



Master Lesson Plan

for

Punctuation Marks - Quotation Marks

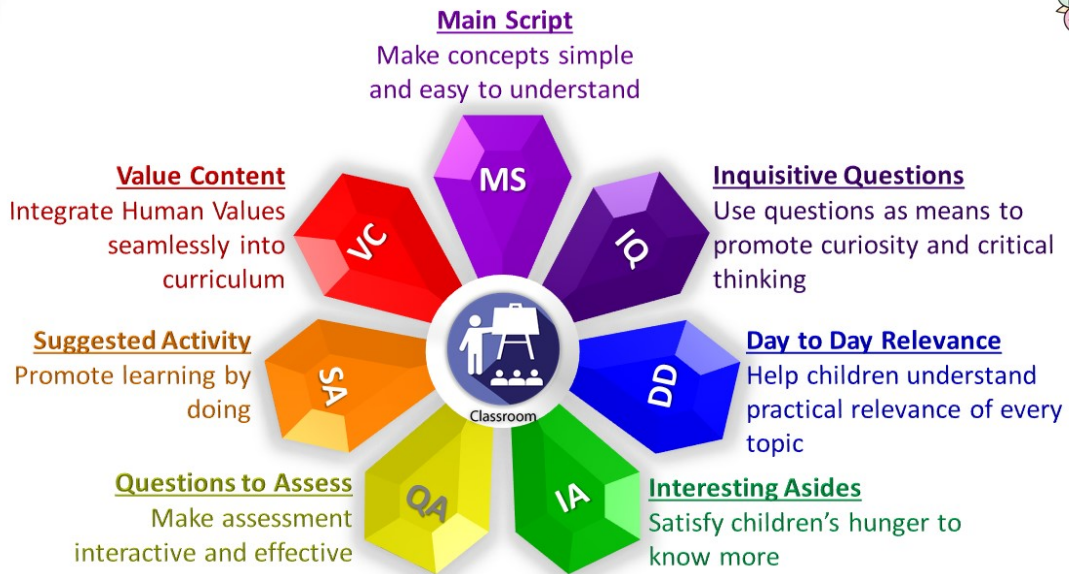
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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

MS_Objectives - Quotation marks.

Asset Description: The teacher will be able to get an overview of the asset objectives in the MLP for the chapter-Inverted Commas.

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.

Content: Students will be able to:

- apply their previous learning to identify punctuation marks and explain the role of inverted commas in spoken and written English.
- exhibit knowledge gained about punctuation marks while participating in a group activity
- accept that when we strive for excellence and achieve it, we attract the attention of the world and also understand the value of the exact words spoken by great achievers of our country
- use inverted commas appropriately in the given exercises
- summarize the chapter on 'Inverted Commas'

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Punctuation	Quotation Marks

MS_Quotation Marks

Brief Description: (Objective) Students will be able to demonstrate the proper use of inverted commas in the English Language.

Teaching Aids Provided: PPT.

Teaching Learning Material (TLM): A chart showing all the punctuation marks may be displayed in the classroom - notice board

Notes to the Teacher: The teacher may begin the class with the asset - Inquisitive Questions (IQ) an exercise to stimulate their thinking process, and then proceed to the Main Script.

A description of punctuation marks may be provided, and the teacher may ask the students to identify them and fill in the blanks with the correct punctuation mark alongside the blank.

For Example-

I am used to asking questions. What am I?

I am a question mark ___? ___

1) I am a mark at the end of a sentence. _____. (Ans: I am a full stop)

2) I am at the beginning of a sentence, and I am used for names and places. _____.
(Ans: I am a capital letter)

3) I am used for making a list and I am used for taking a pause. _____. (Ans: I am a comma)

4) I am used to indicate possession or contraction of a missing letter. _____. (Ans: I am

an apostrophe)

5) I am a mark at the end of a sentence that indicates strong feelings or high volume.
_____. (Ans: I am an exclamation mark)

After the teacher has done this exercise, he/she may introduce Quotation marks / Inverted Commas .

The teacher may begin with the meaning of Inverted Commas.

Inverted commas or Quotation Marks show us which words are part of a conversation or something that someone has said.

They show when someone is talking.

Quotation marks are used at the beginning and end of a quote to separate it from the rest of the writing. They are also known as **quotation marks** or **inverted commas**. They are like a pair of hands that **hold** only the words which are being spoken.

The opening inverted commas of a phrase, or a sentence look like the number 66 and the closed ones look like the number 99. It might be interesting for students to know that while speaking we can also make use of quotation marks by raising two fingers (index finger and middle finger) of both hands on either side of the face and saying “quote” in the beginning of the quoted words and “unquote”at the end of the quoted words.

Rules for using the Quotation Marks

Rule 1: Use quotation marks to separate a direct quote (word-for-word) from the rest of the sentence.

- "I will go to the green grocer to buy some fruits and vegetables," she said.

(Direct quote enclosed in quotation marks.)

- I replied, "I will join you!"

(Direct quote enclosed in quotation marks.)

- Mahesh told his mother, "I love spending time with you!"

(Direct quote enclosed in quotation marks.)

Rule 2: Use a comma to introduce a quote after reporting verbs like *said*, *asked*, or *exclaimed*.

Quotation marks follow a comma unless they are at the beginning of a sentence.

Begin what is spoken with a capital letter.

- She said, "I finished my yoga class."

("Said" is followed by a comma before the quote.)

- Daddy asked, "Did you complete your assignment?"

("Asked" is followed by a comma before the quote.)

- Mrs. Khanna exclaimed, "It's time for a quiz!"

("Exclaimed" is followed by a comma before the quote.)

Rule 3: Always keep any punctuation that is part of the quote inside the quotation marks.

- "The story starts in a cold, dark, scary forest," said the storyteller.

(Commas within the quote remain in the quote.)

- "Look out! It's a cyclone!" shouted Deepa.

(Exclamation points within the quote remain in the quote.)

- Sanjay asked, "Do you know the way to the city? I'm lost."

(Question mark and period within the quote remain in the quote.)

Rule 4: Use inverted commas when writing the titles of books, films, magazines, plays, songs, poems, article titles, and chapters. Remember, either inverted commas or italics are customary for these titles.

- I watched "Finding Nemo" with my sister.

(Film title -we use quotation marks)

- My favourite book is "Panchatantra Tales."

(Book title -we use quotation marks)

- "The Jungle Book" is both a book and a film.
- Book/film title - use quotation marks)

Rule 5: Single quotation marks, or single inverted commas, are used when we use quotation marks within quotation marks.

- He asked, "Would you like to read, 'Where the Wild Things Are'?" (Book title inside a quote - use single quotation marks inside double quotation marks)

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

SA_Punctuation Posters

Brief Description (Objective): The students will be able to exhibit a better understanding of Punctuation Marks - in a fun way through this activity.

Teaching Aid Provided: PPT

Notes to the teacher: To give the students an idea of how to create the posters on punctuation marks, the teacher may show them the Power Point. The teacher could also draw the Punctuation Marks on the Black board. To encourage students creativity and imagination, the teacher may conduct this activity like a competition.

Resources Required: a) Thick white colour or cream colour chart paper. (Preferably) b) A black lead pencil for drawing punctuation marks, ruler and coloured pencils or crayons.

Setting for the Activity: Indoor

Type of Activity: Group Activity

Preparation for Activity: Teacher to form groups of five students in each group and ensure that the students have the required materials to make the poster.

Role of the teacher: Facilitator and Observer.

Procedure.

Step 1. Explain how to create the poster on any 4 punctuation marks out of the six from the

sample poster, before the students begin to work in groups.

Step 2. All the 4 punctuation marks to be done on one poster providing enough space for each Punctuation mark.

Step 3. The teacher to facilitate smooth flow of the activity.

Step 4. Encourage all students to participate.

Criteria for judgement a) Creativity- New approach -10 points

b) Originality - 10 points

c) Relevance to the topic - 10 points

After the groups have completed the Posters and the teacher has marked them, the teacher may display the posters in rotation on the classroom notice boards and the notice boards in the corridors.

Observation: Students are able to create the poster with the instructions given in the section on procedure.

Conclusion: Most of the students enjoy the activity, trying to make the posters as clear and colourful as possible.

Follow-up activity: Discussion on the activity, how effective it was in helping students to display their understanding of the concept.

Precautions:(If any--optional) Maintaining discipline.

Troubleshooting: The teacher ensures that the students do the work without making much noise and helps the group that is not able to do the activity easily.

.SAMPLE OF THE POSTER THAT CAN BE DRAWN BY THE TEACHER ON THE BLACKBOARD

NAME	SYMBOL	FUNCTION	EXAMPLE
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FULL STOP/ PERIOD	.	Stop, take a long pause while reading. To mark the end of a sentence.	I love to eat fruits.
QUESTION MARK	?	Used at the end of a sentence, which asks a question.	How old are you?
EXCLAMATION MARK.	!	Spoken with a high pitch and volume. Expresses emotions of joy, sorrow, surprise, etc	What a beautiful garden! Alas! We lost the match.
APOSTROPHE	'	Shows that two words can be shortened, and it can also be used to show possession.	Don't disturb me. (do not=don't-contraction) This is my brother's motorbike. (brother's bike- means the bike belonging to my brother- possession)
COMMAS	,	Denotes a short pause or a short break while reading or writing. It is used to separate 3 or more items	I bought apples, cherries, guavas, and mangoes from the fruit market. Vijay goes to bed early, but he is always late for work.

<p>INVERTED COMMAS OR QUOTATION MARKS</p>	<p>“ ”</p>	<p>Used to enclose the exact words used by the speaker.</p> <p>They are also used to enclose the titles of books, songs, poems or a word or phrase that is being discussed.</p>	<p>My sister said, “I need to complete my homework.” (sentence)</p> <p>We call this phenomenon “water cycle.” (phrase)</p> <p>I recited the poem, ‘Daffodils’ by William Wordsworth. (title of a poem)Single inverted commas may be used for titles of poems songs and books.</p>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Punctuation	Quotation Marks

VC_ Excellence Draws Attention

Brief Description (Objective): The students will be able to accept that whatever work is done, it must be done to the best of our abilities.

Teaching Aids (Provided): PPT

Concept-Value Connection:

- **Inverted commas or Quotation marks are used to highlight a direct speech, a direct quote or titles of books and it draws the attention of the reader to what is enclosed within the quote.**
- **Any work we do in our daily lives is highlighted when we do it in the best way possible and it draws the attention of others.**

Activity: Story

A traveller was once passing by a village. He noticed a temple under construction and a sculptor carving a beautiful idol of the Lord. The focus, dedication and the skill of the sculptor in carving the idol captured the attention of the traveller and he went up to him. There he saw another idol lying next to the sculptor and it looked exactly similar to what the sculptor was making.

Confused and surprised, he asked the sculptor, “Why are you making two statues of the same type? Isn’t one enough?”

“Yes,” said the sculptor without even looking up, “Only one is needed but the first one I carved got damaged at the last stage and hence I am making another one.”

The traveller got curious. He went near the first idol and closely examined it. To his surprise he could not find any damage in the idol. “Well, I am unable to find any damage in this idol. Where is the damage?”, he asked.

The sculptor who was busy carving replied, “There is a small scratch on the nose of the idol”.

The traveller said, “No one can even spot it unless you tell. By the way, where is it going to be installed?”

The sculptor replied that it would be installed on the top of a fifteen feet top pillar.

“If that is the case, then no one will even know that there is a scratch on the nose of the idol.

Why do you have to exert yourself all over again just for a small thing that no one will ever know?”, the gentleman asked.

The sculptor stopped carving, looked up and smiled, “Others may not know, but I know, and the Lord knows it. Whatever work I have done till now, I have always put in my best efforts. It gives me joy. That is why every idol I make comes out best and it has also earned me a good name among the people in the village. I will continue to give my best, not for people to notice but for my own satisfaction”.

“We become what we repeatedly do. **“Excellence is a continuous process, not an accident”**, said our Late President Dr. A.P. J. Abdul Kalam.

Discussion points:

Here are a few wonderful Quotes spoken by the Great Personalities of India. They not only achieved personal excellence but also captured the attention of people through their inspiring words.

1. **“We are Indians, firstly and lastly.” Dr. B.R. Ambedkar** also known as the Father of Indian Constitution.
2. **“You Win some and lose some. It’s all part of the game.” PV Sindhu** (Badminton Player)
3. **“Don’t believe in Luck. Believe in Hard work.” A.P.J. Abdul Kalam**, 11th President of India.
4. **“Arise, awake, and stop not until the goal is reached.” Swami Vivekananda.** (Great Indian monk, philosopher, author, and religious teacher.)
5. **“If you light a lamp for somebody, it will also brighten your path.” (Lord Gautam Buddha)**
6. **“I fear not the man who has practiced 10,000 kicks once, but I fear the man who has practiced one kick 10,000 times”.** Bruce Lee (Martial Artist, Actor)

Points to Ponder/reflect upon

- Excellence is not being the best but doing one’s best.
- It is doing ordinary things extraordinarily well.
- It is a habit that we must cultivate with repeated practice.
- We should keep doing our best whether someone appreciates it or not.
- When we do ordinary things extraordinarily well, we command the attention of the world.

[Source: Curated from https://saibalsanskaar.wordpress.com/2013/04/02/the-perfectionist-sculptor-always-give-your-best/](https://saibalsanskaar.wordpress.com/2013/04/02/the-perfectionist-sculptor-always-give-your-best/)

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Value Content	Right Action	Doing one's best

DD_Half a bucket

Quotation Marks – Punctuation.

DD- Half A Bucket

Brief Description: The students will be able to relate to the everyday tasks that are performed around the house.

Teaching Aid: PPT

Notes to the teacher: The teacher may ask some questions to evaluate if the students have understood the humorous aspect of the anecdote after showing the Power Point Presentation and have two students read out the dialogue with expression, one playing the role of Nandita and the other playing the role of Suppandi. The teacher may read out the non-dialogue portions. The dialogue may be read out from the PPT.

Half a Bucket

Dialogue between Nandita and her servant Suppandi.

“Suppandi, use the new washing powder to wash the clothes,” said Nandita.

“But I don’t know how to, Madam,” responded Suppandi.

Nandita said, “Just read the instructions printed on the packet and follow them carefully.”

After a few minutes Nandita heard a strange noise from the bathroom and wondered what it was. Then she said to herself, “Let me go and see.”

She was shocked to see what Suppandi was doing. She asked him, “Suppandi, what are you doing?”

Suppandi replied in a calm and cool manner, “The instructions on the packet of the detergent

say that the detergent must be dissolved in half a bucket of water..... So, I am cutting this bucket into half.”

Nandita fainted on hearing this reply from Suppandi.

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

QA_Evaluation Time.

Brief Description: The students will be able to apply the concept of Inverted Commas in the exercises given in the worksheet.

Teaching Aid provided: PPT / Worksheet.

Notes to the teacher: The Teacher should get the worksheets ready as per the strength of the class and distribute them to the students. Give them proper instructions on how to do the exercises in the work sheet and specify the allotted time of submission. The teacher may present the questions and allow the students to write or orally say the answers before revealing them.

EXERCISE I

Insert inverted commas in the sentences where necessary.

You may rewrite the sentence in one of these ways.

Example:1. "Have you seen my new train set?" asked my sister.

OR

My sister asked, "Have you seen my new train set?"

1. Have you seen my new train set? asked my sister.
2. My mother said, Wake up, Neha. You will miss the bus.
3. If you help me, I will buy you an ice cream, said my aunt.
4. Stop! shouted the police officer.
5. There might be a rainbow after the rainfall, said my teacher.

6. Today is my birthday. Puneet said excitedly.

EXERCISE II

Rewrite the story by filling in the blanks with correct Punctuation Marks.

a) Full stop b) Apostrophe c) Exclamation mark d) Inverted Commas or Quotation marks e) Question mark f) Capital letter

Santosh and his wife Tara lived in a village by the seaside he was a fisherman and loved his job very much one day he caught some fish prawns and a huge octopus.

The octopus opened its mouth and started to talk.

Can you throw me back into the sea, please asked the octopus.

Yes I can if you grant me my wish said Santosh.

Thats not easy said the octopus

The teacher can conduct an oral exercise before the students write it in a paragraph form.

Example: 1. Santosh and his wife, Tara lived in a village by the seaside. .

1. S and his wife, Tara lived in a village by the seaside .

2. S was a fisherman and loved his job very much .

3. One day, he caught some fish , prawns and a huge octopus .

4. The octopus opened its mouth and began to talk.

5. Can you throw me back into the sea, please asks the octopus ?

6. Yes, I can, if you grant me my wish said Santosh .

7. That is not easy said the octopus .

ANSWER KEY

EXERCISE I

2. My mother said, "Wake up, Neha. You will miss the bus."

3 "If you help me, I'll buy you an ice cream,"said my aunt.

4. "Stop!" shouted the police officer.
5. "There might be a rainbow after the rainfall," said my teacher.
6. "Today is my birthday!" Puneet said excitedly.

EXERCISE II

Santosh and his wife, Tara, lived in a village by the seaside. He was a fisherman and loved his job very much. One day, he caught some fish, prawns, and a huge octopus.

The octopus opened its mouth and started to talk.

"Can you throw me back into the sea, please?" asked the octopus.

"Yes, I can, if you grant me my wish", said Santosh.

"That's not easy!" said the octopus.

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Questions to Assess	Punctuation	Quotation Marks

MS_Summary_Quotation Marks

Brief Description: Students will be able to summarize the Chapter- “Quotation Marks”.

Teaching Aids Provided: PPT with Graphic Organizer

Teaching Learning Material (TLM) Not Required.

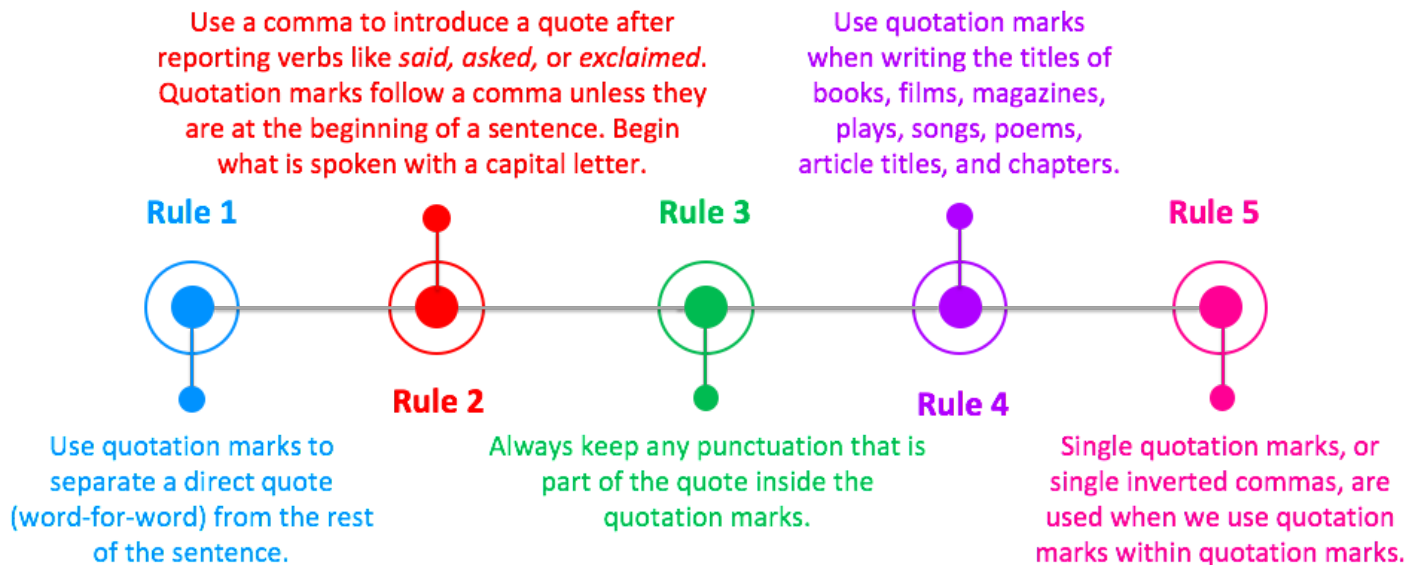
NOTES TO THE TEACHER: The teacher may draw a mind map or summarize the main points on the blackboard.

The Teacher can introduce the asset by saying,

“Let us summarize what we learnt from this chapter.”

Summary—In this chapter we discussed

- the meaning of the term Quotation marks /Inverted commas
- identification and understanding of the Quotation marks
- rules for using Quotation marks



Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Punctuation	Quotation Marks

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.