is the boy who helped me to cross the road.

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Questions to Assess	Pronouns	Demonstrative

			Pronouns
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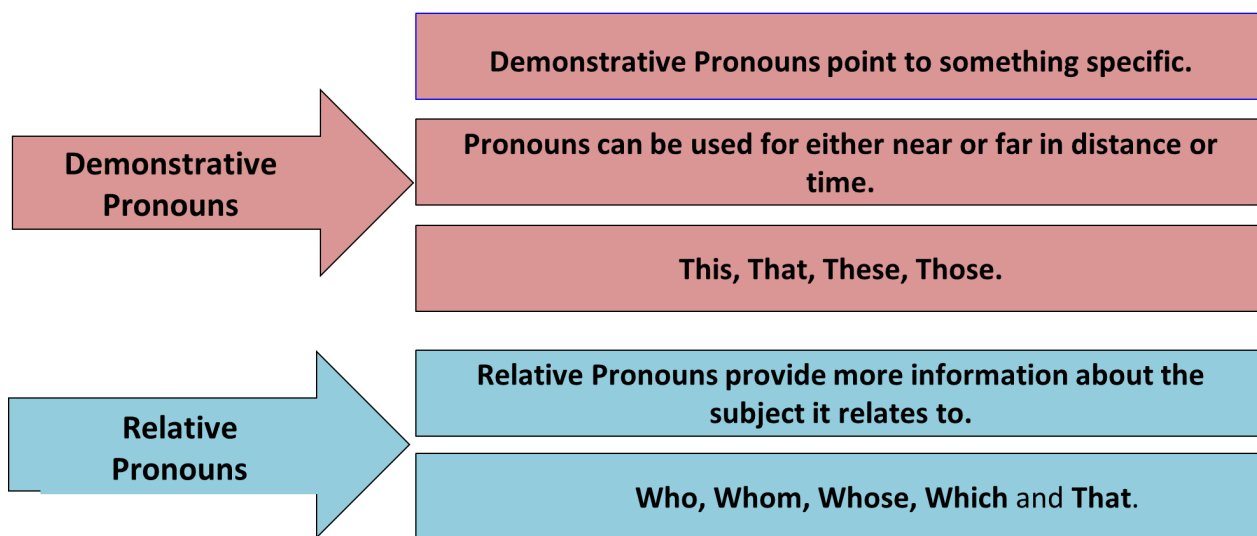
MS_Summary_Demonstrative and Relative Pronouns

Brief Description (Objectives): Students will be able to recapitulate what they have learnt about Demonstrative and Relative Pronouns.

Teaching Aids Provided: PPT and GO

Notes to the teacher: The teacher may draw the flowchart on the board or use the PPT provided to summarise the topic Demonstrative and Relative Pronouns.

In this chapter we discussed what the demonstrative and relative pronouns do in sentences with examples.



Time to Teach	Asset Type	Theme	Sub Theme
3 Minutes	Main Script	Pronouns	Demonstrative and Relative Pronouns

Time to teach	Asset type	Theme	Sub Theme
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3 minutes	Main Script	Pronouns	Demonstrative and Relative Pronouns
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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.