



## Master Lesson Plan

for

## Verbs

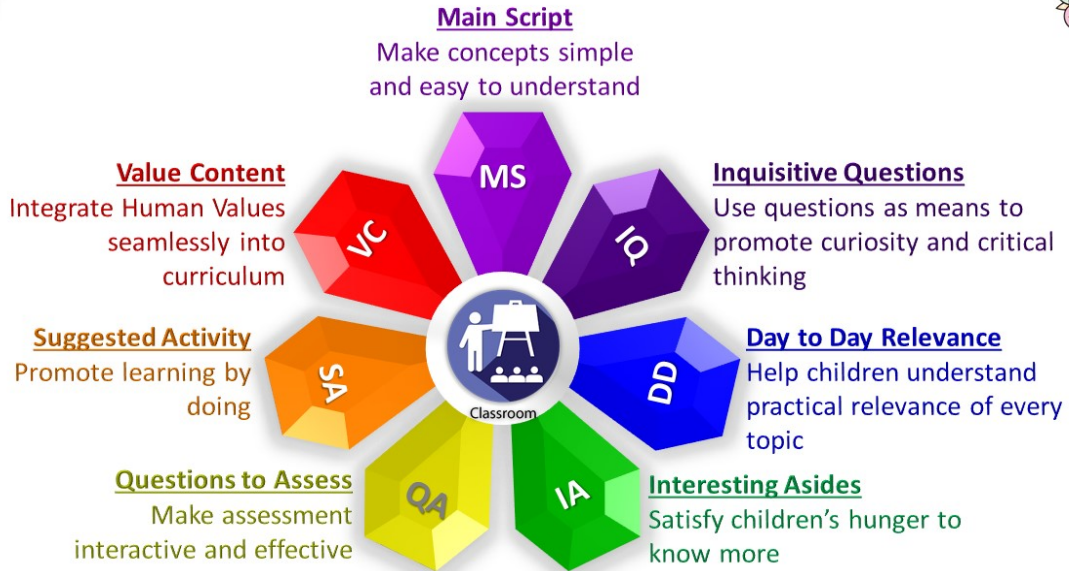
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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



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

## MS\_Objectives Verbs

**Brief Description (Objective):** The teacher will be able to get an overview of the asset objectives in the MLP for the Chapter, Verbs - Regular and Irregular Verbs.

**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:

- identify the Verbs and apply their previous knowledge for the given passage
- explain the usage of Regular and Irregular Verbs, in spoken and written form
- take delight in gaining knowledge on some interesting facts about the English Language
- relate to the daily activities that they see in their immediate surroundings
- enjoy the game on Verb search
- apply their understanding of the concept to the exercises given for assessment
- think clearly before they perform any act

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Main Script	Verbs	Regular And Irregular Verbs

## IQ\_The tortoise and the geese

Brief Description (Objective): The students will be able to apply their previous knowledge on Verbs for the given passage - The Tortoise and the Geese.

Teaching Aid: PPT.

Teaching Learning Material: A book of Panchatantra Tales.

Notes to the teacher: The teacher may read the passage( twice) from the book. The teacher may ask a few students to identify the verbs in the passage after reading it.

Content:



<Flying and villagers watching> <https://youtu.be/VG5zyDuLVCs?t=169> < Anaika Educators>

### **The Tortoise and the Geese.**

#### **The sentences have been numbered for the teacher's reference..**

1. Once upon a time, a tortoise lived near a lake.
2. Its friends were two geese that also lived in the same lake.
3. One summer, the lake began to dry up, and there was very little water for the animals.
4. The geese told the tortoise that there was another lake in another forest, where they should

go, if they were to survive.

5. They came up with a plan to take the tortoise along with them.

6. They made the tortoise hold a piece of stick by its mouth, with the condition that it would not open its

mouth, no matter what.

7. The geese then held each end of the stick and flew with the tortoise in between.

8. People in the villages saw a tortoise flying and were awestruck.

9. In spite of warnings from the geese, the tortoise-----

### **Questions and Answers.**

The teacher may select a few questions from the questions given below or prepare his/her own questions to trigger off their thinking skills.

i) What was the reaction of the people when they saw a tortoise flying? Choose the correct option:

The people a) were amazed b) were astonished c) were shocked d) all of the above.

Ans: d) all of the above ( all are synonyms for the word 'awestruck')

iii) Could any of you tell what might have happened to the tortoise at the end of the story ?

Ans: The tortoise would have opened its mouth, lost its grip on the stick and fell down.

iii) Who is the author of The Panchatantra Tales?

Ans: Sri Vishnu Sharma.

**ANSWER KEY ( Verbs in the passage.)**

Sentence 1. lived.

Sentence 2. were , lived

Sentence 3. began, to dry up, was

Sentence 4. told, was, go, to survive

Sentence 5. came up, take

Sentence 6. made, told not to open,

Sentence 7. held, flew          Sentence 8. saw, flying, were

Time to teach	Asset type	Theme	Sub Theme
6 minutes	Inquisitive Questions	Verbs	Regular And Irregular Verbs

## IA\_Some Interesting Facts

Teaching Aids Provided: PPT

Teaching Learning Material: The teacher should be ready with a copy of some interesting facts to enlighten the students.

Notes to the teacher: The teacher or students may read out the interesting facts to the class and then discuss. The teacher may ask the students to try enacting numbers 1 and 2 just for fun.

Content:

### Some Interesting Facts

1. You cannot see your ears without a mirror.
2. You can't count your hair.
3. The most used adjective in the English Language is 'good'.
4. The two most common words in English are 'I' and 'you'.
5. "Go!" is the shortest grammatically correct sentence in English.
6. The word **Goodbye** originally comes from an old English phrase meaning 'God be with you'.

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Interesting Asides	Verbs	Regular And Irregular Verbs

## SA\_Verb Search

Brief Description (Objective): The students will be able to create new verbs with the help of the base verb.

Teaching Aids Provided: PPT, Worksheet pdf

Notes to the teacher: This is a recapitulation exercise on Regular and Irregular Verbs. The teacher may reveal the answers after the activity is done in the class.

Resources Required: Copies of the grid for Verb Search, depending on the strength of the class, pencils, colour pencils and erasers.

Setting for the Activity: Indoor

Type of Activity: Group Activity

Preparation for Activity: Organizing Students in groups of four and distribution of material

Role of the teacher: Facilitator and Observer

### Procedure:

Step 1: The class may be divided into groups of four students each according to the roll numbers in the attendance register. For example Roll no. 1 to 4 in Group 1, Roll no. 5 to 8 in Group 2, etc.

The teacher can use his/her discretion depending on the strength of the class.

Step 2: A copy of the Regular Verbs may be given to the children with Odd roll numbers and a copy of Irregular Verbs to the children with Even roll numbers.

Step 3: Once the students are ready with their pencils and colour pencils, a time of 8 to 9 minutes could be given for the students to provide the Past tense of the Regular and Irregular Verbs, in the space given and then find them in the grid.

Step 4: After completing the task, the teacher may ask the students to provide



the answers and check whether they have given the correct Past Tense form.

Step 5: The teacher may award marks for the activity out of 20.

**1. Write the Past Tense of the Regular verbs in the space provided below.**

**2. The words may run Across or Down.**

**3. For words Across, use dark green colour.**

**4. For words Down, use dark blue colour.**

**5. Find your answers in the puzzle.**

**ACROSS**

1. ASK – ASKED

2. COOK ---

3. DANCE –

4. CRY –

5. LOVE –

**DOWN**

1. PLAY — PLAYED

2. GAIN ---

3. PICK —

4. FRY —

5. THANK —

**REGULAR VERBS**

A	C	O	O	K	E	D	P	U	T	S
P	Z	G	A	S	K	E	D	L	H	Z
L	T	A	P	C	R	I	E	D	A	D
A	W	I	I	L	O	V	E	D	N	F
Y	I	N	C	S	R	O	F	S	K	R

E	S	E	K	R	U	H	L	D	E	I
D	H	D	E	A	C	T	I	U	D	E
E	S	T	D	D	A	N	C	E	D	D

1. Write the Past Tense of the Irregular verbs in the space provided below.

2. Find your answers in the puzzle.

3. The words may run across or down.

4. For words Across — use red colour.

5. For words Down — use purple colour.

**ACROSS**

1. BECOME — BECAME

2. RING \_\_\_\_\_

3. SWEEP \_\_\_\_\_

4. BURN \_\_\_\_\_

5. STAND \_\_\_\_\_

**DOWN.**

1. WIN — WON

2. CATCH—

3. FIND \_\_\_\_\_

4. HOLD \_\_\_\_\_

5. WRITE \_\_\_\_\_

**IRREGULAR VERBS**

C	B	E	C	A	M	E	T	M	H
A	U	I	F	S	L	E	P	T	E
U	E	W	O	S	T	O	P	A	L

G	S	O	U	S	W	E	P	T	D
H	T	N	N	F	R	A	N	G	T
T	S	A	D	H	O	S	X	Z	Y
H	L	I	S	T	T	E	G	A	N
I	R	R	O	D	E	L	U	N	G
B	U	R	N	T	S	T	O	O	D

Observation: Majority of the students in the class were able to provide the Past Tense of the Regular and Irregular Verbs .

Troubleshooting: If some students find it difficult to get the correct answers and try to distract their partners' attention then the teacher can explain the rules once again, so as to ensure the smooth flow of the activity.

Conclusion: The teacher could appreciate the performance of the students who scored full marks in this activity and encourage the others to do better, next time.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Verbs	Regular And Irregular Verbs



## DD\_Household Chores

Brief Description (Objective): Students will be able to relate to the activities that they see and also do in their homes.

Teaching Aid: PPT

TLM: NA

Notes to the Teacher: The teacher may write the passages on the blackboard and ask the children to fill in the verbs. The teacher may do an oral activity to show that verbs are used consistently in our daily conversations and actions. (This is an oral activity)

### **Choose the most appropriate verb given in brackets and fill in the blanks.**

We a) --- ( is, are) three children in our family. My sister, my brother and I. We do some regular household chores. On Thursdays I b) ----- ( clean, dirty) my room, help my mother in c)----- (folding, fold) the clothes. My brother d) ----- ( goes, go )to the market on Saturdays and e)----- (buys, buying) fruits and vegetables. My sister f)- ----- ( does, do) a lot of work for my mother. She g) ----- ( makes, make) tea and coffee for all of us.

Last Sunday the three of us h) ----- ( scrubbed, scrubs) the floor and i)----- ( watered, watering) the plants in the garden. My mother felt so happy that she j) ----- ( prepared , preparing) our favourite dishes for lunch and k) \_\_\_\_\_ ( thanked, thanks) us for helping her.

### ANSWER KEY

a)are, b)clean, c)folding clothes, d) goes, e)buys , f)does , g) makes

h)scrubbed, i)watered, j)prepared , k) thanked

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Day-to-day Relevance	Verbs	Regular And Irregular Verbs

## MS\_ Studying more about Verbs

Brief Description(Objective): Students will be able to explain the usage of regular and irregular Past tense and Past Participle verbs in a complete sentence.

Teaching Aids Provided: PPT.

Notes to the Teacher:

The teacher may draw three columns on the blackboard, the base verb in the first column, Past tense in the second column and Present/Past Participle in the third column as headings. The teacher writes a mix of regular and irregular verbs as base verbs and asks the students to take turns to write the Past tense and Present/ Past Participle forms of the base verb, as a review exercise on Verbs.

The teacher can cover the whole topic on Verbs with the help of a **Guided discovery method**.

Base Verb	Past Tense	Present/Past Participle
look	looked	looked
take	took	taken
eat	ate	eaten
fly	flew	flown
blow	blew	blown
like	liked	liked
fry	fried	fried
go	went	gone
push	pushed	pushed

The teacher asks questions to know if the students have observed any difference in the Past Tense and Present/Past Participle forms of verbs.

**Guided questions by the teacher.**

a) How is the base verb 'like' changed to the Past tense and Present/Past Participle forms?

( By adding the letter 'd')

b) How are the base verbs 'look' and 'push' changed to the Past tense and Present /Past Participle forms?

(By adding 'ed')

c) How are the base verbs 'fry' and 'dry' changed to the Past tense and Present/Past Participle forms?

(By removing 'y' and replacing it with 'i+ed'--' ied')

d) What do you notice about the base verbs 'take' , 'eat', 'fly', 'go'?

(They change completely and form new words- took, ate, flew, went respectively in Simple Past Tense and in the Participle form they become-- eaten, taken, flown, gone respectively)

The answers in brackets can be provided by the teacher after the students have given their answers.

The expected responses are:

- some words ended in 'd', 'ed', 'ied'
- some words have changed completely from the base verb- took, ate, went, flew.

The teacher then introduces the terms 'Regular and Irregular Verbs to the students, defines and explains the differences with suitable examples.

### What are Regular Verbs?

**Regular Verbs are verbs that follow the normal pattern, when changing the base verb to Past and Past Participle forms.**

i) We simply add 'ed' and only 'd' if the verb already ends in an 'e' to change the verb from its base form to the Simple Past or Past Participle forms for Regular Verbs.

ii) If the verb ends in a 'y' we change the last letter to an 'i' and then add the 'ed', 'ied'. For example: 'Marry – Married'.

iii) For example, the verb 'call' is 'call' in its base form, then 'called' in both the Simple Past and Past Participle forms. The same goes for 'arrive and 'wait'. As a general rule the Past tense of the



base verbs remains the same in the Participle form for Regular Verbs.

Example: Regular Verb: bake

Past Tense: baked

Past Participle: I had baked.

### List of some Regular Verbs.

Base Form	Past Tense	Present / Past Participle
add	added	added
bake	baked	baked
cheer	cheered	cheered
dance	danced	danced
enjoy	enjoyed	enjoyed
try	tried	tried
cry	cried	cried

What are Irregular Verbs ?

Irregular Verbs are verbs that do not follow the normal pattern when being changed from base verbs to simple Past and Past Participle forms which is by adding 'd', 'ed', or 'ied'.

They form completely new words in their Past tense and Past Participle forms. They can also be

called rule breakers as they break the normal pattern while changing to their Past tense and Participle forms. That is why they are called Irregular Verbs.

Example: Irregular Verb: eat

Past Tense: I ate

Past Participle: I had eaten.

### List of some Irregular Verbs.

Base Form	Past Tense	Present/Past Participle
be	was/were	been
drive	drove	driven
fall	fell	fallen
know	knew	known
hide	hid	hidden
speak	spoke	spoken
take	took	taken
begin	began	begun
do	did	done

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Verbs	Regular And Irregular Verbs



## QA\_Assessment Time

**Asset Description:** Students will be able to apply what they have learnt to the various exercises on Regular and Irregular Verbs.

Notes to the Teacher: The teachers may ask the students to write down the answers or verbally give the answers before revealing the answers.

**Q1. Fill in the chart writing in the Second column 'R' if the verb is Regular and 'IR' if the verb is Irregular.**

**Write its Past Tense in the third column and its Past Participle in the fourth column.**

**Two verbs have been worked out as examples.**

VERBS	REGULAR OR IRREGULAR	PAST TENSE	PAST PARTICIPLE
SHOP	R	SHOPPED	SHOPPED
BLOW	IR	BLEW	BLOWN
1.FALL			
2.STAND			
3.CARRY			
4.AGREE			
5.PLAY			
6.CLEAN			

<b>7.SING</b>			
<b>8.COOK</b>			
<b>9.SWIM</b>			
<b>10.DRIVE</b>			

**Q2 .Select any 5 words from the chart given above, make sentences of your own with the words in the Past Tense or Participle form. You may follow the examples given below.**

**Examples.**

- a) Agreed-The teacher agreed to teach him how to become a good painter.
- b) Blown- The storm has blown two little birds out of the nest.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

**Q3.Fill in the blanks with the appropriate form of the Verbs given in brackets.**

1. My wife ..... to work by bus yesterday (go)
2. He was big and strong and soon ..... ( become) a sailor.
3. The little boy ..... ( break) his friend’s bicycle last week.
4. They got ..... last month (to marry)
5. We \_\_\_\_ (take) a taxi to reach home yesterday.

6. My friends \_\_\_\_\_ ( play) hide and seek with me this morning.

7.The little girl \_\_\_\_\_( hear) a strange voice near her house last night.

8.My father \_\_\_\_\_( live) in Benaras for ten years.

ANSWER KEY.

**QUESTION 1**

1 FALL- FELL-FALLEN.

2. STAND–STOOD- STOOD.

3. CARRY– R– CARRIED–CARRIED

4. AGREE—R—AGREED—AGREED

5.PLAY—R—PLAYED—--PLAYED

6. CLEAN—R—CLEANED—CLEANED

7. SING—IR—SANG—SUNG

8. COOK—R—COOKED—COOKED

9. SWIM—IR—SWAM—SWUM

10. DRIVE–IR– DROVE—DRIVEN

**QUESTION 2.**

The teacher could instruct the students to follow the examples and make sentences of their own with the given words. The students can express their ideas either in the Past Tense or in the Past Participle form of the verbs.

**QUESTION 3**

1. WENT

2.BECAME

3. BROKE

4. MARRIED.

5.TOOK

6. PLAYED

7. HEARD

8. LIVED

Time to teach	Asset type	Theme	Sub Theme
12 minutes	Questions to Assess	Verbs	Regular And Irregular

			Verbs
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## VC\_Think before you act

**Brief Description (Objective):** The students will be able to differentiate between situations where they need to follow rules and situations where they have a choice.

**Teaching Aids (Provided):** PPT

**\*Teaching Learning Material:**

Teachers can use this asset as an activity where needed.

**Concept- Value Connection:**

- Regular verbs follow normal rules or typical patterns of changing verbs into past and past participle forms whereas irregular verbs can take up different forms in past and past participle tense or they can remain the same.
- Likewise in life, there are situations where obeying rules is compulsory and situations where obeying rules is not mandatory. We need to think clearly and act wisely depending on the situation.

**Notes to the teacher:**

**Activity:** Presentation

Given below are a few pictures with description. Go through each situation carefully and select one of the two options- (I need to follow the Rules/ I am free to choose), for each picture.

### 1. Standing in line for the School Assembly.



SSSVV Image Gallery: Search Keyword "school assembly"

### 2. Standing in line during interval break.





<https://pixabay.com/photos/school-nursery-children-india-298681/>

3. **Maintaining silence in the library.**
4. **Maintaining silence during play time.**
5. **Dress code for school.**



SSSVV Image Gallery: Search Keyword "school children"

6. **Dressing up for a festival.**

***Follow up on the Activity:***

- **Rules create orderliness and help us avoid chaos.**
- **Be familiar with the rules to be followed at home, school, and public places.**
- **Freedom is the ability to do what one wants by respecting the rules and laws.**
- **It helps us to make better choices.**

***Points to Ponder/reflect***

- **Rules and Freedom are a natural part of life.**
- **Both are needed for responsible behavior.**
- **Be aware of the dos and don'ts in different situations.**
- **Think clearly! Act wisely!**

Time to teach	Asset type	Theme	Sub Theme
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5 minutes	Value Content	Truth	Discrimination
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## MS\_Summary-Verbs

Brief Description (Objective): Students will be able to summarise the chapter- Verbs-- Regular and Irregular Verbs.

Teaching Aids Provided: PPT with Graphic Organiser.

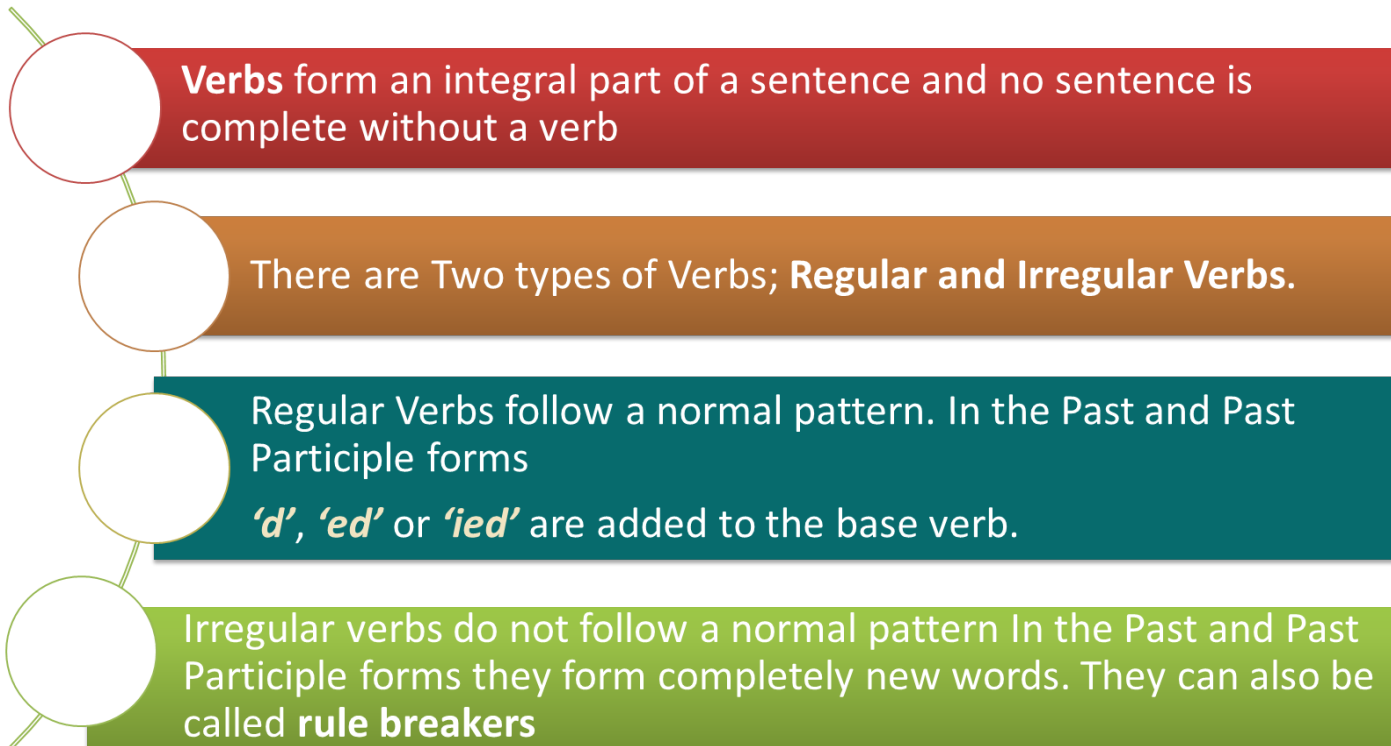
Teaching Learning Material (TLM): Not required.

Notes to the teacher: The teacher could draw a mind map or summarise the main points on the blackboard.

Teacher can introduce the asset by saying, "Let us summarise what we have learnt from this topic".

Summary - In this chapter we discussed

- that verbs form an integral part of a sentence and no sentence is complete without a verb
- about Regular and Irregular forms of Verbs
- the rules for forming Regular and Irregular Verbs and the difference between the two forms



Regular Verbs are verbs that follow the normal pattern, when the base verbs change to past and to past participle forms by adding 'd', 'ed' and 'ied' to the base verb. Examples:  
like-liked, push-pushed, cry-cried.

Regular verbs do not change their form in the present/ past participle form. They remain in the simple past tense form. Example; base verb look- looked-simple past tense form , looked- Present and Past Participle form

Irregular Verbs do not follow the normal pattern and they form completely new words in their past tense and past participle form. They can also be called rule breakers.

Examples: Base verb-run- past tense-ran, past participle- run,

Base verb- sing, past tense- sang, past participle- sung

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Main Script	Verbs	Regular And Irregular Verbs

## 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.