



Master Lesson Plan for Pronouns

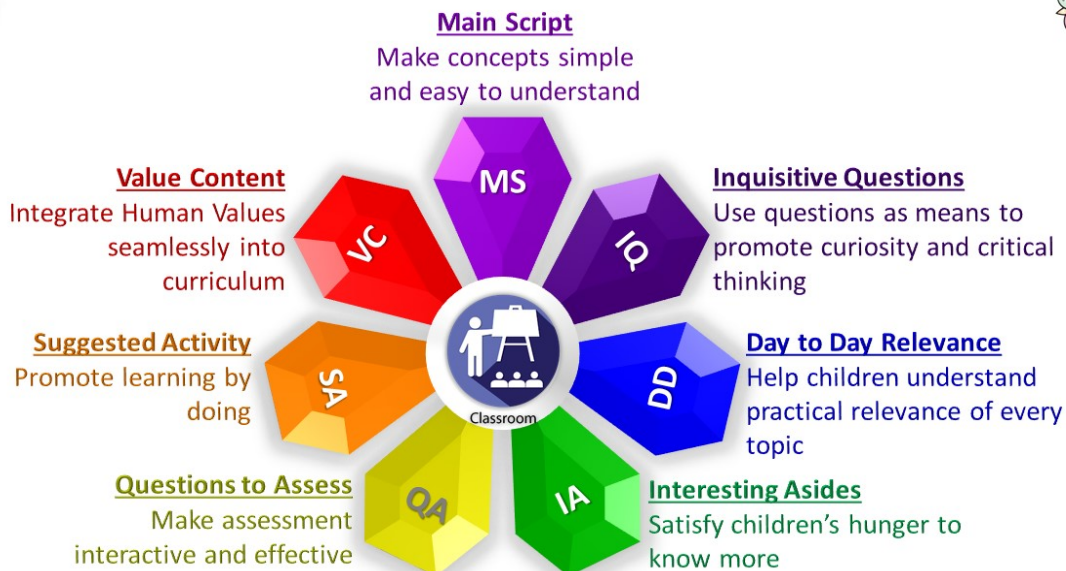
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD I	English	Pronouns	English	04-04-2022 16:19:21

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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_Learning About Pronouns

The teacher could begin the class by asking the students to give a few sentences with nouns in them. Teachers may write down some simple sentences given by the students. Some suggested examples of sentences and board work could be as follows-

Sita is a girl.

Beena and Rohit are playing.

Hari, Gita and I go to school together.

Abdul is my friend.

Rimbo is my pet dog.

***Some suggested questions like the following could be posed at this stage to trigger their thinking and create curiosity.**

- Can the above sentences be rewritten in any other way, without changing the meaning?
- How can we do it?
- Why should we do it? (***At this point, there are no right or wrong answers. Any number of answers should be encouraged.**) If any child comes close to the answer, he/she should be appreciated. Then the teacher could underline the nouns in those sentences and rewrite those sentences, substituting the nouns with pronouns, like ...Sita is a girl. She is a girl.
- **Beena and Rohit** are playing. **They** are playing...and so on. From these examples the concept of Pronouns can be introduced.

Pronouns

A pronoun is a word that takes the place of a noun. The words **he, she, it, they, we** are some examples of pronouns.



Places



Animals



People



Things

They take the place of words for people, animals, places or things .

They can be singular or plural, masculine or feminine, and they do the same work as nouns. These are used in place of nouns to avoid repetition. Pronouns are **substitute words**.

he	she	it	they	we
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Carefully observe the following sentences.

The word '**he**' is used instead of **male nouns**

1. **Raju** is my friend.



He is my friend.

2. **Uncle** ate all the mangoes.
He ate all the mangoes.

3. **John** waters the plants.



He waters the plants.

The word '*she*' is used instead of *female nouns*

1. **Gita** is standing up.
She is standing up.

2. **Kavita** has a cat.



She has a cat.

3. **My mother** loves me.



She loves me.

The word '**it**' is used instead of an animal, a place or a thing

1. **The bag is blue.**



It is blue.

2. **The goat is eating grass.**



It is eating grass.

3. **New Delhi is the capital of India.**

It is the capital of India.

The word '**they**' is used instead of *plural nouns*

1. **My parents are taking me to the park.**

They are taking me to the park.

2. **Cats like to drink milk.**



They like to drink milk.

3. Tina and Sonia enjoy playing together.



They enjoy playing together.

The word 'we' is used to refer to a group of people that includes us

1. My mother and I sat on the bench.



We sat on the bench.

2. Rakesh and I are reading a book.

We are reading a book.

3. Raju, Sonu and I are good friends.

We are good friends.

Link to the images used in this asset:

1. <https://pixabay.com/photos/street-road-people-crowd-buildings-5703332/>
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Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Pronouns	Demonstrative Pronouns

SA_Fun With Pronouns

The teacher could use the activity as follows-

- Hands-on, by getting the children involved in the activity as described below.
- Use the ppt to elicit answers, individually from students

Fun with Pronouns

Aim: Students will be able to identify the pronouns and use them appropriately.

Resources Required: Teacher's chair

Setting for the activity: Indoors

Type of activity: Group

Preparation: Nil

Procedure: Teacher places his/her chair in front of the class and draws the students attention towards it.

Step 1: Teacher calls out a student, a boy, and asks him to sit on the chair.

Teacher: Who is sitting on my chair?

Students: Vinod is sitting.

Teacher: (Pointing the child says) **He** is sitting on my chair.

Step 2: Teacher calls out another boy and asks him to sit on the chair.

Teacher: Who is sitting on my chair?

Students: Rahul is sitting.

Teacher: (Pointing to the child says....) **He** is sitting on my chair.

Step 3: Another boy is made to sit on the chair and the question repeated. Most of the students would reply by using the pronoun '**he**' instead of the name.

Step 4: Asks another girl to sit on the chair.

Teacher: Who is sitting on my chair?

Student: (Some of them may say the student's name and some of them may say **she**)

Sandhya/She is sitting.

Teacher: **She** is sitting on my chair.

Note to the teacher: By now the students would have caught on to the usage of the pronoun '**she**'.

Step 5: Teacher now calls out to another girl to sit on the chair.

Teacher : Who is sitting on my chair?

Students: Komal is sitting.

Teacher: **She** is sitting on my chair.

Step 6: The process is repeated till all the students understand and replace the name with the pronoun 'she'

Step 7: This time more than one child is made to sit on the chair.

Teacher: Who is sitting on my chair?

Students: Raju, Vinod and Komal are sitting.

Teacher: **They** are sitting on my chair.

Step 8: The process is repeated till all the students understand and are able to replace the names with the pronoun 'they' .

Step 9: An object like a book or a bag is placed on the chair.

Teacher: Where is the book?

Students: The book is on the chair.

Teacher: **It** is on the chair.

Step 9: The process is repeated by placing different objects on the chair till all the students replace the object's name with the pronoun 'it' .

Step 10: This time the teacher along with another student sits on the chair.

Teacher: Who is sitting on my chair?

Students: Teacher and Rahul are sitting.

Teacher: **We** are sitting on my chair.

Step 11: This is repeated with other students till they understand and are able to replace the names with the pronoun 'we' .

Observation: Students can substitute/replace nouns with suitable pronouns (**he, she, it, they, we**)

Instructions to the teacher:

- Revise the pronouns he, she, it, they, we and also remind them once again that pronouns are words used instead of nouns.
- Explain that pronouns can be singular or plural, masculine or feminine, and they do the same work as nouns.
- Encourage everyone to participate in the activity.

Precautions: Teacher to instruct students that discipline is to be maintained throughout the activity.

Troubleshooting:

- If a particular student is unable to answer, the teacher can prompt/ help the child by repeating the activity.

Time to teach	Asset type	Theme	Sub Theme
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15 minutes	Suggested Activity	Pronouns	Demonstrative Pronouns
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V. Make sentences of your own using the following pronouns.

- a. It _____
- b. We _____
- c. They _____

ANSWER KEY

I. a) He b) They c) It d) She.

II. a)Ravi- he, b) The big truck- it, c) Preeti- she, d) Kartik and I- we, e) Meera and Beena- they.

III.a) she, b) it, c) he, d) they, e) we,

IV. a)he, b) they, c) we d) she.

V. [The teacher can accept and correct the sentences made by the students other than the ones given here.](#)

a) Priya has a puppy, it is brown in colour. b) We are going on a picnic on Sunday.

c) They play together.

Notes to the teacher:

- **Students should be encouraged to do independent work.**

[A pdf format of the worksheet is also provided for easy access to print worksheets.](#)

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

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.