



## Master Lesson Plan for Sentence Formation

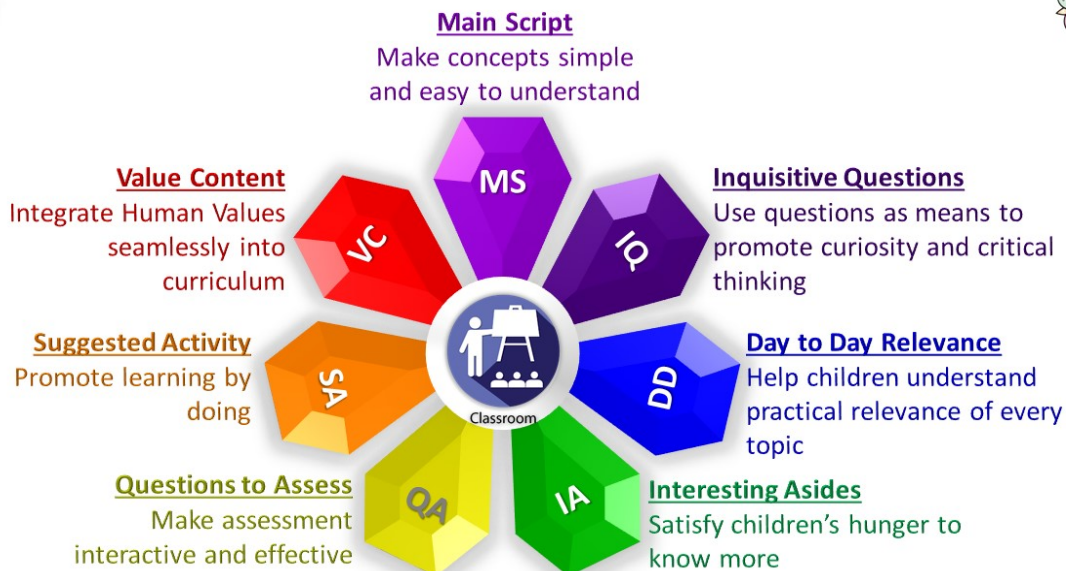
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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



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

## MS\_Objective - Subject Verb Object

**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:

- Recognize the difference between words and a sentence.
- Identify the Subject and the Predicate in simple sentences.
- Identify the Subject and the Predicate in the given practice test.
- Identify the Objects in simple sentences.
- Make sentences using Subject, Predicate and Object in a game.
- Students will be able to relate their learning with the sentences made in a paragraph on trees.
- Take delight in discovering the two types of Objects.
- Appreciate the need to be self-disciplined to achieve success in their lives.
- Write sentences having at least one Subject, Predicate and Object.
- Summarise the concept of sentence formation using Subject, Predicate and Object.

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Sentences	Subject Verb and Object

## IQ\_ Words vs Sentence

**Description (Objective):** Students will be able to recognize the difference between words and a sentence. **Teaching aids (provided):** PPT

**Notes to the teacher:** The teacher elicits information from the students by showing a PPT and asking questions.



<https://pixabay.com/photos/children-portrait-artistic-girl-1706121/>

**Teacher:** Children, who is in this picture?

**Students:** Girl.



<https://pixabay.com/photos/skipping-rope-sports-game-tool-1443645/>

**Teacher:** Can you name this?

**Students:** Skipping rope.



<https://pixabay.com/vectors/girl-jumping-rope-silhouette-child-5767956/>

**Teacher:** What is the girl doing?

**Students:** The girl is skipping.

**Notes to the Teacher:** The teacher writes students' responses on the **blackboard**.

**Teacher:** Children, you have given three answers to three different pictures shown to you: 'Girl', 'Skipping rope' and 'The girl is skipping'.

What is the difference in the answers you have given?

**Notes to the Teacher:** The teacher continues to ask questions till she gets the following answer from the students:

**Students:** 'Girl' and 'skipping rope' are **words** and 'The girl is skipping' is a **sentence**.

**Teacher:** Why?

**Students:** A **word** has single letters or alphabets whereas a **sentence** is made up of words.(probable answer)

**Teacher:** Good, you are almost right. A **word** is a single unit of language which has a meaning. A **sentence** is a set of words which expresses a statement, question or an order. A sentence begins with a **capital letter** and ends with a **full stop**.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Sentences	Subject Verb and Object

## MS\_Spot Subject Predicate

**Description (Objective):** Students will be able to identify the Subject and the Predicate in simple sentences.

**Teaching aid:** Previous PPT

**Notes to the Teacher:** The teacher will show this PPT to the students again to elicit required information from the students.



**Teacher:** Children, who do you see in this picture?

**Students:** A girl.

**Teacher:** Okay, let's give her a name.

**Students:** Lakshmi, Meena, Jyothi, Gita ... (probable answers)

**Teacher:** Fine, let's name her Gita. Is she doing something?

**Students:** Yes.

**Teacher:** In a sentence, what do you call the **person** or **thing** who is performing an action?  
(Students may give a variety of responses.)

**Teacher:** The person or thing performing an action is called the **Subject**.

**Teacher:** (Writes **Gita** on the blackboard) and says ... Here **Gita** is the **Subject** in the sentence.

**Teacher** (continues): What is Gita doing?

**Students:** Gita is skipping.

**Teacher** (writes on the blackboard): **Gita is skipping.**

**Teacher:** The part of the sentence which shows what the Subject is doing or what action the Subject is performing is called the **Predicate**. Therefore, in this sentence **is skipping** is the Predicate.

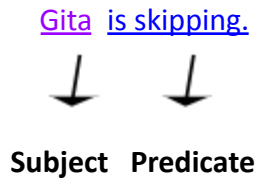
Is it also a **Verb**?

**Students:** Yes.

**Teacher:** Why is it a verb?

**Students:** Because 'skipping' is an action.

**Teacher** (explains): That’s right. The **action** performed by the Subject is called the **Verb** which is a part of the **Predicate**. The **Predicate** in turn is a part of the sentence, the other part being the **Subject**. The **Predicate** makes a statement about the Subject and it may also have other modifying words. In the above example, **is skipping** is both the **Verb** and the **Predicate**.



### Notes to the Teacher:

1. The **Predicate** is of two types. A **Simple Predicate** is a verb or verb phrase without any modifiers or objects such as the one given above. A **Complete Predicate** includes a verb or verb phrase with modifiers and/or objects. Example: Gita **is skipping in the garden**.
2. For the purpose of this asset and ease of understanding, we have considered only the **Simple Predicate**.
3. Ask students for some examples of sentences containing a Subject and a Simple Predicate.
4. Write a few responses of the children on the blackboard to confirm their understanding of the concept. Correct them if necessary.
5. Write some sentences on the blackboard as examples and ask the children to identify the **Subject** and the **Predicate**.

- (a) The wind is blowing. (The wind – **Subject**, is blowing – **Predicate**)
- (b) The leaves are falling. (The leaves – **Subject**, are falling – **Predicate**)
- (c) The Sun is shining. (The Sun – **Subject**, is shining – **Predicate**)
- (d) The water is boiling. (The water – **Subject**, is boiling – **Predicate**)
- (e) The river is flowing. (The river – **Subject**, is flowing – **Predicate**)
- (f) The birds are flying. (The birds – **Subject**, are flying – **Predicate**)

Time to teach	Asset type	Theme	Sub Theme
8 minutes	Main Script	Sentences	Subject And Predicate

## QA\_Subject or Predicate

**Description(Objective):** Students will be able to mark Subject or Predicate in the sentences given in the practice test.

**Teaching Aids:** Worksheet

**Notes to the Teacher:**

1. Take printouts of the attached worksheet and administer the test to the students.
2. Students have to write *Subject* or *Predicate* for the underlined words in each sentence.
3. After the test, ask students for the answers and mark their own answer sheets.
4. Answer their queries.

Mark the underlined words as **Subject** or **Predicate**.

1. My mother is cooking. \_\_\_\_\_ (Predicate)
2. Her brother was sleeping. \_\_\_\_\_ (Subject)
3. The school bell has rung. \_\_\_\_\_ (Predicate)
4. All the children are singing. \_\_\_\_\_ (Predicate)
5. The soup is boiling. \_\_\_\_\_ (Subject)
6. The pigeons have flown away. \_\_\_\_\_ (Predicate)
7. Some mangoes have fallen down. \_\_\_\_\_ (Subject)
8. The train has arrived. \_\_\_\_\_ (Predicate)
9. My father is listening quietly. \_\_\_\_\_ (Subject)
10. The bees are buzzing. \_\_\_\_\_ (Predicate)

Time to teach	Asset type	Theme	Sub Theme
8 minutes	Questions to Assess	Sentences	Subject And Predicate



## MS\_Object-Let us identify

**Description (Objective):** Students will be able to identify Objects in simple sentences.

**Teaching aid:** PPT

**Notes to the Teacher:** The teacher will show this PPT to the students to elicit required information from them.



[<monkey> <https://pixabay.com/vectors/monkey-animal-cartoon-banana-zoo-30516/>](https://pixabay.com/vectors/monkey-animal-cartoon-banana-zoo-30516/)

**Teacher:** Who do you see in this picture?

**Students:** We see a monkey in the picture.

**Teacher:** What is the monkey doing?

**Students:** The monkey is eating a banana.

**Note:** The teacher writes the above response on the blackboard.

**Teacher:** What is the **Subject** in this sentence?

**Students:** The monkey.

**Teacher:** Why?

**Students:** Because it is performing an action.

**Teacher:** What is the **Verb** in the sentence?

**Students:** 'is eating'.

**Teacher:** Why?

**Students:** Because 'is eating' is the action here.

**Teachers:** Very good! What is the monkey eating?

**Students:** A banana.

**Teacher:** Right. Then what do you call 'a banana' in a sentence?

**Note:** Students may give a variety of responses.

**Teacher (explains):** In the sentence **The monkey is eating a banana**, the phrase ‘a banana’ is receiving the action. In a sentence, the word affected by the action of the verb is called an **Object**. Therefore, in the example above, ‘a banana’ becomes the **Object** as it receives the action of the verb ‘is eating’.

**Teacher:** Let us name the parts of this sentence.

The monkey    is eating    a banana..

↓                    ↓                    ↓

**Subject**            **Verb**                **Object**

**Teacher:** Now identify the **Object** in each of the following sentences:

1. The boys are playing football.
2. Mother is cooking vegetables.
3. My sister is playing the veena.
4. The shopkeeper is selling books.

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Main Script	Sentences	Subject Verb and Object

## SA\_Fun with words

**Description (Objective):** Students will be able to make sentences using the **Subject**, the **Predicate(Verb)** and the **Object** in a game.

**Teaching Aids Provided:** Asset and flash cards

**Notes to the Teacher:** The teacher will prepare 30 flashcards for the activity, which when put together will form ten complete sentences.

**Aim:** Students will be able to apply their learning of sentence formation appropriately.

**Resources Required:**

- 30 flashcards with words written on them.

**Setting for the Activity:** Indoor.

**Type of Activity:** Game.

**Preparation for the Activity:**

- The teacher needs to prepare 30 flashcards with the given words (file attached) in her own time prior to the class.
- Put the flashcards together in a random manner.
- She rearranges the desks (prior to the class with help from supporting staff) in the classroom to leave adequate space in the centre for the students to move and mingle.
- Prepare instructions for conducting the activity.

**Role of the Teacher:** Facilitator.

**Procedure:**

- The teacher distributes the flashcards to 30 students in a random manner.
- Each student gets one flashcard with word(s) written on it.
- The teacher asks each student to see what is written on the flashcard.
- She tells students that each one of them has got a word which is either a **Subject** or a **Predicate(Verb)** or an **Object**.
- She tells them that they need to make a meaningful sentence with two other words available with their friends. **She demonstrates the same with an example on the blackboard.**
- The teacher then asks students to move around and find two other partners (having the other two parts of the sentence) to make appropriate sentences.
- After finding their partners, each group of three students needs to raise their hands.
- The teacher checks if they have made sentences accurately and asks them to stand aside if they are right.
- This process continues till all the ten sentences are made correctly by the students.
- The teacher then asks each group to come in front of the class, show and articulate their sentences to the rest of the class.

**Observation:**

Children will participate enthusiastically in the activity.

**Conclusion:**

Children will demonstrate sentence formation using the Subject, the Predicate(Verb) and the Object.

**Follow-up activity:**

1. The Teacher will complement the students for their efforts and clear their doubts, if any.
2. She will ask the students to return the flashcards to her.

**Precautions:**

N/A

**Troubleshooting:**

The Teacher will instruct the students to talk to each other in low voices and maintain discipline in the class.

**Answer Key:**

1. The baby(**S**) is drinking(**V**) milk(**O**).
2. Students(**S**) have raised(**V**) their hands(**O**).
3. The painter(**S**) is painting(**V**) the house(**O**).
4. The musician(**S**) is playing(**V**) the violin(**O**).
5. A pilot(**S**) flies(**V**) an aircraft(**O**).
6. The postman(**S**) has delivered(**V**) a letter(**O**).
7. The gardener(**S**) is watering (**V**) the plants(**O**).
8. The doctor(**S**) is treating(**V**) a patient(**O**).
9. Mother(**S**) is stitching(**V**) my gown(**O**).
10. Father(**S**) is reading(**V**) the newspaper(**O**).

Time to Teach	Asset type	Theme	Sub-theme
20	Suggested Activity	Sentences	Subject Verb and Object

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Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Sentences	Subject Verb and Object

## DD\_Importance of Trees

**Description (Objective):** Students will be able to relate their learning to each of the sentences in a paragraph on trees.

**Teaching Aid:** PPT

**Notes to the Teacher:**

1. The teacher will show the PPT on the **Importance of Trees** to the students.
2. She / He will ask them to read the paragraph and identify the Subject, the Verb and the Object in each sentence.
3. This will be the paragraph that will be shown:

**Importance of Trees:**

Trees help life on Earth. They shelter animals, birds and insects. Trees give fruits and flowers. They provide firewood, medicines and paper. Trees release oxygen and cool breeze. They bring clouds and rainfall. Trees hold soil and prevent floods. They absorb harmful gases and control pollution. So, we must respect trees.

**Legend:** Green: Subject

Blue: Verb

Orange: Object

Time to Teach	Asset type	Theme	Sub-theme
4	Day-to-Day Relevance	Sentences	Subject Verb and Object

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Time to teach	Asset type	Theme	Sub Theme
4 minutes	Day-to-day Relevance	Sentences	Subject Verb and Object

## IA\_Types of Object

**Description (Objective):** Students will be able to take delight in discovering the two types of Objects.

**Teaching Aid:** Blackboard

**Note to the teacher:** The teacher writes the following sentence on the blackboard and initiates a dialogue with the students.

**Mother gave me an apple.**

**Teacher:** What is the **Subject** in this sentence?

**Students:** *Mother.*

**Teacher:** What is the **Verb**?

**Students:** *gave.*

**Teacher:** And the **Object**?

**Students:** Students may get confused and give mixed responses. Some may say **me** and the rest may say **an apple**.

**Teacher:** Do you agree that there are two Objects here?

**Students:** Yes teacher.

**Teacher (Continues):** What did the mother give?

**Students:** An apple.

**Teacher:** Right! **An apple** answers the question '**what**' and is therefore called the **direct object**.

**Teacher:** To whom did the mother give the apple?

**Students:** To **me**.

**Teacher:** Good! '**me**' here is the **indirect object** because it answers the question '**to whom**'.

<u>Mother</u>	<u>gave</u>	<u>me</u>	<u>an apple.</u>
↓	↓	↓	↓
<b>Subject</b>	<b>Verb</b>	<b>Indirect Object</b>	<b>Direct Object</b>

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Interesting Asides	Sentences	Subject Verb and



			Object
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## VC\_Discipline for Happy Living

**Teaching Aids:** PPT

### **Concept-Value Connection:**

A sentence will be meaningful only when the words are placed in an orderly and disciplined manner. So too, our lives become meaningful only when we follow certain disciplines.

Imagine what would happen:

- If the planets don't revolve around their orbits.
- If the Sun refused to shine.
- If the school bell rang early on some days and late on other days.

### **Type: Activity**

The teacher can present the scrambled sentences below and ask the students if they have any meaning and then unscramble them and write the words in the correct order.

1. Early/wakes/Rama/up - Scrambled sentence

(Rama wakes up early. – Unscrambled sentence)

2. Room/Suman/cleans/her.

3. Fruits/Raju/and/nuts/eats

4. Follows/traffic/the/rules/Seema.

5. Well/Mohan/studies.

**Notes to the teacher:**

Sentences will be meaningful only if the words are placed in the correct order and with discipline. So too, we should follow certain orderliness and discipline at home, in the school and in the community:

- Wake up on time.
- Eat Healthy.
- Exercise daily.
- Be neat and tidy.
- Be punctual.
- Plan and be organized.
- Adhere to laws, rules and discipline.

**Points to reflect upon:**

Being disciplined and orderly:

- Is doing the right thing, in the right place at the right time.
- Is learning good habits because habits make character and our character defines who we are.
- Is essential for success in any field.
- Is the foundation for leading an intelligent and happy life.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Value Content	Peace	Self Discipline

## QA\_Quiz time

**Description (Objective):** Students will be able to write sentences using a Subject, a Verb and an Object.

**Teaching Aids:** Worksheet & PPT

### Notes to the teacher:

1. There are six questions in the worksheet (file attached) with images.
2. Students need to see each image; read the question and write sentences using a Subject, a Verb and an Object.
3. Answers have to be written in the space provided.
4. Discuss the answers with the students on completion of the test.

### Questions:

1. What is Dipti doing?
2. What is Vighnesh doing?
3. What is the cat doing?
4. What is Roja doing?
5. What is the elephant doing?
6. What is Mahesh doing?

### Answers:

1. Dipti(**S**) is reading(**V**) a book(**O**).
2. Vighnesh(**S**) is riding(**V**) a bicycle(**O**).
3. The cat(**S**) is drinking(**V**) milk(**O**).
4. Roja(**S**) is brushing(**V**) her teeth(**O**).
5. The elephant(**S**) is eating(**V**) grass(**O**).
6. Mahesh(**S**) is playing(**V**) the piano(**O**).

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Questions to Assess	Sentences	Subject Verb and Object

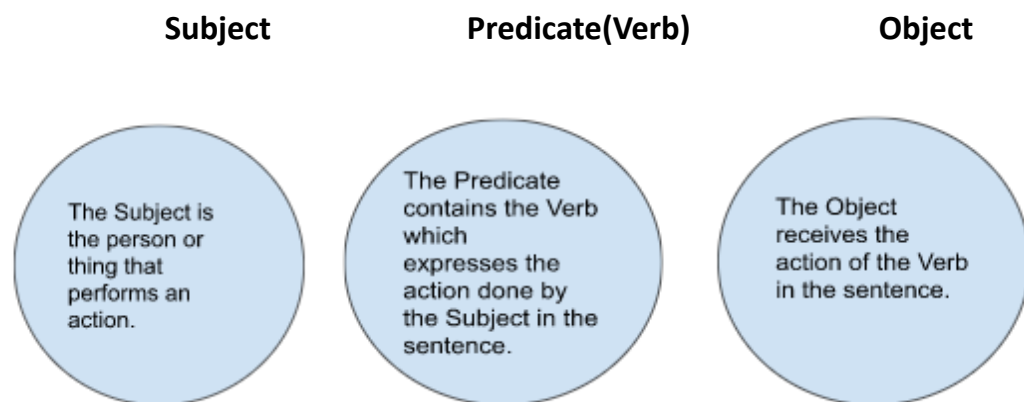


## MS\_Summary\_Sentence Formation

The Teacher will summarise the concept of sentence formation using a PPT with a graphic organizer.

### Summary:

1. A sentence in English typically contains a **Subject** and a **Predicate**.
2. The **Predicate** contains the **Verb** and may also have some other modifying words.
3. One of the common ways of forming a sentence in English is by placing the **Subject**, the **Verb** and the **Object** in a sequential order. Eg. She(**S**) likes(**V**) fruits(**O**).



4. The **Subject-Verb-Object** word order should be maintained to make the sentence meaningful.
5. Objects are of two types - the **Direct Object** and the **Indirect Object**. The Direct Object answers the question 'what' while the Indirect Object answers the question 'to whom'. Eg. He(Subject) gave(Verb) her(Indirect Object) a chocolate(Direct Object).

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Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Sentences	Subject Verb and Object

## **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 <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.