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## Master Lesson Plan for Phrasal Verbs

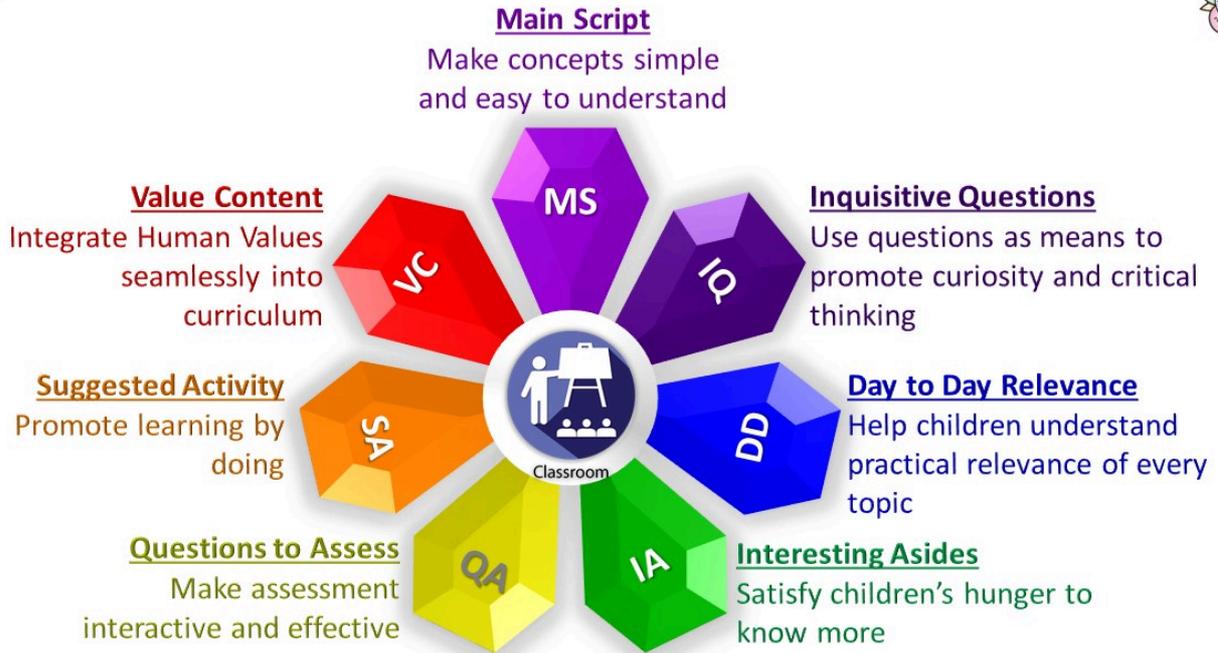
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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



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

## MS\_Ideation Module\_Phrasal Verbs

**[Notes to the teacher:** Dear Teachers, through this MLP, we bring to you suggestions, pedagogical approaches, ideas, teaching aids (TA) and learning aids (LA) for the topic 'Phrasal Verbs' for Grade 6. This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by the CBSE.]

### Curricular Expectations:

Students are expected to speak and write using language chunks.

### Learning Outcome:

Students will be able to appropriately deduce word meanings from clues in context while reading a variety of texts.

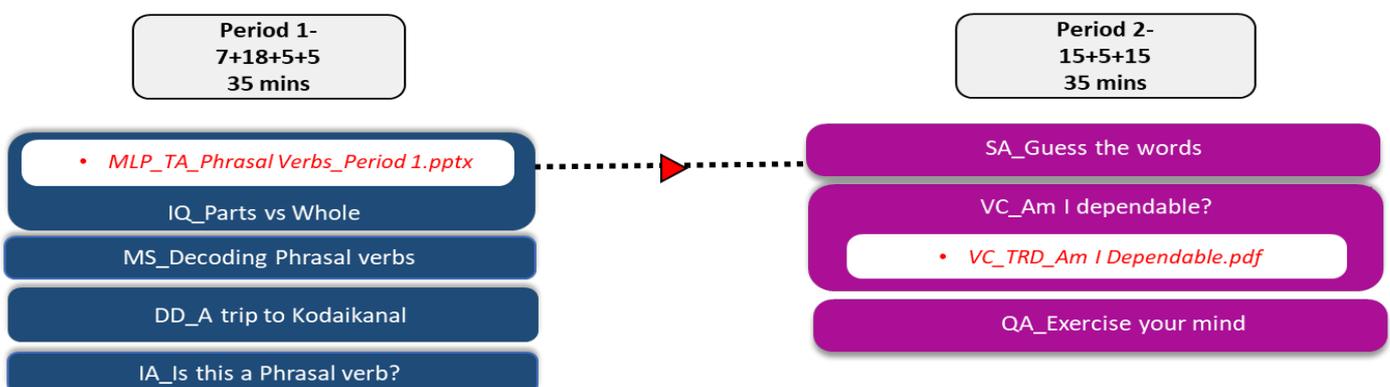
**Topics in this Chapter:** Phrasal Verbs

**Total Time:** 35 minutes, one period

**[Notes to the teacher:** The chapter on **Phrasal Verbs** has been broken down into assets. Ideas and strategies on how each asset 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 for the attainment of curricular expectations. This lesson plan is designed for **two periods of 35 minutes** each.]

### Lesson Plan Flow

#### Phrasal Verbs\_MLP Design Flow - Overview



### PERIOD 1

**Topic:** Phrasal Verbs

**Time:** 7 + 18 + 5 + 5 = 35

**Asset Types:** IQ, MS, DD, IA

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

1. Discover that the meaning of a combination of two words is not the sum of the meaning of the two words.
2. Explain the form of a phrasal verb.
3. Relate phrasal verbs to a day-to-day experience.
4. Take delight in identifying the form of phrasal-prepositional verbs.

### 1. IQ\_Parts vs Whole

MLP\_TA\_Phrasal Verbs\_Period 1.pptx has been provided as a Teaching Aid for period 1.

- Pause after displaying the slide that reads, "Gobind was brought up in a village in Assam" on the PowerPoint.
- Ask the students the meanings of the words 'brought' and 'up' individually. Then give them the dictionary meaning.  
**brought** - came with something  
**up** - in a higher position
- Then ask them the meaning of 'brought up' in the above sentence. Give the dictionary meaning.  
**brought up** - raised
- Ask the students what they have observed.
- Students discover that the meaning of the two word combination 'brought up' is not the sum of the meaning of the two words 'brought' and 'up'.

### 2. MS\_Decoding Phrasal verbs

- Show these images on MLP\_TA\_Phrasal Verbs\_Period 1.pptx (slide 3) and ask the students to make a sentence corresponding to each.



<https://www.publicdomainpictures.net/en/free-download.php?image=takeoff&id=112273> (Peter Griffin)

The aeroplane has taken off from the runway.



[https://www.freepik.com/free-photo/mother-kissing-hand-baby-arms\\_4142191.htm](https://www.freepik.com/free-photo/mother-kissing-hand-baby-arms_4142191.htm) (freepik)

The mother looks after her baby.

- Explain what a phrasal verb is and its form with the above examples.

A **phrasal verb** is a verb combined with an adverb or a preposition to give it a new meaning. While normal verbs always express their dictionary meanings, phrasal verbs are mostly idiomatic and have connotative meanings. They are often, but not always, less formal than a single word with the same meaning.

In the examples above, 'taken off' and 'looks after' are phrasal verbs.

taken off -

verb	+	adverb
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looks after -

verb	+	preposition
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- Give the following exercises to the students for practice:

***Underline the phrasal verbs in the following sentences.***

1. You can rely on me for any help you need.
2. The match was called off due to the rain.
3. I am trying to figure out how to solve the problem.
4. Winter has finally set in.
5. I came across an elephant in the forest.

***Fill in the blank with the correct phrasal verb given in the box.***

watch out	set up	call in	turn down	put on
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1. My wash basin tap is leaking. I need to call in the plumber.
2. The noise from the TV is high. Turn down the volume please.
3. Watch out! There is a car coming towards us.
4. It's cold outside. Put on your sweater.
5. We need to make some decisions. Let's set up a meeting tomorrow.

### 3. DD\_A Trip to Kodaikanal

Show this paragraph on the **MLP\_TA\_Phrasal Verbs\_Period 1.pptx (slide 6)** and ask the students to identify the phrasal verbs and give their meanings.

During our thrilling trip to Kodaikanal in the summer, we eagerly set off early and set up our tents by the tranquil lake, where we looked out for rare water birds. We gazed at the starlit sky at night and played antakshari. As the dawn broke, we woke up to a breathtaking sunrise and checked out the cascading waterfalls nearby. Climbing the hills, we explored mysterious caves and stumbled upon some playful monkeys. We capped off the day with a cozy bonfire and a delightful dinner.

#### 4. IA\_Is this a Phrasal verb?

Show the sentence 'My father's bike has run out of petrol' on the **MLP\_TA\_Phrasal Verbs\_Period 1.pptx (slide 7)**.

- Ask the students to notice the form of the verb and ask them if it is a phrasal verb.
- Tell them it is a **phrasal-prepositional verb** because it contains a verb and both an adverb and a preposition.
- Show two more examples of a phrasal-prepositional verb.

### PERIOD 2

**Topic: Phrasal Verbs**

**Time:** 15 + 5 + 15 = 35

**Asset Types:** SA, VC, QA

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

1. Use a phrasal verb corresponding to the words which mean the same in a sentence.
2. Behave in a dependable manner.
3. Answer the questions in the given test.

#### 1. SA\_Guess the words

- Prepare two sheets beforehand, each sheet containing five sentences (two examples given below) that have words (in bold) corresponding to the phrasal verbs (the phrasal verbs are given in the brackets).
- Put students in pairs and ask them to take turns to reading the sentences on their sheets one by one to their partners.  
e.g. 1. She **does physical exercise** in the gymnasium every day. (*works out*)  
2. You must **submit** your homework tomorrow. (*hand in*)
- Ask the partner to guess the phrasal verb from the words given in bold.
- Then ask the partner to read the sentence back to his friend, changing the words in bold to the phrasal verb (1. She **works out** in the gymnasium every day.  
2. You must **hand in** your homework tomorrow).
- Instruct them to reverse their roles after working on five sentences.

#### 2. VC\_Am I dependable?

**VC\_TRD\_Am I Dependable.pdf** has been provided as a Teacher Resource Document.

- Narrate the story of Ramakrishna Paramahansa to the students.
- Ask them
  - What advice did Ramakrishna Paramahansa give to the child?
  - Why did Ramakrishna tell the woman to come back to him with her son after a month?
- Tell the students that in order to be dependable, we need to
  - Act as we speak.
  - Be reliable and trustworthy.

### 3. QA\_Exercise your mind

- Write the following questions on the blackboard and ask the students to answer them on their own in their notebooks.
- Discuss their answers upon completion.

#### a. Match the sentence halves together to complete the phrasal verbs:

- |  |   |
|--|---|
| 1. She knows how to <b>put</b>         | a. <b>into</b> my friend at the circus.                 |
| 2. The NDRF team was <b>called</b>     | b. <b>off mosquitoes</b> during the picnic.             |
| 3. Yesterday night, I <b>ran</b>       | c. <b>up</b> the water?                                 |
| 4. Can you get a sponge <b>to soak</b> | d. <b>in</b> to help the people marooned in the floods. |
| 5. We had to <b>fight</b>              | e. <b>across</b> her ideas.                             |

**NDRF:** National Disaster Response Force

**Answer key:** 1-e, 2-d, 3-a, 4-c, 5-b

#### b. Read the paragraph and fill in the blanks with the correct phrasal verbs:

put on	get off	wash up	goes off	get on	turn off	tidy up	wake up
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#### My morning routine

Every day, our house alarm 1. \_\_\_\_\_ at 5:00 am and my mother lovingly taps me to 2. \_\_\_\_\_. I 3. \_\_\_\_\_ the alarm, 4. \_\_\_\_\_ my bed and go to the washroom to brush my teeth. I then wear my shoes and walk to our garden to water the plants. After I return, I 5. \_\_\_\_\_ and 6. \_\_\_\_\_ my school uniform. I then have a light breakfast of sprouts, bananas, and milk. I pack my school bag and lunch box and 7. \_\_\_\_\_ the bus to go to school. After reaching the school, I 8. \_\_\_\_\_ the bus, meet my friends, and say 'Good Morning!' to them.

**Answer key:**

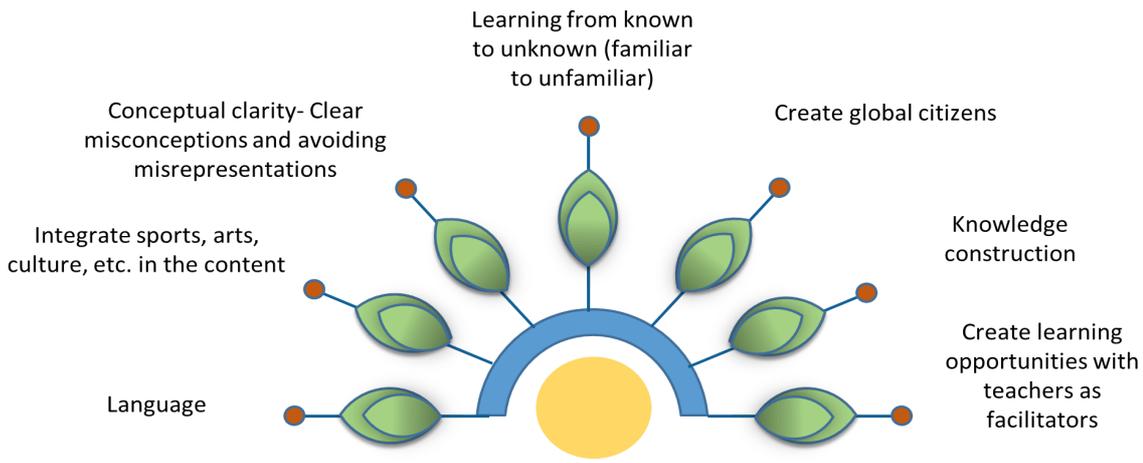
1. goes off 2. wake up 3. turn off 4. tidy up 5. wash up 6. put on 7. get on 8. get off

### Lesson Plan Design

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

- Activity-based learning.
- Knowledge construction from known to unknown.
- Relevance and connection of the topic to the real world.

### Salient recommendations of the NEP



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

Time to teach	Asset type	Theme	Sub Theme
70 minutes	Main Script	Verbs	Phrasal Verbs

## 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

	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.