

|| Aum Sri Sai Ram ||

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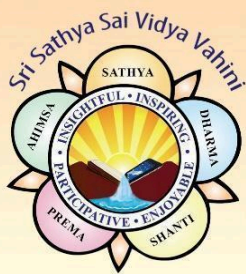


Master Lesson Plan

for

Types of phrases- adjectives, nouns, idiomatic phrases

Board	Standard	Subject	Chapter	Language	Creation date
GSSE	STD VIII	English	Types of phrases- adjectives, nouns, idiomatic phrases	English	11-10-2024 14:23:06



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



Main Script

Make concepts simple
and easy to understand

Value Content

Integrate Human Values
seamlessly into
curriculum

Suggested Activity

Promote learning by
doing

Questions to Assess

Make assessment
interactive and effective

Inquisitive Questions

Use questions as means to
promote curiosity and critical
thinking

Day to Day Relevance

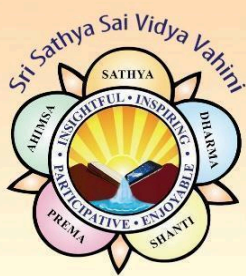
Help children understand
practical relevance of every
topic

Interesting Asides

Satisfy children's hunger to
know more



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



IM_Types of Phrases- Adjectives Nouns and Idiomatic

[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 'Types of Phrases- Adjective, Nouns and Idiomatic Phrases' for grade 8. This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by CBSE.]

CURRICULAR GOALS	CG-4. Develops the ability to recognise basic linguistic aspects (word and structure) and use them in oral and written expression.
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-4.1 Interprets and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, phrases, and parts of speech.

Strategies As Per NEP	Experiential
Learner Centric Techniques used	Peer Learning
Teacher's Tool Kit	Do it now. Turn and Talk
SDG(Sustainable Development Goals)	Ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all.
Inter/Multidisciplinary elements	Dramatic Art- Integration

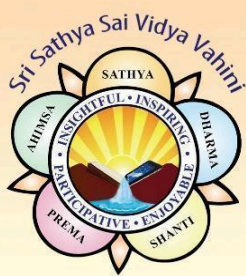
Total Time to transact MLP: 70 minutes, 2 periods

Topics in this Chapter :

Notes to teacher: The chapter on **Types of Phrases- adjectives, nouns, and idiomatic phrases** 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 seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participatory'. You will also notice that the activities and value content are designed towards the attainment of curricular goals and competencies.

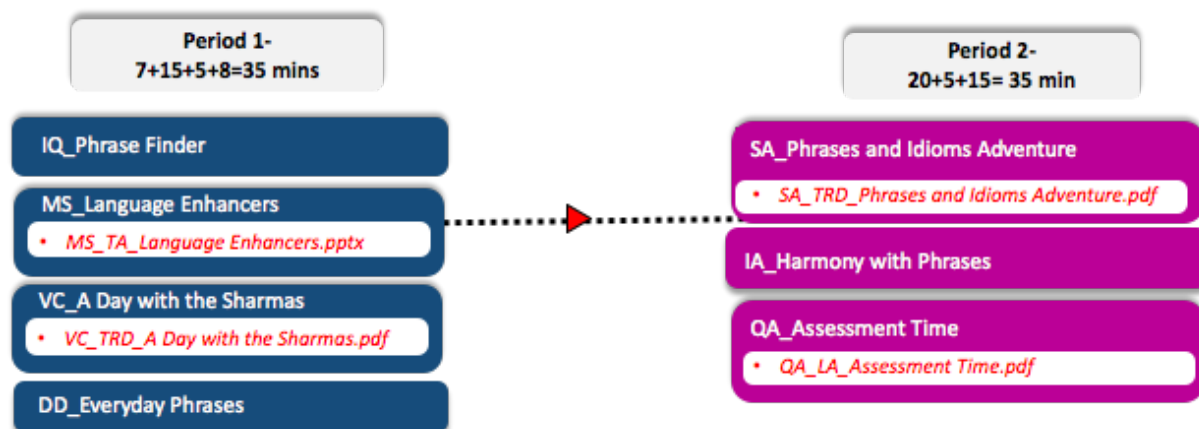
This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used if required.]

Lesson Plan Flow



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

PERIOD 1

Topic: Types of Phrases - adjectives, nouns, idiomatic phrases.

- 1) Discovering Phrases
- 2) Types of phrases and their usage
- 3) How phrases add aesthetic value in our daily usage of the different kinds of phrases.
- 4) Activity-based learning of phrases.
- 5) Importance of phrases in creative writing.
- 6) Application of phrases in assessment.

Time: 7 + 15 + 5 + 8 = 35 mns

Asset Types: IQ, MS, DD+VC.

Inquisitive Questions, Main Script, DaytoDay Relevance + Value Content.

1) IQ_Phrase Finder.

Specific Learning Outcome: The students will be able to discover phrases in the given passage.

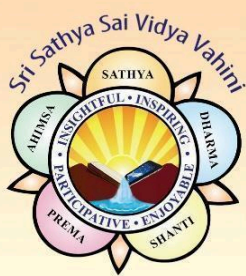
Fulfills Competency Code: C-4.1 Interprets, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, phrases, and parts of speech.

Duration: 7mins

Notes to the teacher: Write a short passage on the chalkboard and make the students do silent reading of the passage and then elicit the answers for the following questions.

- 1) Identify at least three phrases in the passage.
- 2) How is a phrase different from a clause?
- 3) Why do we use phrases?

The bright red ball rolled quickly across the soft green grass. Beside the large tree, a small brown dog was barking loudly. In the distance, a group of children played with their toys, laughing happily. The



beautiful blue sky was dotted with fluffy white clouds, and a gentle breeze from the ocean made the day feel perfect.

Answers

1. a) small brown dog; b) from the ocean; c) a group of children; d) fluffy white clouds; e) the beautiful blue sky.
2. A phrase is a group of words that does not have a subject and a predicate. A clause is a group of words that has a subject and predicate, a phrase can never stand by itself as a complete sentence, while a clause might be able to. E.g. Our planets revolve around the sun. This sentence is an example of an independent clause. The underlined part is a phrase.
3. We use phrases for meaningful communication and also for enhancing the beauty of the language.

2) MS_Language Enhancers.

Specific Learning Outcome: The students will be able to analyze the usage of types of phrases in oral and written communication.

Fulfills Competency Code: C-4.1 Interprets, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, phrases, and parts of speech.

Duration: 15 minutes

Notes to the Teacher: Introduce adjective phrases, noun phrases, and idiomatic phrases to students in a fun and engaging way. You can integrate interactive activities and real-life examples.

Begin with a few sentences with a noun phrase, adjective phrase, and an idiomatic phrase in them. Explain their usage and then elaborate on them with the help of a **phrase expansion game**.

Activity: Start with a simple noun (e.g, girl). Students take turns expanding the noun into a longer noun phrase by adding adjectives, articles, and other modifiers.

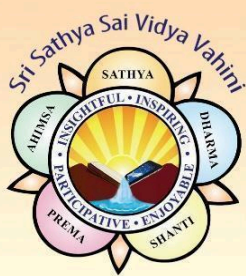
For e.g. The studious young girl, who was wise beyond her years, hit the books every evening to prepare for her exams.

The sentence above has a noun phrase, an adjective phrase and an idiomatic phrase. You may show pictures of a butterfly or a giant for the students to expand.

Objective: Encourage creative thinking and a deeper understanding of how phrases are constructed to add more meaning to the sentence.

Provide a list of noun, adjective, and idiomatic phrases after the students have created sentences with different types of phrases.

Please use the **MS_TA_Language Enhancers.pptx** for an elaborate explanation and examples.



3) VC_A Day with the Sharmas + DD_Everyday Phrases.

Competencies 1.2- Discusses own thoughts and responses while working collaboratively in the Dramatic arts.

Duration: 8 + 5 = 13 minutes

Concept-Value Connection:

Different types of phrases enhance the aesthetic expression of language by adding richness, variety and depth.

By incorporating a combination of these phrases, day-to-day conversations become more vibrant, eloquent, engaging, and memorable.

Please use the attached file **VC_TRD_A day with the Sharmas.pdf** to conduct the role-play and reflect on the value connection.

(Open Questions. All responses are accepted)

How do the different phrases used by the Sharma family enrich their interactions?

Sample responses:

Use of phrases in the role-play, make the conversations more engaging, impactful, and vivid, help convey emotions more effectively, make the conversations lighthearted and enjoyable, add a touch of imagination, creating lively and memorable conversations.

- Points to Ponder/Reflect upon:
- Artful phrases:
- Transform ordinary words into vivid expressions.
- Create lasting impressions on the mind and heart.

PERIOD 2

Topic : Types of Phrases, adjectives, nouns and idiomatic phrases.

Time: 20 + 5 + 10 = 35 mins

Asset Types: SA, IA, QA

1) SA_Phase and Idiom Adventure.

Specific learning outcome: Students will be able to classify different types of phrases and use them in oral and written communication.

Fulfills Competencies -4.1 Interprets and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, phrases, and parts of speech.

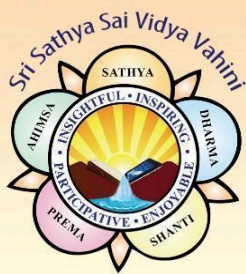
Duration: 20 minutes

Teaching Aid: SA_TRD_Phase and Idiom Adventure.pdf.

Type of Activity: Indoor- Group.

Role of Teacher: Facilitator.

Preparation of Activity: Begin by explaining the different types of phrases. Provide simple examples on



the chalkboard before the students do the activity.

Organize the students in groups and conduct the activity as explained in the **SA_TRD_Phrase and Idiom Adventure.pdf**.

2) IA_Harmony with Phrases.

Specific Learning Outcome: Students will be able to delight in listening to the poem.

Fulfills Competency Code- 4.1 Interprets, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, phrases, and parts of speech.

Duration: 5 minutes.

Notes to the teacher: Write the poem on the chalkboard or take printouts of the poem and ask them to read the poem and appreciate how phrases enhance the beauty of the English language.

Harmony with Phrases

The world of phrases is captivating for you and me
Nouns, verbs, adjectives and prepositions, wave their magic wands
Create a world filling our hearts with pure delight.
Like happy children, laugh and play, running swiftly, beneath the golden light.
The dancing trees, the blue skies and the sparkling streams reflect our marvelous dreams.
So, let's travel to these domains of speech.
Every noun, verb, adjective, preposition is within our reach.
In this symphony of words, we find phrases of each kind.
With their patterns meanings rise,
Creating a world of language, rich and wise.

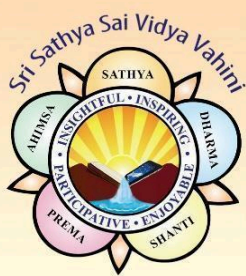
3) QA_Assessment Time.

Specific Learning Outcome: Students will be able to apply their knowledge in the given exercises

Fulfills Competency Code- 4.1 Interprets, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, phrases, and parts of speech.

Duration: 10 minutes

Notes to the teacher: Take printouts of the worksheet and distribute it for students to do the exercises. Have a recap: on the Types of Phrases before the students attempt to do the exercises in the worksheet. Please use the attached worksheet **QA_LA_Assessment Time.pdf**

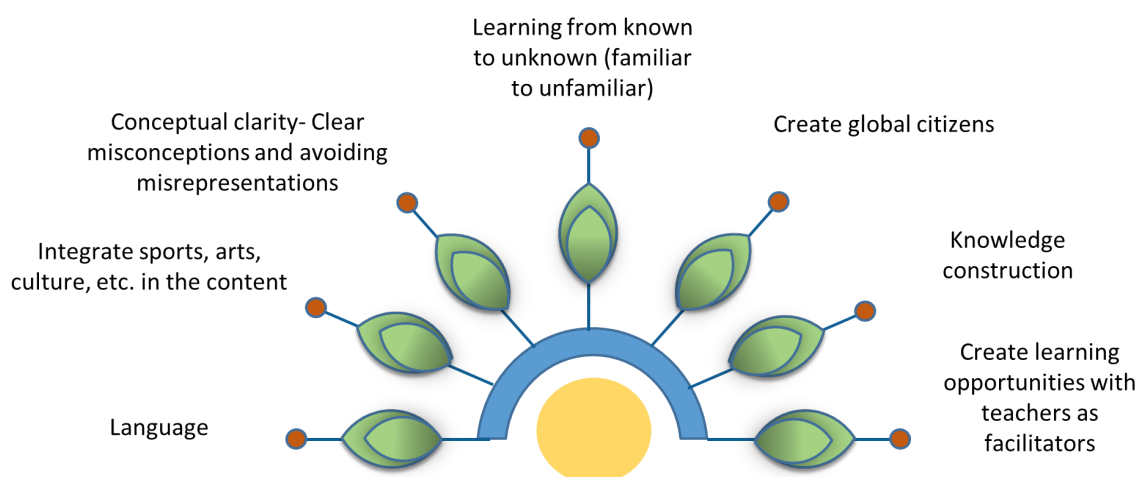


LESSON PLAN DESIGN

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

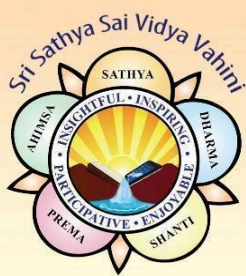
- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem-solving
- ★ integration of Values with the concept
- ★ Interaction in the classroom
- ★ Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the folders below.

Salient recommendations of NEP



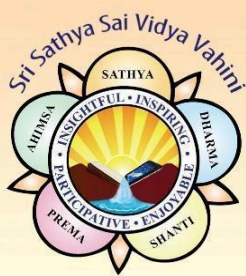
We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Time to teach	Asset type	Theme	Sub Theme
70 minutes	Ideation Module	Writing	Idioms



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 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.



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