



Master Lesson Plan

for

Verbs - Noun Verb Agreement

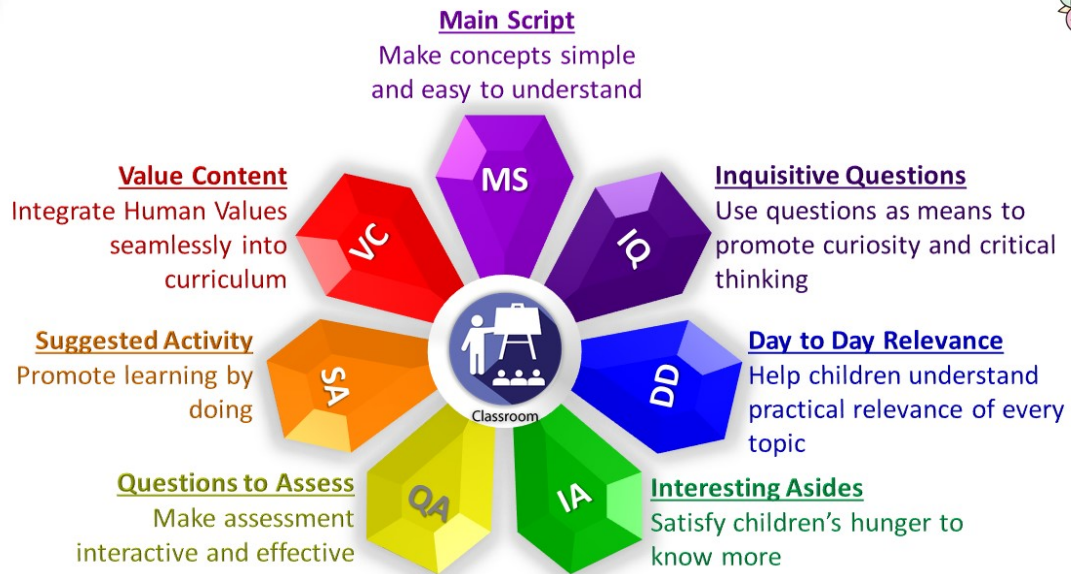
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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



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

MS_Objectives_ Noun-Verb Agreement

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. It states the 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-

- explain with reasons when/why singular or plural verbs are used
- get a peek into the right usage of verbs and reflect on them
- construct sentences with appropriate verbs
- frame sentences using the conjugation table provided
- summarise the rules to use the singular/plural verbs in sentences

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Verbs	Noun Verb Agreement

MS_The Agreement

Brief Description(Objective): The students will be able to explain with reasons when singular or plural verbs are to be used.

Teaching Aids: PPT

Notes to the teacher: This asset starts with **Inquisitive Questions (IQ)** and flows into the **Main Script (MS)**.

The teacher may begin the class by writing a few sentences on the board or use the PPT and elicit from the students whether the sentences are correct or incorrect. This is done to trigger the curiosity of the students. The focus here would be to encourage, as many children as possible, to answer and not so much on the right answers. Once this warm up activity is done, the teacher probes the students to think and elicit answers on why certain sentences are incorrect and how they could be corrected.

Content:

Tick (✓) the correct sentences and Cross (X) the ones that are incorrect and explain why.

1. Raju are my friend.
2. Sheela and Sneha go to school by bus.
3. All birds lay eggs.
4. The children is playing on the swings.



School bus - <https://openclipart.org/detail/315524/students-in-schoolbus-remix-j4p4n>

Eggs - <https://pixabay.com/vectors/bird-eggs-branch-leaves-nest-46635/> - Clker-Free-Vector-Images

Correct answers:

1. Raju is my friend.
2. Sheela and Sneha go to school by bus.
3. All birds lay eggs.
4. The children are playing on the swings.

Notes to the teacher: Using these sentences the teacher could further ask the children to correct the wrong sentences and try to tell why the sentences are incorrect.

Through this elicitation method the teacher tries to make the children understand that the verb should be in agreement with its noun/subject in number.

What is a subject?

Subject: A subject in a sentence is a person, place, thing or idea that is doing or being something.

What is a verb?

Verb: Verb is an action performed by the subject or state of being.

Example- Raju plays cricket regularly.

Raju- Doer of the action = noun/subject

plays- the action performed by Raju the noun/subject = verb

When the **noun/subject** in the sentence is **singular** then it takes the **singular verb** and when the **noun/subject** is **plural** it takes the **plural verb**.

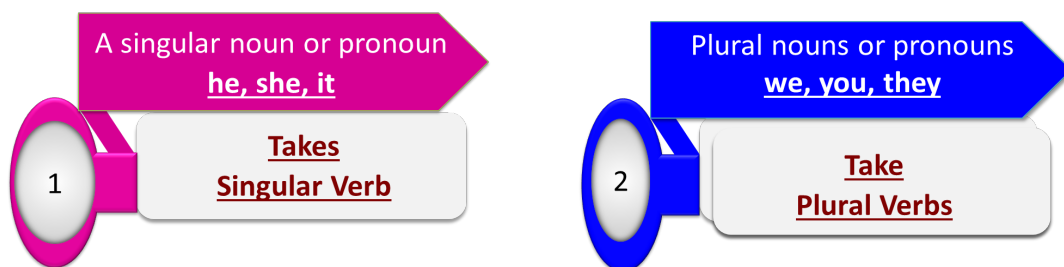
Example- Suresh **studies** in class 4. (studies- singular verb)

The boys **study** in class 4. (study- plural verb)

In the first sentence, the noun **Suresh** is singular and therefore the singular verb ‘studies’ is used.

In the second sentence, the noun **boys** is plural and therefore the plural verb ‘study’ is used.

Note the following:



(To reinforce the concept the conjugation table that is provided can be used to orally elicit the combinations.)

Frame sentences using the table given below.

Noun/Subject	Verb	Present/Past Tense
---------------------	-------------	---------------------------

Govind		Govind is/was/does/has
Seema	is	Seema is/was/does/has
She	are	She is/was/does/has
He	am	He is/was/does/has
It	was	It is/was/does/has
I	were	I am/was/do/have
Prem and John	do	Prem and John were/do/have
The teachers	does	The teachers were/do/have
The girls	has	The girls were/do/have
They	have	They are/were/do/have
We		We are/were/do/have
You		You are/were/do/have

Some sample sentences-

1. Govind **was** late for school.
2. Seema **is** nine years old.
3. She **does** her work neatly.
4. I **am** a teacher.
5. Prem and John **do** play cricket.
6. We **are** students of class four.
7. You **have** brought the right books today.

The teacher may use more examples and encourage the students to frame their own sentences such that the verbs match the nouns in the sentences.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Verbs	Noun Verb Agreement

IA_The Key to Happiness

Asset Description (Objective): Students will be able to get a peek into the right usage of verbs and reflect on them.

Teaching Aids: PPT

Notes to the teacher: This asset has the VC asset seamlessly flowing into the IA asset and paving way to the connection both have. The teacher may use the ppt provided or write the sentences on the board and allow the students to complete the exercise. Once completed, the students should be allowed to reflect on the sentences made, to appreciate the values they enforce.

Value - Peace

Sub value - Understanding

The students will be able to infer that the value of understanding one another will give happiness and joy when practised in their daily lives.

Subjects and verbs must agree with one another in number (singular or plural). So too we should have a cordial relationship with others and work together whether in our family, class, school or society for mutual happiness and joy.

Choose the correct verbs and fill in the blanks.

1. Mary always _____ (listen/listens) to others, before she speaks.
(We need to always be good listeners, so that we can understand others' views and ideas.)
2. Ram and Shyam _____ (save/saves) their money to help the needy.
(We should always support and help those who are in need.)
3. Teacher _____ (encourage/encourages) her children to exercise regularly.
(Always encourage others to get the best out of them.)
4. John _____ (love/loves) to grow, care and water the plants around him.
(Caring for everything around us is a very good quality.)
5. The players in the team _____ (respect/respects) others' opinions.
(Respecting others' opinions shows our understanding and respect for them.)

Points to ponder:

- Be a good listener to others' ideas.
- Respect others' opinions.
- Do your best to appreciate and encourage others.
- Be loving and caring.

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Interesting Asides	Verbs	Noun Verb Agreement

SA_Fun with Pictures

Brief Description (Objective): Students will be able to construct sentences with appropriate verbs.

Notes to the teacher: The teacher may set the activity in motion by giving examples of sentences using the appropriate verbs (singular/plural).

Aim: Students will be able to construct sentences with appropriate verbs.

Resources Required: Cutouts of pictures from old newspapers, magazines and books showing people doing different actions in different situations.

Setting for the Activity: Indoor

Type of Activity: Group

Preparation for Activity: Divide the students into groups with 5 to 6 students in each group, based on the strength of the class. Have small charts with pictures, showing people doing different actions in different situations. Example- pictures showing farmers sowing seeds, a teacher teaching in a class, children playing in the park and so on. Each chart could have 4 to 5 such pictures and each group could be given such a chart.



Teacher - <https://pixabay.com/photos/education-classroom-teacher-7047133/>

Children - https://pixabay.com/photos/search/india%20children%20eating/?manual_search=1

Role of the teacher: Facilitator

Procedure:

Step 1: The teacher verbally makes some example sentences showing the use of verbs in agreement with the noun/nouns in the sentences.

Step 2: The teacher gives each group a chart and every child in the group does picture reading and frames sentences describing the pictures.

Step 3: Once every child has described the pictures, each child writes two sentences, one with a singular verb and the other with a plural verb.

Step 4: Once the students complete the task, the teacher asks the students at random to read out the sentences and the others could identify the nouns and verbs and reason out if they agree with each other.

Observation: All the students are able to frame sentences (two sentences each, one with a singular verb and the other with a plural verb) using the verbs matching with that of the noun/nouns in the sentences.

Conclusion: Most of the students were able to enjoy the activity, maintaining the curiosity element till the end, as no one knew which picture they would get.

Follow up activity: The students are asked to pick out two sentences each from their reader showing the usage of verbs (singular and plural).

Precaution: Discipline is to be maintained throughout the activity while encouraging some interactive discussions that will help build enthusiasm for the activity.

Troubleshooting: In the event of any child not being able to frame sentences as directed, the teacher may prompt her/him.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Verbs	Noun Verb Agreement

QA_We Can

Brief Description (Objectives): Students will be able to frame sentences using the conjugation table provided.

Teaching Aids (Provided): PPT and PDF

Notes to the teacher: The teacher may use the given worksheet to assess the students' understanding of the topic or use the PPT provided to elicit the answers orally. Alternatively this activity can be used as a home assignment. Students should be encouraged to work independently.

Worksheet on Noun-Verb Agreement

Make ten sentences using the words/phrases in the table given below. One has been done for you.

Rahul and Sathya	is	school today.
Birds	are	our teeth twice a day.
The owls	has	waiting for the bus.
Bina	have	awake at night.
We	stay	playing in the garden.
The policemen	were	controlling the traffic.
My grandparents	brush	dancing on stage.
His father	go	chirping on the tree.
The children	goes	healthy habits.
They	was	with us.

The policemen are awake at night.

1. _____

-
2. _____
 3. _____
 4. _____

Answers

Some sample answers are given. Many such combinations can be made.

1. Rahul and Sathya are playing in the garden.
2. Birds are chirping on the tree.
3. The owls are awake at night.
4. Bina is dancing on stage.
5. We brush our teeth twice a day.
6. The policemen are controlling the traffic.
7. My grandparents stay with us.
8. His father is waiting for the bus.
9. The children have healthy habits.
10. They have school today.

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Questions to Assess	Verbs	Noun Verb Agreement

MS_Summary_Noun-Verb Agreement

Brief Description(Objectives): Students will be able to summarise the chapter on Noun-Verb Agreement.

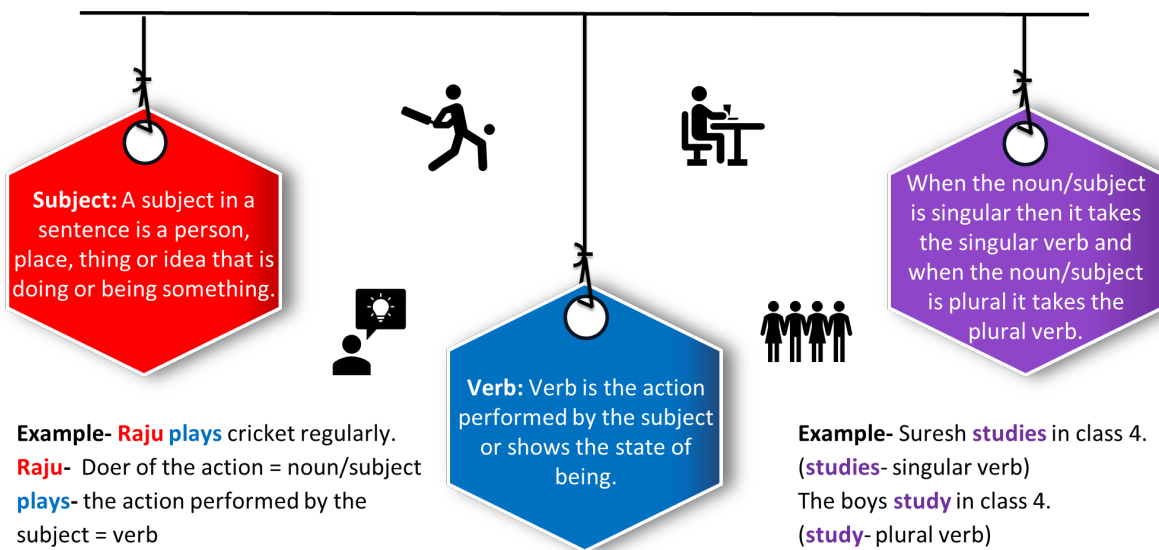
Teaching Aids Provided: PPT and GO

Notes to the teacher: The teacher may draw the flow chart on the board or use the PPT provided to summarise the topic Noun-Verb Agreement.

Summary-

In this chapter we discussed:

The rules to use the singular or plural verbs in sentences.



Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Verbs	Noun Verb Agreement

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.