



## Master Lesson Plan for Collective Nouns

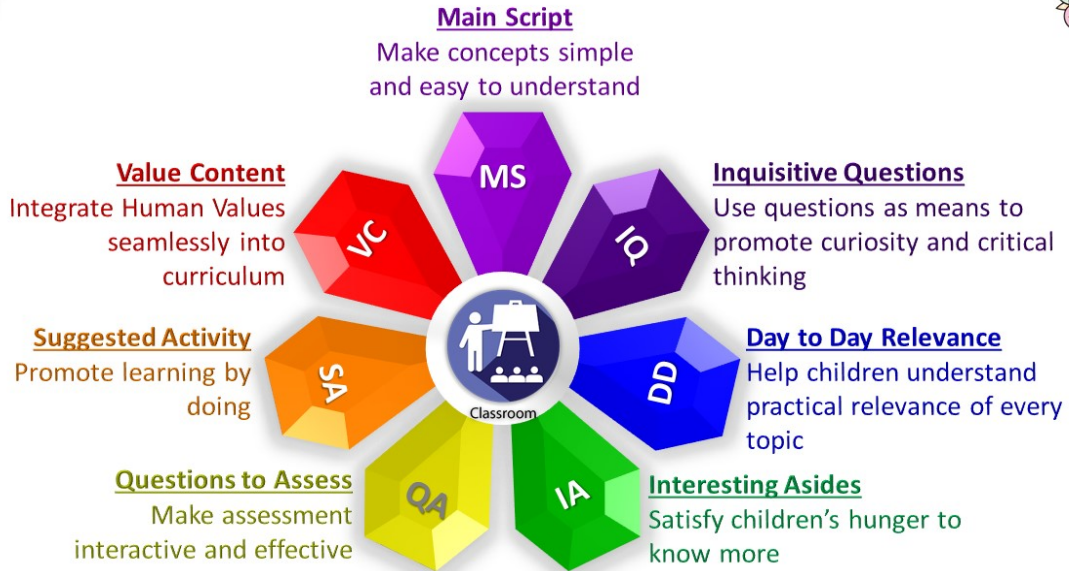
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD III	English	Collective Nouns	English	18-06-2022 10:37:19

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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\_Collective Nouns

### Content:

**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.

### Students will be able to:

- give reasons about the nouns from their previous learning
- identify collective nouns
- relate to their experience for collective nouns from their surroundings
- demonstrate their understanding of collective nouns
- enjoy the new set of collective nouns
- realise that living in harmony with everything around us gives happiness
- use collective nouns appropriately
- match the given nouns to their collective nouns

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Nouns	Collective Nouns

## IQ\_Food For Thought

### Notes to the teacher:

The teacher could use the following paragraph to enable the students to think and come out with as many answers as possible before giving out the right answers. After the exercise is complete, the questions that follow could be posed. The students' attention could be drawn to the last question and then the topic could be summed up.

**Read the following paragraph and fill in the blanks. Use the words in the help box.**

rice	mother	pond
ducks	peas	father
food	Komal	Rajesh

The park has a big pond. **A paddling of ducks floated in the pond.** \_\_\_\_\_ and \_\_\_\_\_ went to the \_\_\_\_\_ with their \_\_\_\_\_ and \_\_\_\_\_. They gave \_\_\_\_\_ and \_\_\_\_\_ to the \_\_\_\_\_. The ducks came close to them to get their \_\_\_\_\_.



<https://pxhere.com/en/photo/1007254>

### Completed paragraph with the nouns.

The park has a big pond. **A paddling of ducks floated in the pond.** Rajesh and Komal went to the pond with their father and mother. They gave rice and peas to the ducks. The ducks came close to them to get their food.

**Questions to be asked:**

1. The words used to fill in the blanks are verbs. Say true or false. If false, give the right answer.

**Expected answer- False, they are nouns.**

2. Why are they called so?

**Expected answer- They are naming words as they name people, places, animals and things.**

3. What is the meaning of the sentence 'A paddling of ducks float in the pond.'?

**Suggested answer- many ducks, group of ducks, family of ducks**

4. What are such nouns called? Why?

**Suggested answer- group nouns, as they show many nouns together.**

**Notes to the teacher: At this point there is no emphasis, by the teacher, on the right answer. After eliciting a few answers, the teacher could sum it up by saying that 'A paddling of ducks' means a group of ducks (a group of the same kind) floating on water and such nouns are called 'Collective Nouns'.**

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Nouns	Collective Nouns

## MS\_Knowing All About Collective Nouns

### Notes to the teacher:

The teacher could begin the class by showing pictures depicting singular and plural e.g. dog and dogs, banana and bananas, key and keys, bird and birds, or show things in class like pen and pens, book and books and ask what they are.

The most expected answers would be the plural form of the nouns shown. (The main intention of asking such questions is to trigger their thinking and generate curiosity. The stress need not be on the right answers alone. Teachers should encourage as many answers as possible.)

Through these examples the teacher could introduce the collective nouns. The board work could be as follows-

Singular	Plural	Collective
pencil	pencils	a set of pencils
book	books	a pile/set/shelf/library of books
dog	dogs	a pack of dogs
key	keys	a bunch of keys
cow	cows	a herd of cows

### Collective Nouns

Nouns which indicate a group of persons, places, animals and things of the same kind are called **collective nouns**.

Some examples of collective nouns include words like group, class, team, crowd, number, audience and family.

Collective nouns are a fun way to make writing more interesting.

- I. The following are some example phrases of collective nouns. Here, each collective noun is shown in red colour.

a <b>pack</b> of wolves	a <b>pride</b> of lions
a <b>school</b> of fish	a <b>swarm</b> of bees
a <b>colony</b> of ants, bats, penguins	a <b>herd</b> of buffaloes, cows, cattle, deer, elephants

In all these examples, each animal is part of the whole group.

A 'wolf' belongs to a pack. A 'lion' belongs to a pride.

A 'fish' belongs to a school. A 'cow' is part of a herd.

a **pack** of wolves



a **school** of fish



## II. Using 'a' or 'an' with collective nouns



a **family** of five



an **army** of ants



a **fleet** of aeroplanes or ships



a **bouquet** of flowers

As we can see in these examples, the words 'a' or 'an' usually come before a collective noun. Collective nouns can also be singular or plural. However, most collective nouns are written as singular nouns.

### III. Using 'of' with collective nouns

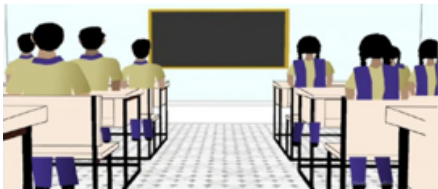
Collective nouns are usually followed by the word 'of' and a noun telling who or what belongs in that group.

e.g. a **class** of 'students' —> 'students' (noun) make up a class

a **pride** of 'lions' —> 'lions' (noun) make up a pride

a **bundle** of 'sticks' —> 'sticks' (noun) make up a bundle.

a **class** of 'students'



a **bundle** of 'sticks'



### IV. Some collective nouns that describe groups of animals/things can be used for more than one group of animals/things.

e.g.

a **herd** of buffaloes, elephants, deer, cattle, zebra, cows

a **bunch** of keys, grapes, bananas





**Some examples of collective nouns are listed below.**

**People**

<b>class</b>	a class of students/pupils
<b>crowd</b>	a crowd of people
<b>army</b>	an army of soldiers
<b>band</b>	a band of musicians
<b>company</b>	a company of actors
<b>troupe</b>	a troupe of dancers
<b>staff</b>	a staff of teachers, employees
<b>posse</b>	a posse of policemen
<b>team</b>	a team of players
<b>choir</b>	a choir of singers
<b>line/dynasty</b>	a line/dynasty of kings

**Places**

<b>group/chain</b>	a group/chain of islands
<b>chain/range</b>	a chain/range of mountains
<b>block</b>	a block of flats
<b>alliance</b>	an alliance of countries

<b>network</b>	a network of roads
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**Animals**

<b>litter</b>	a litter of puppies/kitten
<b>flock</b>	a flock of sheep
<b>caravan</b>	a caravan of camels
<b>army</b>	an army of frogs
<b>troop</b>	a troop of monkeys
<b>colony</b>	a colony of rats
<b>school</b>	a school of whales
<b>pack</b>	a pack of dogs, wolves
<b>shoal</b>	a shoal of fish
<b>herd</b>	a herd of elephants, cows
<b>pride</b>	a pride of lions

**Birds**

<b>gaggle</b>	a gaggle of geese
<b>flock</b>	a flock of birds
<b>company/pandemonium</b>	a company of parrots
<b>brood</b>	a brood of chickens, hens

<b>parliament</b>	a parliament of crows, owls
<b>murder</b>	a murder of crows
<b>host</b>	a host of sparrows

**Insects**

<b>swarm</b>	a swarm of bees
<b>army</b>	an army of ants
<b>colony</b>	a colony of bees, ants, termites
<b>cluster</b>	a cluster of spiders
<b>flight</b>	a flight of butterflies
<b>cloud</b>	a cloud of grasshoppers

**Things**

<b>bowl</b>	a bowl of rice
<b>heap</b>	a heap of sand
<b>bunch</b>	a bunch of keys, bananas, grapes
<b>bale</b>	a bale of cotton
<b>fleet</b>	a fleet of aeroplanes, ships, cars, vehicles
<b>stack</b>	a stack of chairs
<b>flight</b>	a flight of stairs
<b>string</b>	a string of beads
<b>stack</b>	a stack of papers
<b>bundle</b>	a bundle of sticks
<b>library</b>	a library of books
<b>galaxy</b>	a galaxy of stars

**Notes to the teacher:**

- The teacher should encourage the students to use the collective nouns in sentences of their own.
- Children could be encouraged to find out more collective nouns for nouns of their interest.
- The examples mentioned above are for the teacher's reference and she/he could use as many as needed/suitable for the class.
- The teacher should introduce the new/difficult words in the above list as and when used. Example- alliance

**Link to the images used in this asset:**

1. Wolves: <https://pixabay.com/photos/wolves-wolf-pack-predator-animal-4377376/>
2. Fishes: <https://pixabay.com/photos/school-of-fish-fish-nature-water-756460/>
3. Family: <https://pixabay.com/vectors/family-people-mother-and-father-310364/>
4. Ants: <https://pixabay.com/photos/ants-insects-community-entomology-6367022/>
5. Aeroplanes: <https://pixabay.com/photos/aircraft-airplanes-vintage-airshow-2086517/>
6. Bouquet: <https://pixabay.com/photos/date-of-birth-flower-valentine-s-day-1192373/>
7. Elephants: <https://pixabay.com/photos/elephants-african-bush-elephant-241624/>
8. Grapes: <https://pixabay.com/photos/table-grapes-grapes-fruit-healthy-74344/>
9. A bundle of sticks: [https://commons.wikimedia.org/wiki/File:A\\_bundle\\_of\\_bamboo\\_skewers.jpg](https://commons.wikimedia.org/wiki/File:A_bundle_of_bamboo_skewers.jpg)-Attribute to Obsidian Soul
10. Classroom: SSSVV Image Gallery: Search Keyword "class"

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Nouns	Collective Nouns

## DD\_A Day In The Life Of Arun

**Notes to the teacher:** The teacher could read the paragraph or use the PPT given and facilitate the students to connect to their own, similar experiences.

**\*Please note:** The PPT has an audio narration. Please view the PPT in animation mode with volume increased to hear the narration.

### A Day In The Life Of Arun

The school bell rang... and Arun, a seven year old boy, was in a hurry to get back home. He was hungry and looked forward to the feast at home, as it was his sister's birthday. He knew his mother was preparing yummy dishes. He was so lost in thought...that he didn't notice **a pack of dogs** chasing him. Neither did he stop to see **an army of frogs** in the pond nor **the brood of chickens** following the mother hen.

On reaching home, he was surprised to see the door locked. As he stood there wondering where his mother could be... he heard his aunt calling out to him and giving him **a bunch of keys** to enter the house and letting him know that his mother would be back home soon.

Arun quickly washed up, changed and went straight to the kitchen. He was in for a shock. **A bowl of rice** was spilled all over the place and **a colony of ants** was feeding on it. **A bunch of grapes** was half eaten and squashed. He could not understand what was happening.

Arun ran to the living room and there he saw **a bouquet of flowers** fallen on the floor and the pot broken. Next to it was the naughty puppy sitting on **a pile of books**. The sudden crashing noise from the kitchen made him run there. **A cloud of dust** rose from the ground, and under it, covered in flour, was another puppy. This made him laugh. A few more came out of the cupboard. Now...Arun knew that **the litter of puppies** were at work, when his mother had gone out. He wondered how he was going to explain this to his mother.

The session could conclude with the teacher asking the students to list at least five collective nouns from the paragraph that they have seen.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Day-to-day Relevance	Nouns	Collective Nouns



## SA\_Fun With Collective Nouns

**Note to the teacher:** The teacher could divide the class into groups of five students each. Each group could be given a specific noun and each child asked to bring a picture of the said collective noun, a day before the activity is conducted.

### Chart Making

**Aim:** Students will be able to demonstrate their understanding of collective nouns.

**Resources Required:** Chart papers, glue and pictures of various collective nouns

**Setting for the activity:** Indoor

**Type of activity:** Group

**Preparation:** Chart papers to be brought by the teacher to the class. Based on the groups the children are in, they bring the required pictures of collective nouns

**Note to the teacher:** The pictures could be got from old newspapers, magazines or old books. Children good at drawing could be encouraged to even draw and colour them.

### Procedure:

**Step 1:** The teacher divides the class into groups of five students each, based on the strength of the class.

**Step 2:** Each group is given a noun to make charts on.

e.g. Group 1- Animals

Group 2- Birds

Group 3- Things

Group 4- People

Group 5- Insects

**Step 3:** Each child is asked to bring a picture each for examples of the noun type given to them.

e.g. Group 1- Animals

One child brings a picture of dogs or elephants.

**Step 4:** The teacher gives each group a chart paper and instructs them on how to paste the pictures and label them. The time allotted for the same is specified

**Step 5:** On the chart paper the heading ' Collective Nouns ' is written and the pictures of collective nouns are pasted on it. Below each picture the collective noun is written.



## A herd of 'elephants'

elephants: <https://pixabay.com/photos/elephants-african-bush-elephant-241624/>

e.g. A herd of elephants

**Step 6:** Each chart would have a collection of five collective nouns

**These charts could be displayed in the classroom or in the corridors of the school as best suited.**

**Observation:** Students are able to recall the collective nouns used for various groups of nouns

### Instructions to the teacher:

- Explain collective nouns to the students before commencing the activity.
- Teacher to facilitate the smooth flow of the activity.
- Encourage all students to participate.

**Precaution:** Teacher to instruct that discipline is to be maintained throughout the activity.

**Troubleshooting:** If any child is not able to connect to the collective noun, the teacher may help him/her.



Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Nouns	Collective Nouns

## IA\_Guess Who We Are?

### Content:

The teacher could use the visuals and information to kindle their interest and enjoy the lesson. It would also help them learn a new set of collective nouns.

**Aim:** Students will be able to enjoy and learn a new set of collective nouns. They would also be able to understand how these were coined. (\* Meaning of coined- to invent a new word or phrase)

### Examples of the new set of collective nouns

1. a **glaring** of cats
2. an **army** of caterpillars
3. a **bike** of bees
4. a **crash** of rhinoceros
5. a **shiver** of sharks



<https://www.flickr.com/photos/27435717@N00/4062257255> By Ali Eminov

### A **glaring** of cats

The reason this collective noun was chosen for cats is because the definition of glaring is having a fixed look of fierceness or anger, describing how cats look at people most of the time.



<https://pixabay.com/photos/larvae-yellow-black-many-1054724/>

An **army** of caterpillars

This collective noun likely describes the behaviour exhibited by caterpillars when they travel in large groups.



<https://pixabay.com/photos/bees-insects-macro-honey-bees-292133/>

A **bike** of bees

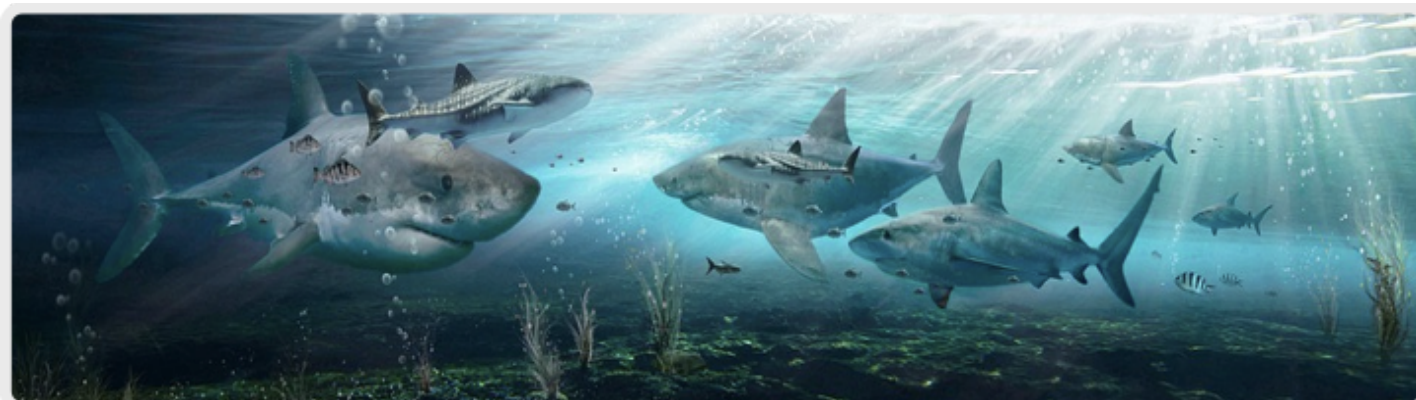
The reason this is a collective noun for bees is because the word 'bike' is an old English word which means a colony, nest, or swarm.



<https://pixabay.com/photos/rhinoceros-close-horns-dangerous-2808194/>

A **crash** of rhinoceros

The collective noun 'crash' could have been most likely inspired by the rhino's tendency to charge at anything unfamiliar.



<https://pixabay.com/photos/fish-sharks-sea-water-ocean-6010472/>

A **shiver** of sharks

This collective noun could be suggestive of what happens to a person who comes across a group of sharks while out swimming.

Reference: <https://www.jellyfish.com/en-gb/training/blog/collective-nouns>

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**Notes to the teacher: Meaning of difficult words could be explained by the teacher wherever required.**

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Interesting Asides	Nouns	Collective Nouns

## VC\_Together is Happiness

**Teaching Aids (Provided):** PPT

**Concept- Value Connection:** *the collective nouns represent the group of people or things*

### Notes to the teacher:

Teacher asks the children:

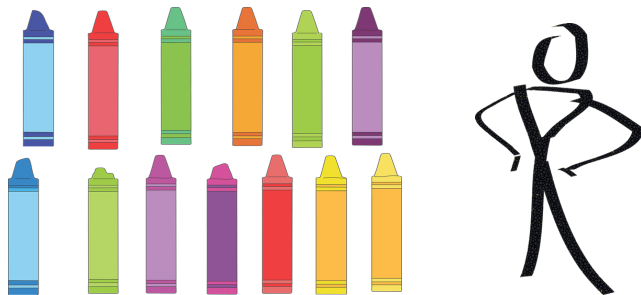
- Children, do you like rain?
- What is that you can see in the sky only during the rainy season?

Answer:

Yes, it is the rainbow that you can see during the rainy season.

### Type: Story

Once upon a time, each of the colours in the world started to quarrel. It was about who was the best, the most important, the most useful, or the most favourite.



Colour - <https://pixabay.com/vectors/crayon-art-drawing-school-color-2214272/>

Man - <https://pixabay.com/vectors/figure-person-stick-standing-slim-25590/>

GREEN said, "Clearly I am the most important. I was chosen for the grass, the trees and the leaves. Without me all the animals would die.

BLUE interrupted... "Consider the sky and the sea which are blue. Water is the basis of life and the sky gives space, and peace and serenity. I am the best."

YELLOW chuckled: "You are all so serious. I bring laughter, gaiety and warmth into the world.

Every time you look at a sunflower the whole world starts to smile. Without me there would be no fun”.

ORANGE next started to blow its own trumpet. "I am the colour of health and strength. Think of the carrots, the pumpkins and the oranges. I fill the sky at sunrise, and sunset. My beauty is so striking that no one ever gives another thought to any of you!"

RED could stand it no longer. Red shouted out, "I'm the ruler of you all. Blood, life's blood. I am the colour of alerting danger, bravery, passion and of love."

PURPLE rose up to its full height. "I am the colour of royalty and power. Kings, chiefs and bishops have chosen me, for I am the sign of authority and of wisdom. Everyone listens to me."

INDIGO spoke more quietly than the others, but just as determinedly. "Think of me, I am the colour of silence. I represent twilight and deep waters. You need me for balance and contrast, for prayer and inner peace."

The colours went on quarrelling loudly to establish one's superiority. Suddenly there were flashes of lightning and sounds of thunder, when rain started pouring furiously. All the colours came closer and huddled together in fear, to gain courage and draw comfort from one another.



[https://www.freepik.com/free-icon/weather\\_15239656.htm](https://www.freepik.com/free-icon/weather_15239656.htm) attribution to Flaticon

That is when Rain spoke out to them, "Each of you is unique in your own way and whenever it rains, all the seven of you should join hands and stretch yourselves across the sky to form a beautiful rainbow, as a symbol of peace and happiness".

### Points to ponder/reflect

Just like the colours joined together to form a beautiful rainbow, we need to love everyone and live together in peace and harmony.



[https://www.freepik.com/free-vector/flower-garden-beautiful-rainbow\\_2439628.htm](https://www.freepik.com/free-vector/flower-garden-beautiful-rainbow_2439628.htm) attribution to brgfx

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Value Content	Peace	Harmony



## QA\_Quiz Time For Collective Nouns

### Quiz Time

Notes to the teacher:

The teacher could use the following quiz to assess the understanding of collective nouns.

How to conduct the quiz?

- > The class could be divided into four groups namely Groups A, B, C and D.
- > The quiz consists of three rounds of four questions each.
- > The time allotted to answer each question is only 30 seconds.
- > In round 1&3, if a group fails to answer the question then the question is not passed on to the next group. The question gets passed only in round 2. The team that answers the passed question gets a bonus point of 5.
- > In round 1&2, each correct answer gets 10 points.
- > One child could be asked to keep the scoreboard going.
- > The team with the maximum points at the end is the winning team.

**PLEASE NOTE-** Any one child from a group can answer in consultation with the group. **NO MASS ANSWERING.** If that happens, the group can lose a round.

The teacher could repeat the rules of each round at the beginning of each round.

### Round 1- Visual Round

(\*No passing of questions)

10 points for each correct answer.

Choose the right collective nouns for the following nouns.

1st question to Group A



<https://pixabay.com/photos/happy-children-education-876541/> by AkshayaPatra Foundation

school	team	class
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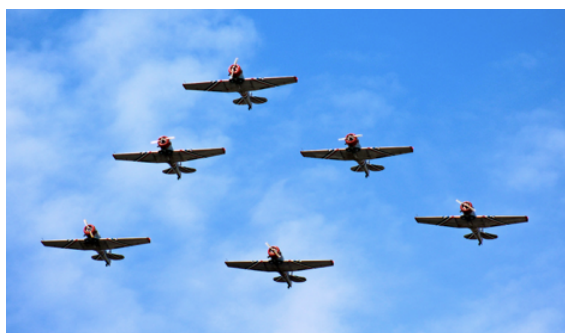
**2nd question to Group B**



<https://www.pexels.com/photo/green-fields-near-brown-mountain-210243/> by Pixabay

<b>range</b>	<b>block</b>	<b>group</b>
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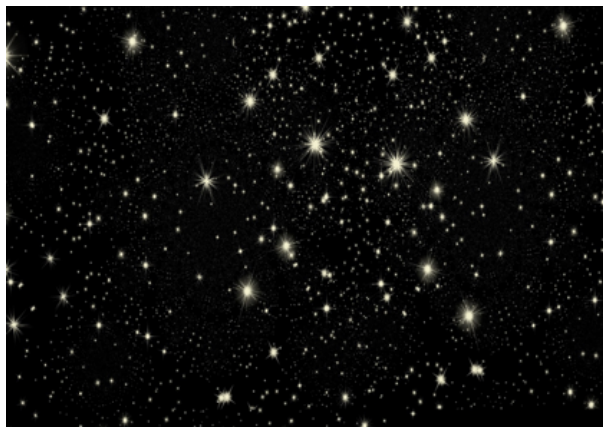
**3rd question to Group C**



<https://www.pexels.com/photo/six-aircrafts-in-formation-flying-in-the-skies-298207/> by Leigh Patrick

<b>group</b>	<b>pile</b>	<b>fleet</b>
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**4th question to Group D**



<https://pixabay.com/illustrations/night-stars-starry-sky-heaven-927168/> by Gerd Altmann

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bunch	group	galaxy
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Answers: A- class B- range C- fleet D- galaxy

### Round 2- Audio Round

If a group doesn't answer the question then it passes to the next group. The group that answers the passed question gets a bonus point of 5 for that question.

Listen to the sounds and guess the nouns. Give their collective nouns.  
10 points for each correct answer.

Group A- **Sound of bleating of sheep is provided.**

Answer- sheep + flock

Group B- **Sound of barking of dogs is provided.**

Answer- dogs + pack

Group C- **Sound of buzzing of bees is provided.**

Answer- bees + swarm

Group D- **Sound of trumpeting of elephants is provided.**

Answer- elephants + herd

- **A video file QA\_Quiz for Collective Nouns.mp4 is attached herein along with the PPT to play the audio for Round 2**

### Round 3- Rapid Fire Round

— No passing of questions.

— 3 questions will be asked orally, one after another. At the end of each question the answer should be given.

— 5 points awarded for each right answer. ( A total of 15 points could be won in this round.)

Group A-

1. a \_\_\_\_ of flowers
2. a \_\_\_\_ of grapes
3. a \_\_\_\_ of keys

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**Answers- bouquet, bunch, bunch**

**Group B-**

1. a \_\_\_\_ of geese
2. a \_\_\_\_ of birds
3. a \_\_\_\_ of chickens

**Answers- gaggle, flock, brood**

**Group C-**

1. a \_\_\_\_ of beads
2. a \_\_\_\_ of sticks
3. a \_\_\_\_ of books

**Answers- string, bundle, pile**

**Group D-**

1. a \_\_\_\_ of ants
2. a \_\_\_\_ of butterflies
3. an \_\_\_\_ of caterpillars

**Answers- colony, flight, army**

At the end, the points can be tallied and the group with the highest points is declared the winner.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Nouns	Collective Nouns

## QA\_Matching Collective Nouns

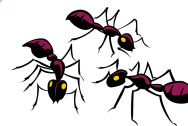
**Notes to the teacher:** The teacher could use the following exercise as a recapitulation activity after the topic is introduced or can be given as homework for reinforcement of the topic.

A collective noun names a group of people, animals or things.

A flock of geese.

A school of fish.

I. Match the collective noun to the phrase that should follow it.



A	B
deck	1) of bananas
army	2) of cattle
litter	3) of cards
herd	4) of kittens
bunch	5) of ants
pack	6) of people
string	7) of ships

bouquet	8) of wolves
fleet	9) of flowers
crowd	10) of pearls

Answers: 1. deck of cards 2. army of ants 3. litter of kittens 4. herd of cattle 5. bunch of bananas 6. pack of wolves 7. string of pearls 8. bouquet of flowers 9. fleet of ships 10. crowd of people

Reference(s):

<https://www.k5learning.com/worksheets/grammar/grade-3-collective-nouns-a.pdf>

URL of the images used in this asset:

Bananas: <https://pixabay.com/vectors/bananas-fruit-food-yellow-fruit-575773/>

Cows: <https://pixabay.com/vectors/cows-animals-nature-farm-1789577/>

Necklace: <https://pixabay.com/photos/pearl-chaplet-beads-white-2407275/>

Bouquet: <https://pixabay.com/vectors/bouquet-bouquet-of-flowers-flowers-161758/>

Ants <https://pixabay.com/vectors/ants-three-insects-group-bug-team-45805/>

Ship <https://pixabay.com/vectors/pirate-ship-ship-pirates-sail-2028574/>

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Questions to Assess	Nouns	Collective Nouns

## MS\_Summary\_Collective Nouns

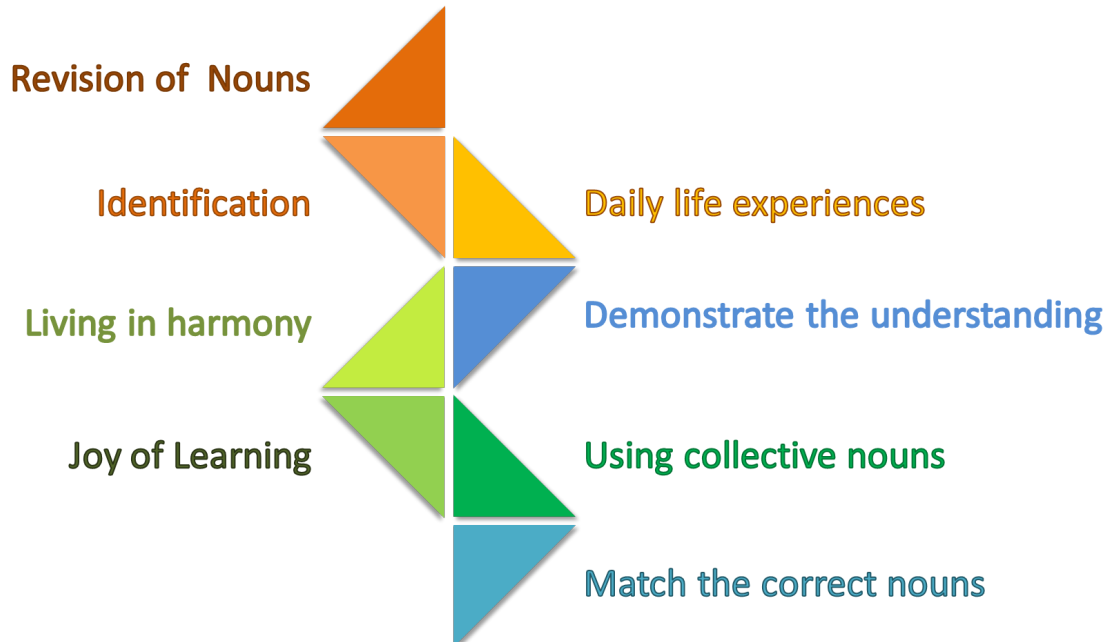
### Content:

**Notes to the teacher:** This asset is only for the teacher's reference and hence need not be taught to the students.

Through this MLP the students will be able to summarise the chapter Collective Nouns and learn the usage of it, in their spoken and written expressions.

This is achieved through classroom activities and home assignments involving the discussion of:

- nouns from their previous learning
- identification of collective nouns
- relate their own experiences for collective nouns from their surroundings
- demonstrate their understanding on collective nouns
- the joy of learning the new set of collective nouns
- living in harmony with everything around us gives happiness
- how to use collective nouns appropriately
- the matching of the given nouns to their collective nouns



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Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Nouns	Collective Nouns



## **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 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.