



Master Lesson Plan for Conjunctions Level 1

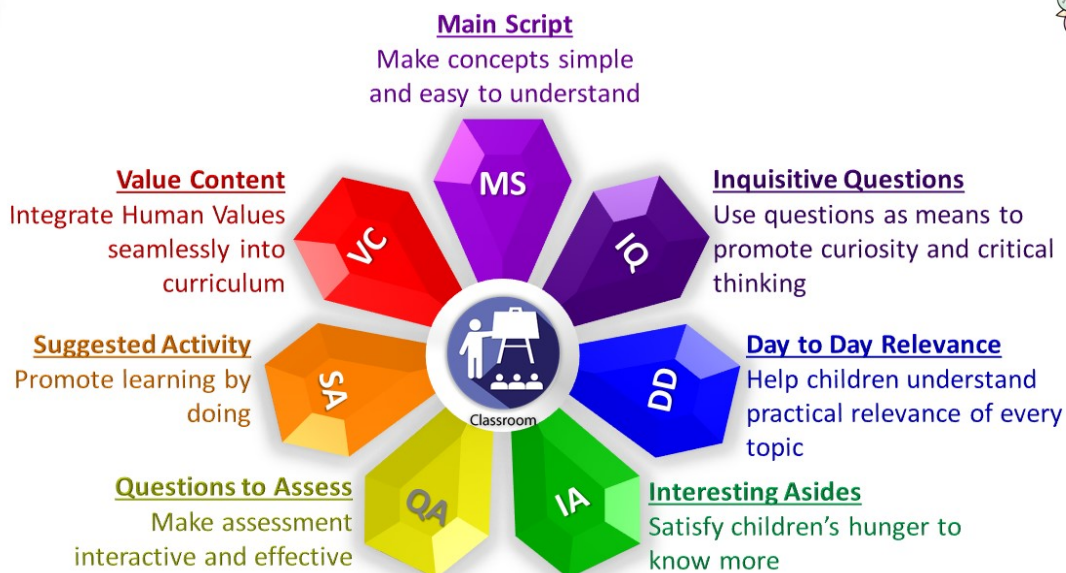
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD III	English	Conjunctions Level 1	English	19-10-2022 16:57:31

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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_Conjunctions

NOTES TO THE TEACHER: This asset lays down the proposed plan for transacting this chapter on Conjunctions. 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:

- understand the role of Conjunctions in making communication meaningful.
- identify the use of various Conjunctions.
- enjoy a short comic strip highlighting the use of Conjunctions along with some unknown facts about Conjunctions.
- point out the use of Conjunctions in the reading material provided.
- relate to the use of Conjunctions in their daily conversations.
- realize the value of working in harmony towards a common goal.
- combine two ideas with a suitable Conjunction to make a meaningful sentence.
- summarize the use of Conjunctions for effective communication.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Main Script	Conjunctions	Conjunctions

IQ_Think Conjunctions

Brief Description (Objective): Students will be able to understand how conjunctions are used in sentences.

Teaching Aids (Provided): PPT

Teaching Learning Material (TLM): NA

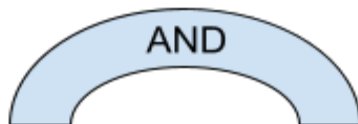
Notes to the teacher: The teacher could begin the class with a talk (using the ppt to arouse the interest and curiosity of the students), about how a bridge is used as a connector. Different types of bridges are used in different areas. In the process, the teacher could slowly introduce the use of conjunctions and help students to notice how different conjunctions are used as connectors in different situations, similar to bridges.

1



<https://pixabay.com/photos/bridge-water-construction-sky-3100742> By subhamshome

I like mangoes.



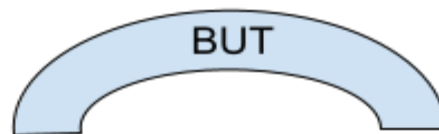
I like grapes.

I like mangoes and grapes.

2.



<https://pixabay.com/photos/bridge-japanese-garden-stream-1590346> By ataribravo99



They want to go to
the beach.

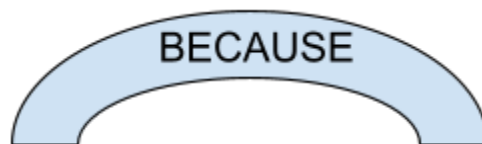
They do not know
the way.

They want to go to the beach but
they do not know the way.

3.



<https://www.flickr.com/photos/36989019@N08/6004852821> By Loco Steve



We won the match.

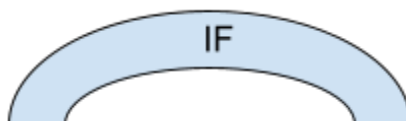
We worked hard.

We won the match because we worked hard.

4



<https://www.flickr.com/photos/40299872@N00/2448087043> By Niyam Bhushan



You can score good marks.

You study well.

You can score good marks if you study well.

The teacher could conclude the class by emphasising on the use of conjunctions to connect words and sentences and how their usage can make communication more meaningful.

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Inquisitive Questions	Conjunctions	Conjunctions

MS_What are Conjunctions

Brief Description: Students will be able to understand the use of various conjunctions.

Teaching aids (Provided): GO, PPT.

Teaching learning material (TLM): NA.

Notes to the Teacher: The teacher could introduce conjunctions by describing them as 'Linking words' or 'Connectors' that join two sentences, two groups of words or two words so as to make communication more meaningful (The example of bridges as shown in IQ_Think Conjunctions could be recapitulated). The GO and the PPT provided could be used and some board work could be added to help students understand better.

Conjunctions are words used to join two words, two groups of words or two sentences.

Some conjunctions used in our daily conversations are:

AND

We went to Mumbai. We went to Pune.

We went to Mumbai and Pune.

2. BUT

Sheela went to buy a doll. The shop was closed.

Sheela went to buy a doll but the shop was closed.

3. IF

I can become strong. I eat healthy food.

I can become strong if I eat healthy food.

4. OR

We may go to the park. We may go to the beach.

We may go to the park or the beach.

5. BECAUSE

Kumar fell sick. Kumar played in the rain.

Kumar fell sick because he played in the rain.

6. AS

My father came home late. My father had a meeting.

My father came home late as he had a meeting.

7. SO

It was raining heavily. The match was cancelled.

It was raining heavily so the match was cancelled.

8. EITHER

You can do Yoga. You can go for a walk.

You can either do yoga or go for a walk.

9. THOUGH

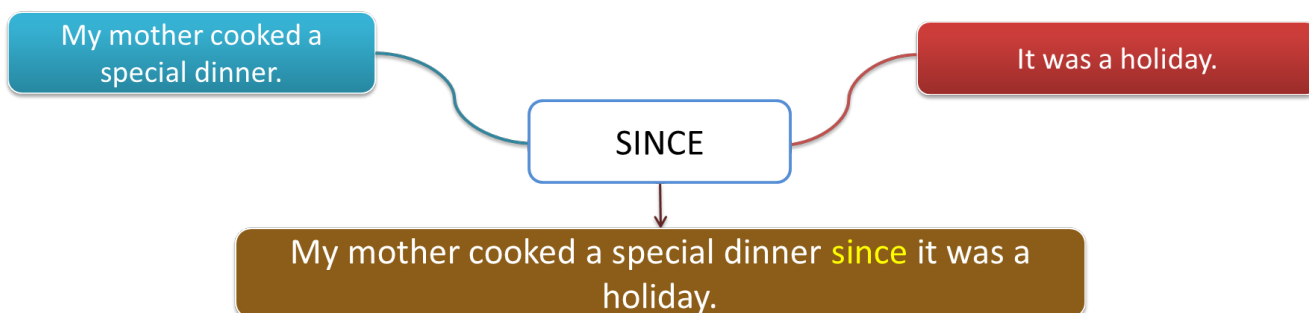
Suman won the race. Suman was tired.

Suman won the race though she was tired.

10. SINCE

My mother cooked a special dinner. It was a holiday

My mother cooked a special dinner since it was a holiday.



The teacher could now move on to explain some basic changes that take place when conjunctions are used.

Changes to be made while using Conjunctions:

When the subject/Noun is repeated in both the sentences, the one in the second sentence is replaced with a pronoun.

My mother is a good singer. My mother teaches music.

My mother is a good singer and she teaches music.

When the subject and predicate are the same in both the sentences, one can be omitted.

Our school is planning for an excursion to Ajanta caves. Our school is planning for an excursion to Elephanta caves.

Our school is planning for an excursion to Ajanta caves or Elephanta caves.

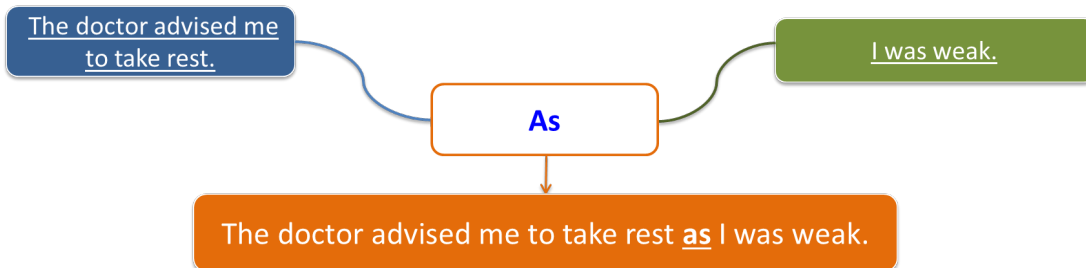
When the subject and predicate are different in the two sentences, then they are joined as they are, using a suitable conjunction.

The doctor advised me to take rest. I was weak.

The doctor advised me to take rest as I was weak.



3. When the subject and predicate are different in the two sentences, then they are joined as they are, using a suitable conjunction.



The class could be concluded with a recap of how different conjunctions are used to combine ideas or sentences to make communication more meaningful.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Conjunctions	Conjunctions

IA_At the junction

Brief Description (Objective): Students will be able to enjoy a short comic strip highlighting the use of Conjunctions along with some unknown facts about Conjunctions.

Teaching Aids Provided: PPT

Teaching Learning Material (TLM): NA

NOTES TO THE TEACHER: The teacher could begin the class on a lighter note about how funny our conversations would be if there were no conjunctions in the English language. Then the PPT provided could be played and the students could be allowed to enjoy and absorb the information provided.



Ha ha! Doesn't that sound funny? Not only is it funny, it makes no sense too! Well, you will be surprised to know that this is how conversations used to be, many years ago. The very first use of conjunctions was found in the 14th century, about 700 years ago. But, then they were known as 'Connectives'. 300 years later, the present term 'Conjunctions' came into being and all our conversations became more meaningful. We can also avoid repetition of some words and be more precise and concise by using conjunctions.



Boy - <https://openclipart.org/detail/304902/scheming-boy-remix-1> By Arvin61r58
 Girl - <https://freesvg.org/1554467034>

The teacher could conclude by emphasising how the right use of conjunctions makes communication meaningful.

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Interesting Asides	Conjunctions	Conjunctions

SA_Finding Conjunctions

Aim: The students will be able to identify the use of Conjunctions in the given reading material.

Teaching Aids Provided: PPT, PDF

Notes to the teacher: The teacher could begin the class with a synopsis of the importance of conjunctions and how conjunctions are used normally. To arouse the interest of the students, the teacher could indicate about playing a group game.

Resources Required: Copies of the worksheet provided (PDF), pencils

Setting for the activity: Indoor

Type of Activity: Group

Procedure:

- The class may be divided into groups of five and named A, B, C, D and so on.
- A copy of the passage may be given to every group.
- Once the students are ready with their pencils, a time of 5 to 7 minutes could be given for the students to underline the conjunctions found in the passage.
- When the time is over, the groups could be asked (in turns) to call out the conjunctions, from the point asked by the teacher in the worksheet.

Role of the Teacher:

- The teacher should make a sufficient number of copies of the passage given (PDF provided).
- The teacher should ensure a mix of active and passive students in every group.
- When the activity is in progress, the teacher could pace around the class to oversee the work and ensure participation of all the students in the group.
- While checking the identified conjunctions, the teacher should allow all children of the group to answer to avoid monopoly.
- To add value to their understanding, the teacher could ask questions based on the conjunctions identified. (Which are the two sentences joined by this conjunction? How would it be without this conjunction?)
- Towards the end of the session the teacher could show the conjunctions not identified by the students.

THE LESSON FROM A PENCIL

Subhash was very upset because he had just got his test marks and had not scored well.

As he sat feeling very sad, his granny came in and gave him a new pencil. Subhash felt he didn't deserve the pencil since he had got poor marks in his test, but granny forced him to take it.

Granny was a cheerful woman though she was old and weak.

“You can either learn a lesson from the pencil or throw it away,” she said. Granny added, “The pencil goes through a lot of pain when it is sharpened but it learns to grow sharp.”

She also said, “It feels like a failure when it becomes blunt but bears the pain to become sharp again.”

“You can also use this lesson to work hard and score well in your next test if you try,” Granny said as she wiped his tears.

Subhash took the lesson from the pencil and began working hard.

Subhash worked sincerely, so he scored well in the next test, but he kept the pencil safely to remember his Granny’s advice.

Observation: Students are able to identify the presence of conjunctions in the reading material provided.

Troubleshooting: In the event of a student identifying a wrong conjunction or giving an incorrect answer to the question asked, the teacher should be quick to ask leading questions and help the child get the correct answer. This will avoid any possible mockery that could demotivate the child.

Conclusion: The class could be concluded with an appreciation of the students for their active participation and highlighting the use of Conjunctions in the regular reading material. The teacher could encourage the students to notice the use of conjunctions during their leisure reading time.

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Conjunctions	Conjunctions

DD_Conjunctions in daily use

Brief Description (objective): Students will be able to relate to the use of conjunctions in their daily conversations.

Teaching Aids Provided: PPT

Notes to the teacher: The teacher could begin with a reminder to the students about the 'IA_At the junction' to tell them how funny and meaningless our conversations would be without Conjunctions. Now, he/she could proceed to highlight the fact that conjunctions are used in all conversations without any conscious effort. An example could be given:

Teacher: Mohan, did you have breakfast this morning or did you skip it?

Mohan: My mother insists on having a good breakfast as it is the most important meal of the day. I had idli and sambar today, Ma'am.

The teacher could now encourage students (calling out a mix of active and passive ones) to come up with questions and answers in different situations and then highlight the use of conjunctions.

1.

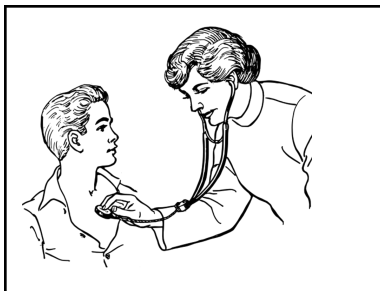


Grocery - <https://pixabay.com/photos/india-vendor-shop-market-street-1006222/>

Sample question- What do you want?

Sample answer- I want one kg of rice and a small packet of cumin seeds.

2.

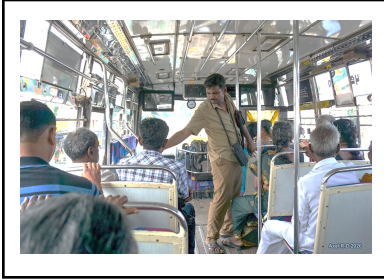


Doctor - <https://freesvg.org/doctor-examining-a-patient-illustration>

Sample question: What happened to you?

Sample answer: I have a stomach ache so I am unable to sleep.

3.



Conductor bus - <https://www.flickr.com/photos/axelrd/50004678203> (by [Axel Drainville](#))

Sample question: You have to pay ₹ 12; can you give me the exact fare?

Sample answer: I can give you ₹ 20 because I have no change.

The teacher could use similar situations and encourage maximum participation. The students could be asked to identify the conjunctions as a reinforcement. The class could be concluded with an emphasis on the use of conjunctions in our daily conversations.

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

VC_Together is success

Teaching Aids (Provided): Video File

(**Note:** Animated story through a video file. Please increase volume when viewing.)

Concept - Value Connection:

Conjunctions are connective or linking words. It is the glue that holds words, phrases and clauses together. So too, we should have cooperative relations with others and work together whether in the family, class, school or society for the common good.

Notes to the teacher:

The teacher can explain what the result is when there is no cooperation amongst each other, through the following story.

Activity Type: Story

Once the five fingers on the hand had an argument about who amongst them was the greatest. The thumb argued that it was very important for eating, writing and for holding any object.

The index finger said that it is essential to bring attention to a particular person or an object. It also said that he can be used to show authority or even to reprimand someone.

The middle finger affirmed that he is the longest and always has two of the other fingers guard him on either side.

The ring finger said that he is the symbol of love and is decorated with a golden ring during the most memorable moments of one's life.

The little finger said that though he is the smallest, the baby of the family; he deserves special care and consideration. When the hands are folded during prayer or expression of respect, he stays in front of all others as the leader.

The fingers went on quarrelling loudly to establish their superiority. Seeing the quarrel, the owner of the hand intervened and asked them to prove their greatness by picking up a fruit and feeding him without others' help. Each finger tried its best to pick up the fruit by itself but were not able to do so. Finally they all got tired and gave up.

Then the owner of the hand explained to them that, though each of them is different and unique, life would be useless, unless all of them work together. With the virtues of cooperation, understanding and coexistence only, can we write books and articles, construct objects and buildings, create artistic works, play musical instruments and help others who are in need.

Thus, the master taught the fingers a valuable lesson and made them realise how to cooperate with each other and work together with love and care.

Let's reflect:

For being cooperative with one another we need to:

- be a good listener to others ideas
- respect others opinions
- do our best to appreciate and encourage others
- be loving and caring

Video URLs:

Hands: <https://publicdomainvectors.org/en/free-clipart/Cooperation-hands-vector-image/77343.html>

5 Fingers: Self Created

Thumb: <https://freessvg.org/thumbs-up-symbol-7>

Write: <https://pixabay.com/photos/arm-hand-write-planner-planning-1284248/>

Key: <https://www.flickr.com/photos/30478819@N08/50287796368> By Marco Verch Professional Photographer

Eat: <https://pixahive.com/photo/man-enjoying-food/>

Index Finger: <https://freessvg.org/finger-gesture-clip-art>

Middle Finger: https://www.freepik.com/free-photo/female-middle-finger-hand_27332380.htm By Yaroslav Danylchenko

Ring Finger: <https://creazilla.com/nodes/16284-hand-with-wedding-ring-clipart>

Little Finger: <https://www.pexels.com/photo/persons-right-hand-pinky-finger-up-9017428/>

Namaste: https://www.freepik.com/free-vector/namaste-gesture-leaves_1363385.htm By freepik

Baby: <https://pixabay.com/vectors/baby-smiling-cute-cartoon-happy-309176/>

Point: <https://freessvg.org/man-pointing-finger>

Fruit: <https://www.pexels.com/photo/several-fruits-in-brown-wicker-basket-235294>

Unity: <https://pixabay.com/vectors/circle-hands-teamwork-community-312343/>

Construction: <https://pixahive.com/photo/construction-workers/>

Piano: <https://pxhere.com/en/photo/828747>

Write: <https://pixabay.com/photos/writing-working-from-home-desk-man-4987554/>

Art: <https://www.pexels.com/photo/crop-person-drawing-female-portrait-with-pencil-4752046/>

Help: <https://pixabay.com/photos/men-mentor-help-climbing-mountain-3610255/>

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Value Content	Non-Violence	Cooperation

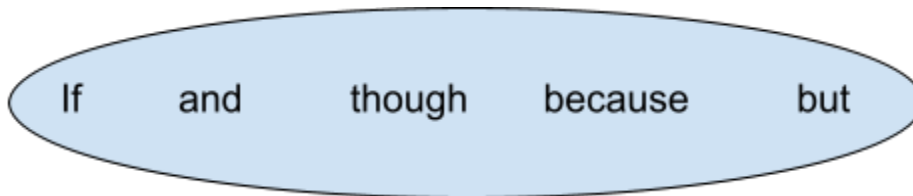
QA_Using Conjunctions

Brief Description: Students will be able to combine two ideas using suitable conjunctions to make meaningful sentences.

Teaching Aids Provided: Worksheet (PDF), PPT

Notes to the teacher: The teacher could begin with a synopsis of Conjunctions. The exercises given below could be used to test the understanding of the students. The teacher may choose to use the PPT and PDF as classwork or homework.

Combine the two sentences using the most suitable conjunction from the list given below. (Make the necessary changes while adding the conjunctions to make the sentences meaningful.)



1. I am going to Seema's house. It is Seema's birthday.
2. You will miss the train. You will reach the station late.
3. I like reading books. I like playing chess.
4. Geeta wants to buy the new story book. She forgot to bring her purse.
5. The boys are playing football. It is raining.

ANSWERS

1. I am going to Seema's house because it is her birthday.
2. You will miss the train if you reach the station late.
3. I like reading books and playing chess.
4. Geeta wants to buy the new story book but she forgot to bring her purse.
5. The boys are playing football though it is raining.

Make meaningful sentences using the conjunctions given below:

1. since: _____

-
2. either, or: _____
 3. so: _____
 4. or: _____
 5. as: _____

SAMPLE ANSWERS

1. We decided to go for a picnic since it was a holiday.
2. The students can either play or go to the library.
3. My pet dog is sick so I am not taking him out.
4. You can have an apple or a banana for breakfast.
5. I cannot disturb my brother as he is busy with his work.

The teacher may use his/her discretion during correction. However, emphasis may be given on the use of suitable conjunctions to make meaningful sentences.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Conjunctions	Conjunctions

MS_Summary-Conjunctions

SUMMARY - CONJUNCTIONS

BRIEF DESCRIPTION: The students will be able to summarise the chapter on Conjunctions.

TEACHING AIDS PROVIDED: GO, PPT

NOTES TO THE TEACHER: The teacher could use the GO and the PPT provided to reinforce the understanding of conjunctions.

Summary- In this chapter we discussed:

Conjunctions are connectors that connect two words, two groups of words or two sentences.

Different conjunctions are used in different contexts.

Some commonly used conjunctions are: and, but, because, either, or, so, as, since, if, though.

Small changes are made to the sentences while using conjunctions to avoid repetition.

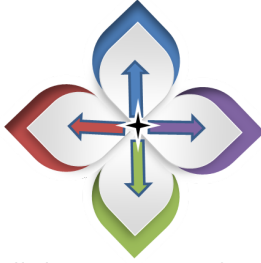
A Pronoun replaces the Subject/Noun, when it is repeated, after the first instance.

When the subject and the predicate are the same in both the sentences, one can be omitted.

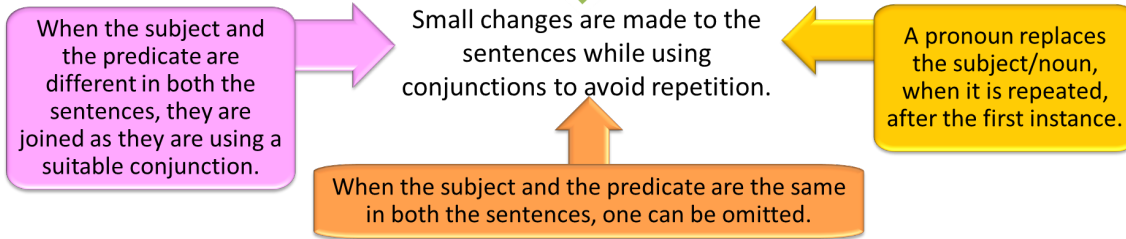
When the subject and the predicate are different in both the sentences, they are joined as they are using a suitable conjunction.

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Some commonly used conjunctions are: and, but, because, either, or, so, as, since, if, though.



Different conjunctions are used in different contexts.



Time to teach	Asset type	Theme	Sub Theme
5 minutes	Main Script	Conjunctions	Conjunctions

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.