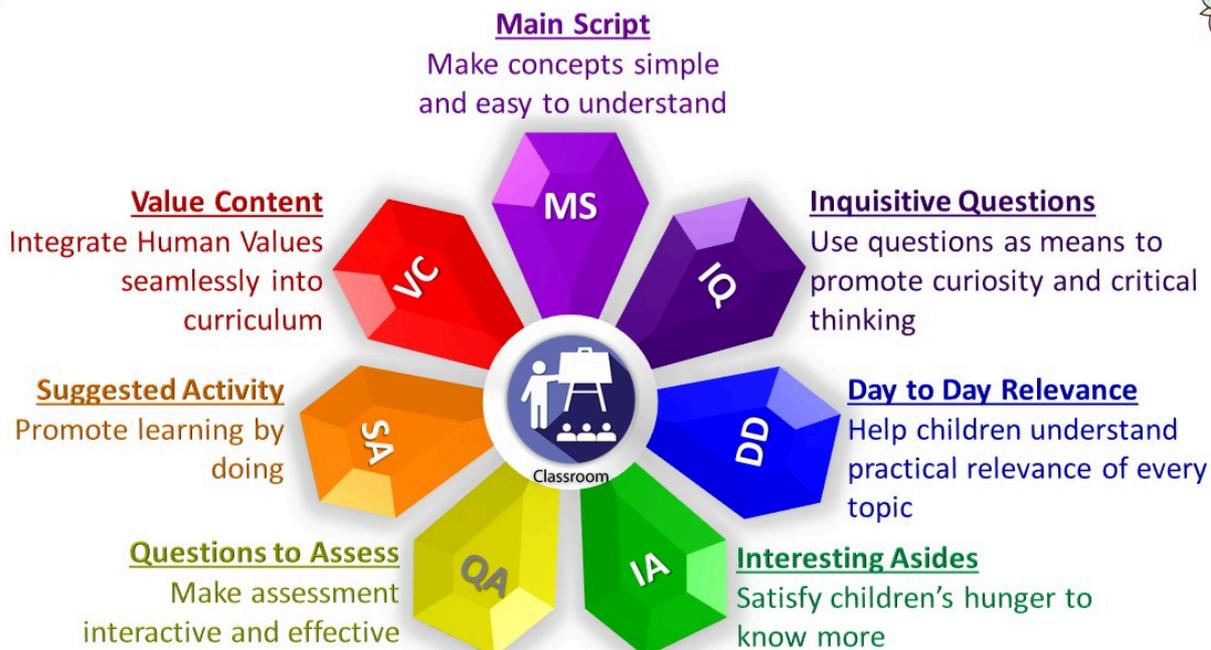






**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



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

## MS\_Ideation Module\_Verbs- Noun Verb Agreement

**[Notes to teacher:** Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, Teacher Reference Documents(TRD), Teaching Aids (TA) and Learning Aids (LA) for the topic **Verbs - Noun Verb Agreement for Grade 5**.

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by CBSE.

**Curricular Expectations:** Children are expected to attain basic proficiency in English Language by developing the ability to express their thoughts in English, verbally and in writing, in a meaningful way, using the rules of Noun-Verb Agreement.

**Learning Outcome:** The learner uses the rules of Noun-Verb Agreement to form meaningful, grammatically correct sentences to describe and narrate incidents as well as to frame questions.

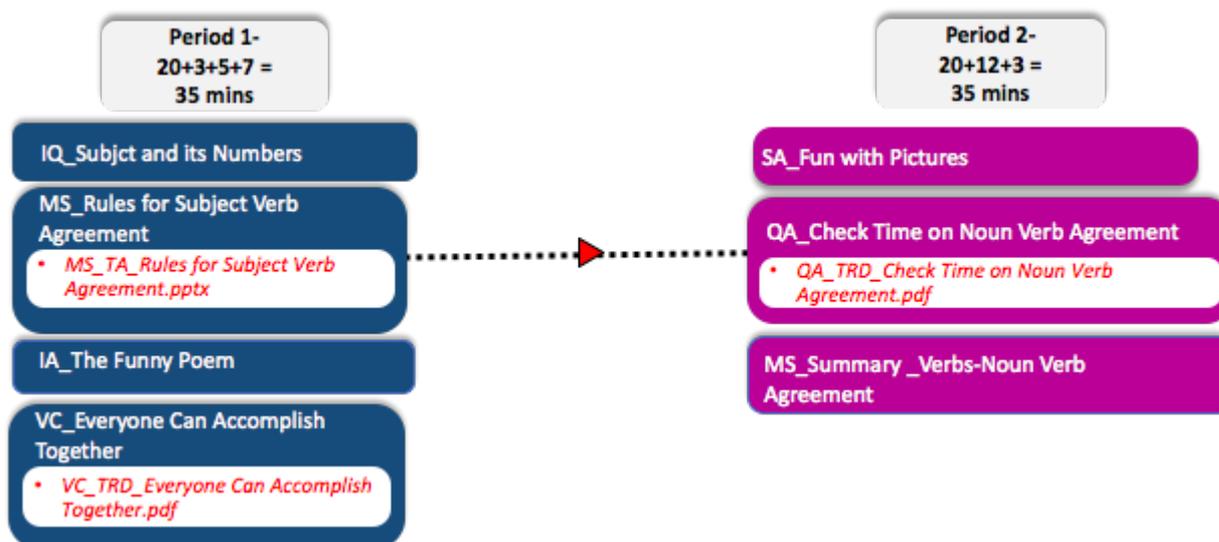
**Total Time to transact MLP: 70 minutes or 2 periods**

**Topics in this Chapter: Rules for Noun Verb Agreement**

**[Notes to teacher:** The chapter on Verbs - Noun Verb Agreement has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable' and 'Participative'. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.

This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]

### Lesson Plan Flow



**[Notes to the teacher:** Here is the MLP at a glance for a quick reference.]

### PERIOD 1

**Topic:** Verbs - Noun Verb Agreement

**Time:** 20 + 3 + 5 + 7 = 35 minutes

**Asset Types:** Inquisitive Questions, Main Script, Interesting Aside, Value Content

**Objective:** Students will be able to:

1. Identify the subject and its number.
2. Use the right verbs in sentences.
3. Take delight in reading the text and pointing out the errors in it.
4. Infer that most things can be accomplished with mutual understanding and cooperation.

### 1) IQ\_Subject and its Number

Use the teaching aid (ppt) or write the sentences on the board and elicit the answers to questions based on the sentences.

(Please note that the focus here is on getting as many children as possible to answer, rather than on the correct answers thus setting a precedent for thinking out of the box. It also gives a heads-up for the topic that needs to be introduced.)

The teacher could go through the following exercise with the students:

**Identify the subject in each of the sentences and state its number.**

1. Anil and Sunil are walking to school.
2. Neither the farmer nor the bull was available for sowing the seeds.
3. A few seats in the train are still vacant.
4. The quality of mangoes was not good.
5. Physics is an interesting subject.

**Answers:**

Subject	Number (singular or plural)
1. Anil and Sunil	plural
2. Neither the farmer nor the bull	singular
3. A few seats in the train	plural
4. The quality of mangoes	singular
5. Physics	singular

After the identification is done, draw the attention to the 2nd sentence and explain why the subject is singular when there are two nouns in it and also the 4th sentence where the word 'mangoes' is plural yet the subject is singular. Ask whether the verbs are dependent on the subject and its number in the sentence and lead them to the topic of discussion- MS\_Rules for Subject Verb Agreement.

### 2) MS\_Rules for Subject Verb Agreement

Use the teaching aid [MS\\_TA\\_Rules for Subject Verb Agreement.pptx](#) provided to introduce the children to the rules for subject verb agreement. A recapitulation exercise on what makes a sentence and how to identify the subject and the predicate in

a sentence may be done at the very beginning, if necessary. It can be seen that **MS seamlessly flows into the IQ.**

As a follow up activity, the students can be asked to pick out sentences from their reader that have verbs that agree with the subject and match it to the rule they follow.

### 3) IA\_The Funny Poem

Read aloud the poem or write it on the board. The children can listen/read the funny poem with a number of errors in it. They can be encouraged to spot the errors and correct them too.

#### A Silly Animal

The dogs is large the horse are big,  
the frogs has feet that dance a jig.

The cats calls out, the bird call loud,  
the mouse are running through the crowd.

We sits on chairs, we watches the fun,  
We plays all day under the sun.

When night time come, we all goes home,  
and that is when we writes our poem.

#### The corrected version

The dogs **are** large, the horse **is** big,  
the frogs **have** feet that dance a jig.

The cats **call** out, the bird **calls** loud,  
the mouse **is** running through the crowd.

We **sit** on chairs, we **watch** the fun,  
We **play** all day under the sun.

When night time **comes**, we all **go** home,  
and that is when we **write** our poem.

### 4) VC\_ Everyone can accomplish together

Narrate/Read aloud the story which is given in the teacher reference document [VC\\_TRD\\_Everyone can accomplish together.pdf](#). provided in the attachment.

The students reflect on it and through probing questions are made to realise that a lot can be accomplished together with mutual understanding and cooperation.

## **PERIOD 2**

**Topic: Rules for Noun Verb agreement**

**Time: 20 + 12 + 3 = 35 minutes**

**Asset Types: Suggested Activities, Questions to Asses, MS\_Summary**

**Objectives:** Students will be able to:

1. Frame sentences collaboratively using the right verbs.
2. Solve the exercises given based on noun verb agreement.
3. Summarise the rules of subject verb agreement.

**1) SA\_Fun with Pictures**

Inform the students to bring pictures that depict a lot of activities, a day before the activity. The pictures could be obtained from old newspapers or magazines. The students could be divided into 4 groups of 5 to 6 children each based on the strength of the class.

**Aim:** Students will be able to frame sentences collaboratively using the right verbs.

**Resources Required:** Various pictures of nouns and verbs (showing action), cut out from old newspapers and magazines.

**Setting for the Activity:** Indoor

**Type of Activity:** Group

**Preparation for Activity:** Making the students form groups and keeping the pictures ready prior to the activity. The students could be asked to bring the required pictures a day before the activity. Each group should bring a picture depicting a lot of activities.

**Role of the Teacher:** Facilitator

**Procedure:**

- Divide the class into 4 groups depending on the strength of the class.
- Show students pictures that depict a lot of activities.
- Encourage them to write sentences about the pictures.
- Instruct them to include sentences that incorporate the coordinating conjunctions **and, nor and or, having collective nouns as subjects and prepositional phrases.**
- The focus can be on getting them to write sentences, connecting the sentences to make a story and so on.
- **Observation:** Students take delight in doing the activity. Peer group learning is encouraged.
- **Conclusion:** Collaborative learning is visible.
- **Follow-up activity:** Similarly, students can be encouraged to pick out sentences from their textbooks and discuss them in class.
- **Precautions:** Discipline is to be maintained in the class throughout the activity.
- **Troubleshooting:** If any group is not able to progress, the children can be prompted and helped.

**DD seamlessly flows into the SA.**

**2) QA\_LA\_Check Time on Noun Verb Agreement**

Present the questions by writing them on the board or use the learning aid [QA\\_LA\\_Check Time on Noun Verb agreement.pdf](#). Allow the students to write or say the answers before revealing them. The worksheet can be used as an assessment tool or for reinforcing the concept taught.

### 3) MS\_Summary\_Verbs - Noun Verb Agreement

Encourage a recapitulation activity that enables the students to come out with most of the rules learnt. Let the same be recorded in the students' notebooks or on the board for further reinforcement.

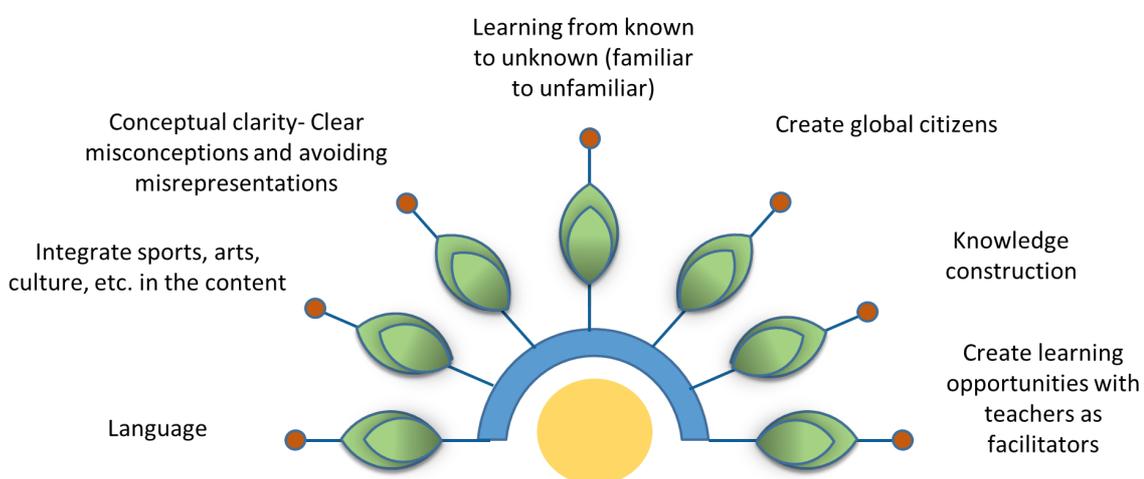
## LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ integration of Values with the concept
- ★ Interaction in the classroom

Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the folders below.

## Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you. Thank you.

Time to teach	Asset type	Theme	Sub Theme
70 minutes	Main Script	Verbs	Noun Verb Agreement

## Master Lesson Plan

<b>Seven Asset Methodology for MLP</b>	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n <sup>th</sup> why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits 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

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	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.