



Master Lesson Plan for Possessive Pronouns

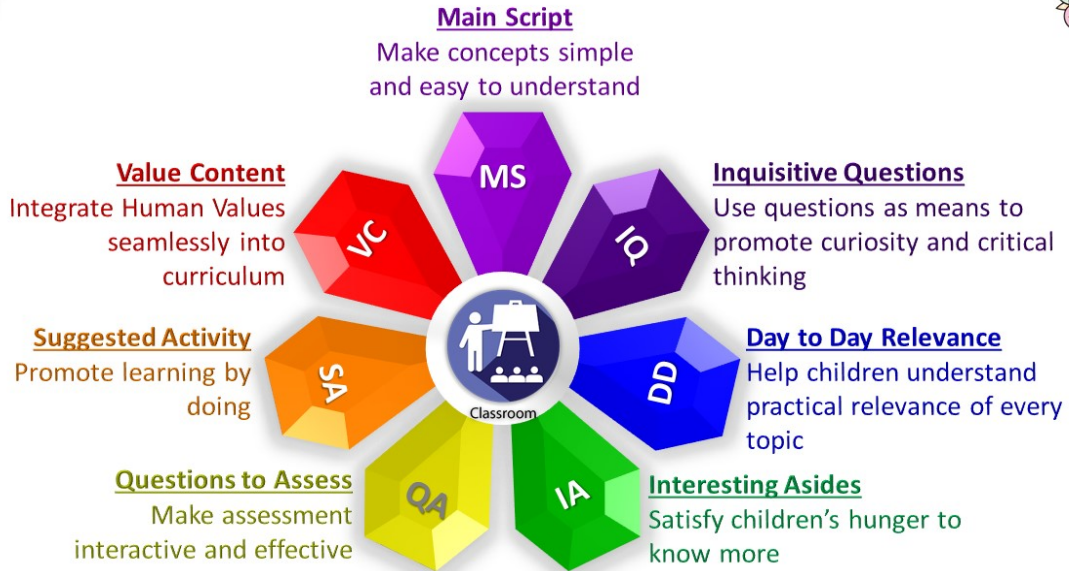
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD III	English	Possessive Pronouns	English	16-04-2023 15:22:24

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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_Objective_Possessive Pronouns

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. It states the objectives of the assets in the MLP. This asset is for the teacher's reference only and need not be taught to the students.

At the end of the chapter, students will be able to:

- Draw out the words 'his' and 'possess' from the visual clue presented.
- Identify all the possessive pronouns.
- Make sentences using possessive pronouns in a group activity.
- Use possessive pronouns in their day-to-day conversations.
- Appreciate the use of possessive adjectives in some contexts.
- Realize the importance of sharing in their lives.
- Demonstrate their learning on the usage of possessive pronouns.
- Recapitulate what they have learnt about possessive pronouns.

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Pronouns	Possessive Pronouns

IQ_Possession

Objective: Students will be able to draw out the words 'his' and 'possess' from the visual clue presented.



<https://pixabay.com/photos/little-boy-mask-face-mask-5637245/>

Teacher: Look at this boy. What is he wearing?

Students: He is wearing a mask.

Teacher: Whose mask is it?

Students: It is his mask.

Teacher: Do you agree that the mask belongs to him?

Students: Yes, teacher.

Teacher: In other words, the mask is ... (The teacher waits for a suitable response).

Students: 'His'.

Teacher: Very good! What is the other way of saying that it belongs to him?

Students: He 'possesses' it. (Probable answer)

Teacher: Excellent!

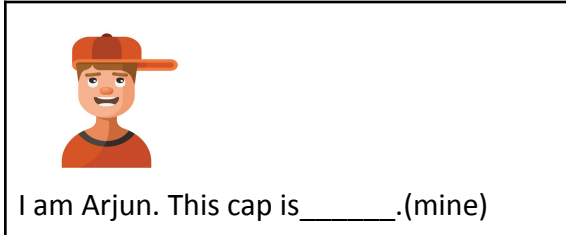
Notes to the Teacher:

- The teacher can begin with a few questions to the students to assess their previous learning of pronouns.
- The teacher may then encourage the students to think and respond with as many answers as possible before eliciting the words **his** and **possesses** from them.

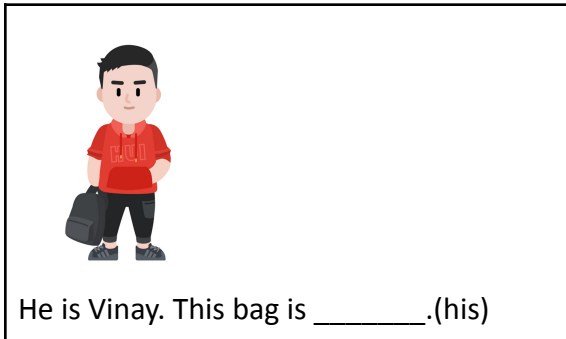
Time to teach	Asset type	Theme	Sub Theme
4 minutes	Inquisitive Questions	Pronouns	Possessive Pronouns

MS_Possessive Pronouns

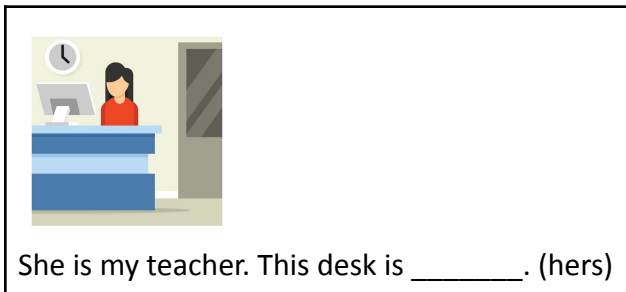
Teacher: Look at the image on the screen, read the sentence below it and fill in the blank.



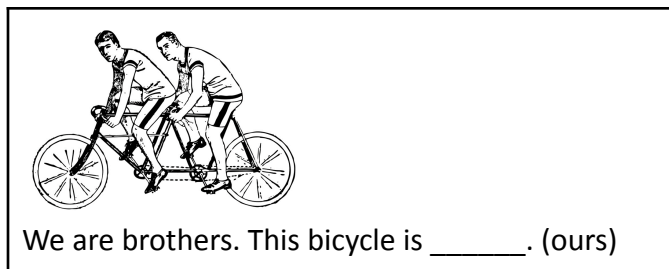
Teenager with baseball cap by vectorportal.com available at <https://vectorportal.com/vector/teenager-with-baseball-cap.ai/31962>



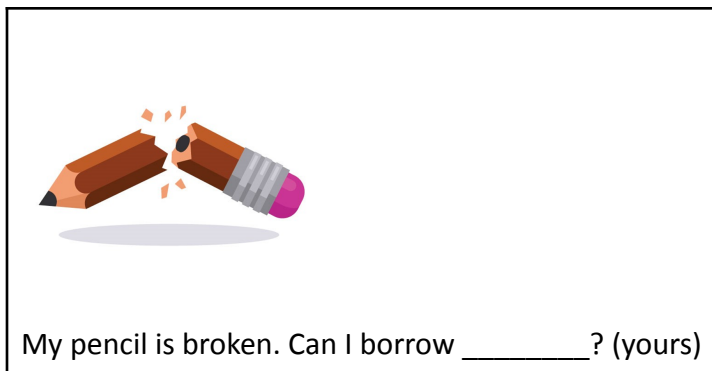
'Character Illustration' by Yorkun Cheng available at <https://iconscout.com/illustration/character-2671546>



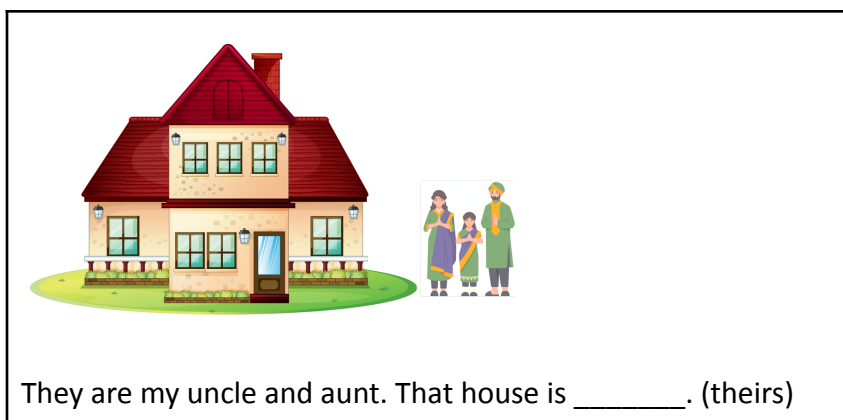
Woman at desk by vectorportal.com available at <https://vectorportal.com/vector/reception-desk-vector-clip-art/23988>



Boys on cycle available at <https://freesvg.org/vector-clip-part-of-tandem-bike-riders>



Broken pencil by vectorportal.com available at <https://vectorportal.com/vector/broken-pencil/33442>



Couple: https://www.freepik.com/free-vector/illustration-indian-family_26293114.htm By freepik
House: https://www.freepik.com/free-vector/two-storey-house-with-red-roof_5913341.htm By bgrfx

Explaining Possessive Pronouns

- Possessive pronouns show that something belongs to someone.
- We use a possessive pronoun instead of the complete noun phrase to avoid repeating words.
e.g. This book is **my book**, it is not **your book**. (sounds repetitive)
This book is **mine**, not **yours**. (sounds natural)
- A possessive pronoun is always placed at the end of a sentence.

Possessive Pronoun	Owner	Example
mine	the speaker/person talking	I bought this pen. It is mine .
yours	the person you are talking to	I think this book is yours . It has your name on it.
his	a boy/male	Gopi is playing with a ball. It is his .
hers	a girl/female	Rani wears a watch. It is hers .
ours	more than one owner including you	This TV is ours . We bought it yesterday.
theirs	more than one owner and you are not included	My uncle and aunt travel in a car. It is theirs .

Choose the right Possessive Pronoun

mine yours his hers ours theirs

1. Give this water bottle to Nakul. It is _____. (his)
2. The Nayaks needed a water can, so we lent _____ to them. (ours)
3. I found your book, but I can't find _____. (mine)
4. My grandparents live in a farmhouse. It is _____. (theirs)
5. This scale has your name on it. Is it _____? (yours)
6. Give this pen to Latha. It is _____. (hers)

Time to teach	Asset type	Theme	Sub Theme
12 minutes	Main Script	Pronouns	Possessive Pronouns

SA_Whose is this

Aim: Students will be able to make sentences using possessive pronouns in a group activity.

Resources required: 5 large cloth bags and 5 plastic balls of different colours.

Setting for the activity: Indoor

Type of activity: Group

Preparation for the activity:

- Prepare instructions for conducting the activity.
- Divide the class into five teams (A, B, C, D & E) of 6 students each (for a class of 30 students). Increase the number of students in each team to seven or more if the class has more than 30 students.
- Each team will have a leader.
- Arrange the chairs in the classroom in a semi-circular manner groupwise (6 chairs for each group).

Role of the teacher: Facilitator

Procedure:

- **Step 1:** The teacher will issue detailed instructions to conduct the activity simultaneously for all the teams.
- **Step 2:** The teacher will first issue each team leader a large cloth bag and a coloured plastic ball. The teacher will ask each student in every team to put any two things they own into the bag, such as a pen, book, pencil box, napkin, water bottle, handkerchief, tiffin box etc.
- **Step 3:** The teacher will then ask the team leaders to take out one item at a time from the bag and ask their friends, "Whose is this?" The students will respond with sentences containing relevant possessive pronouns like, 'It's mine', 'It's his' etc.
- **Step 4:** After the activity starts, the teacher will take the plastic ball from each team and give it to another team so that the teams will now have a ball which is not theirs. This is to facilitate the students to respond with sentences like, 'It's not ours' and 'It's theirs'.
- **Step 5:** The teacher will change the team leaders after every round to give a chance to more students to take the lead and ask questions.

Observation: All the students will participate enthusiastically in the activity and enjoy it.

Conclusion: The students will learn to articulate sentences using all the possessive pronouns.

Follow-up activity: The teacher can recap students' learning with a few questions of his/her own.

Precautions: The teacher should monitor all the teams closely and ensure that:

- All the students in every team participate in the activity and use all the possessive pronouns.
- The students maintain discipline and do not make noise.
- After the activity, the personal items in the bags are returned safely to the students.

Troubleshooting: The teacher should encourage and help slow learners to speak if they hesitate.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Pronouns	Possessive Pronouns

DD_Whose Umbrella

Objective: Students will be able to use possessive pronouns in their day-to-day conversations.

Notes to the Teacher:

The teacher will give the following worksheet (a conversation between a father and a son) to the students and ask them to fill in the blanks with suitable possessive pronouns.

Whose Umbrella?

Father: Hey Lokesh! Mother and I need to go to the market. It is raining outside and I have a problem.

Lokesh: What's that, father?

Father: We need an umbrella. We gave _____ (ours) to Surya uncle yesterday and he is not at home

now. Can we use _____? (yours)

Lokesh: I gave _____ (mine) to my friend Anil and he has gone for his tuition classes.

Father: Oh! Ask Tulasi sister if she can give _____. (hers)

Lokesh: Her umbrella will be too small for you. I shall ask Rao uncle if he can lend _____. (his)

Father: Rao uncle is out of town. Could you go and ask the Patels if we can borrow _____? (theirs)

Lokesh: Sure, father.

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Day-to-day Relevance	Pronouns	Possessive Pronouns

IA_Possessive Adjectives

Teaching aid provided: PPT

Teacher (showing a pen to the students) says:

This pen is **mine**.

This is **my** pen.

S(he) also writes the two sentences on the blackboard and asks the students if there is any difference between the two.

The students will point to the use of the words **mine** and **my**.

Teacher explains:

- Both the sentences mean the same thing.
- **Mine** is a **Possessive Pronoun** whereas **my** is a **Possessive Adjective**.
- A Possessive Pronoun shows ownership and is always placed at the end of a sentence.
- A Possessive Adjective also shows ownership, but it is placed before a noun in a sentence.

Possessive Pronoun	Example	Possessive Adjective	Example
mine	This pen is mine .	my	This is my pen.
yours	Is this book yours ?	your	Is this your book?
his	That ball is his .	his	That is his ball.
hers	This bag is hers .	her	This is her bag.
ours	This bicycle is ours .	our	This is our bicycle.
theirs	That house is theirs .	their	That is their house.

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Interesting Asides	Pronouns	Possessive Pronouns

VC_Sharing is Caring

Teaching Aids (Provided): Video

Concept-Value Connection:

- A possessive pronoun is a pronoun that is used to express ownership or possession. E.g. mine, yours, his, hers, its, ours and theirs.
- In our life we use 'mine' and 'yours' often, instead we need to use 'ours' by expressing our love through sharing with others, which leads to happiness and harmony among all.

Type: Story

Rahul, Suman, Anika and Ajay were going to the beach with their parents. Ajay loved building sand castles, so he packed his bucket and spade. Suman and Anika loved to play with beach balls and Rahul took his toy cars and trucks to play with, in the sand dunes. When they got to the beach they were all very excited. Anika went straight into the sea with her mother. Ajay couldn't wait to build his sand castle so he started filling his bucket with sand and began constructing a big castle. All the people on the beach who saw Ajay's sand castle were very impressed. Ajay built the biggest sandcastle ever. Soon it was done. He was very proud of his construction.

But Ajay sometimes was very selfish and didn't like to share his toys or games with others. He was going to play with the sand castle all by himself. When Anika, Suman and Rahul saw the sand castle, they ran over to Ajay and asked if they could play with him in the sand castle with their toys. But Ajay didn't want to share it with anyone, so he shouted and chased them away. Meanwhile when Ajay was shouting at them, a very strange thing happened. The seawaves came up closer and closer and washed away the sand castle, even before Ajay could try to save it, it had disappeared into the sea. All his efforts went in vain. Ajay was very sad and he started to cry. Ajay's father came up to him and said, "Son, if you had shared your sandcastle to play with your friends, all of you would have played happily. But you were busy trying to stop others from playing. Finally no one played with the sandcastle and no one was happy. It is by sharing, being kind and loving that everyone can be happy."

Meanwhile, Anika, Suman and Rahul saw Ajay crying and felt sorry for him. They consoled him and said that they would help him to build another castle, further up the beach. So they all worked together happily to build an even bigger and better castle. They all had fun together and

felt very happy by sharing and helping each other.

(Source: Self written)

Points to reflect:

Sharing:

- gives joy and happiness to all
- is showing your care, kindness and love to others
- leads to harmonious living

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Value Content	Love	Sharing

QA_Test your Knowledge

Objective: Students will be able to demonstrate their learning on the use of possessive pronouns.

Exercise 1: Choose the correct possessive pronoun to complete the sentence.

1. Give the ball back to them. It is _____.
(a) his (b) hers (c) yours (d) theirs
Ans. **d**
2. I bought this blue bicycle. It is _____.
a. his (b) hers (c) mine (d) theirs
Ans. **c**
3. Give this book back to Saitej. It is _____.
(a) his (b) hers (c) ours (d) theirs
Ans. **a**
4. I have gifted the pen to you. It is now _____.
(a) his (b) ours (c) mine (d) yours
Ans. **d**
5. Is this Swapna's room? No, the other room is _____.
a. his (b) hers (c) mine (d) theirs
Ans. **b**
6. Our neighbours lent us their ladder because _____ was broken.
a. mine (b) hers (c) ours (d) theirs
Ans. **c**

Exercise 2: Rewrite the following sentences using possessive pronouns. The first one has been done for you.

1. That is my bat.
Ans: **That bat is mine.**
2. This is her ribbon. (This ribbon is hers)
3. These are our toys. (These toys are ours)
4. That is his basketball. (That basketball is his)
5. That is their house. (That house is theirs)
6. This is your textbook. (This textbook is yours)

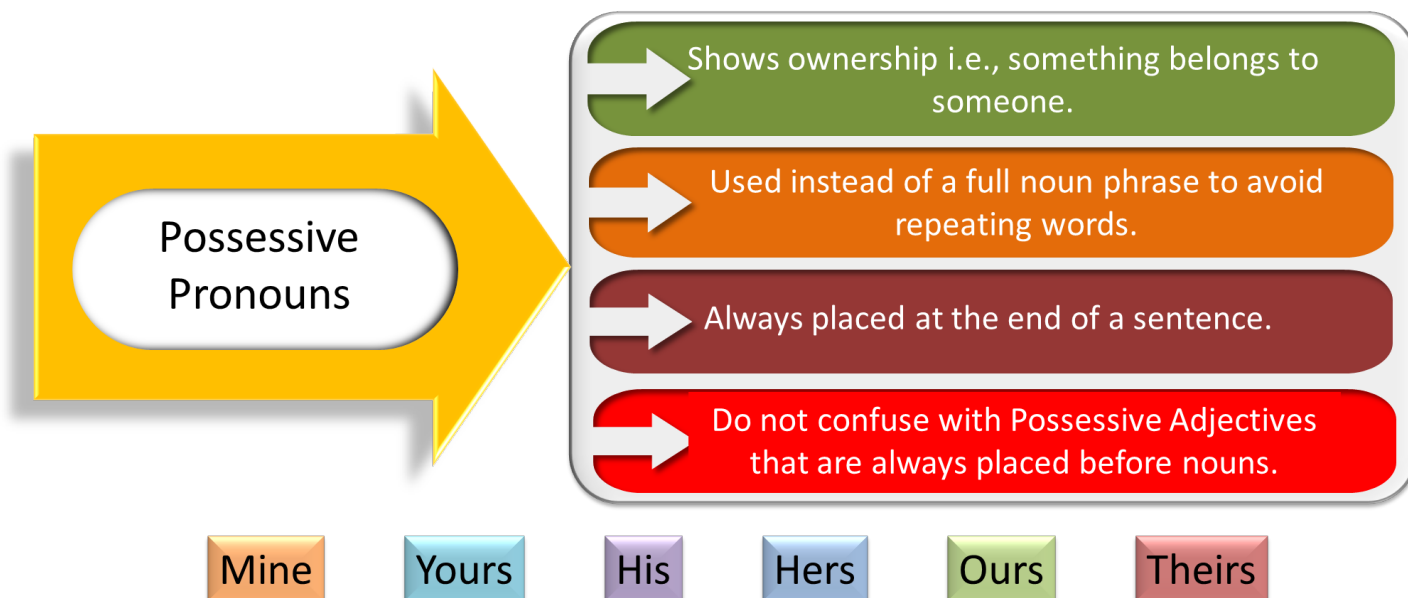
Time to teach	Asset type	Theme	Sub Theme
10 minutes	Questions to Assess	Pronouns	Possessive Pronouns

MS_Summary_Possessive Pronouns

Objective: Students will be able to recapitulate what they have learnt about possessive pronouns.

Summary:

- Possessive pronouns show ownership, i.e., something belongs to someone.
- The words **mine**, **yours**, **his**, **hers**, **ours** and **theirs** are possessive pronouns.
- We use a possessive pronoun instead of the complete noun phrase to avoid repeating words.
 e.g. This book is **my book**, it is not **your book**. (sounds repetitive)
 This book is **mine**, not **yours**. (sounds natural)
- A possessive pronoun is always placed at the end of a sentence.
- Possessive pronouns are not to be confused with possessive adjectives which are always placed before nouns.



Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Pronouns	Possessive 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.