



## Master Lesson Plan

for

## Tenses - past continuous

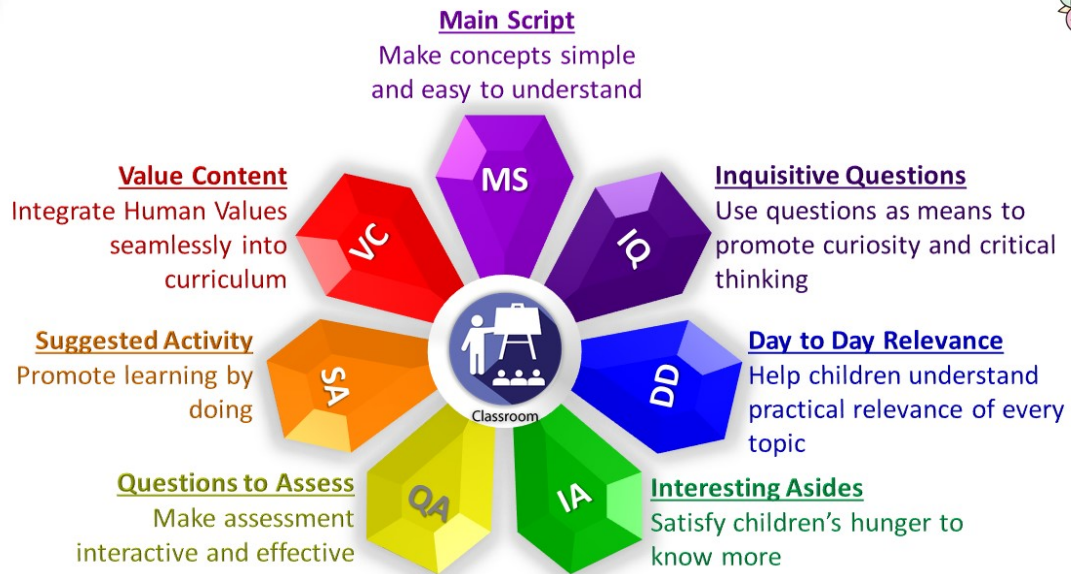
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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



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

## MS\_Objectives\_Past Cont Tense

NOTES TO THE TEACHER: This asset lays down the proposed plan for transacting this chapter on Past Continuous Tense. It states the asset objectives of the MLP. This asset is for the teacher's reference and need not be taught to the students.

The students will be able to:

- Identify the Tenses of the given verbs.
- Distinguish between the Present and Past Continuous Tenses.
- Narrate in the Past Continuous Tense, 'The Best Outing I had with My Parents'.
- Will be able to use the Continuous Tenses to narrate events happening in the school and in the community with confidence.
- Appreciate the value of continuous effort which will strengthen their power of expression and communication skills.
- Understand the concept of Past Continuous Tense.

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Tenses	Past Continuous

## IQ\_Remember Me

**Notes to the teacher:** The teacher may start with a quick recap of the verb forms used in the Simple Present Tense, Simple Past Tense and Present Continuous Tense. The teacher could begin by orally asking the students to identify the tenses from the sentences given below or use the PPT. The students will be able to identify the tenses of the verbs given in the following sentences as well as will be able to frame the sentences on **Present Tense, Past Tense and Present Continuous Tense** with the help of visuals given.

*Teaching Aids Provided:* PPT/Visuals

1. My mother cooks new dishes for me.
2. My parents went for the film yesterday.
3. My father is going to the office.

*ANSWERS:*

1. Simple Present Tense
2. Simple Past Tense
3. Present Continuous Tense

*Notes to the Teacher:*

*The teacher could now show the pictures wherein the time of action is mentioned and pick students (encouraging the shy students who generally don't speak up along with the smart ones) and ask them to identify the tense to be used in the given situations (Yesterday - past tense, everyday - present tense, always - present tense, last week - past tense, a few days ago - past tense, etc.) and make complete sentences orally.*

The probable answers provided are only samples.  
The teacher could use his/her discretion to mark the answers right or wrong keeping in mind the correct tense forms to be used.

**Probable answers:**

**for a. Simple Present Tense:**

- I never jump in my bed.



Garden : SSSVV Image Gallery: Search Keyword "jump"

Children jumping: [https://www.freepik.com/free-vector/happy-children-jumping-summer-meadow\\_8609202.htm](https://www.freepik.com/free-vector/happy-children-jumping-summer-meadow_8609202.htm) (Attribution: pch-vector)

- All my friends jump with me in the park. (or similar answers)

**for b. Simple Past Tense:**



Girls jumping : [https://www.freepik.com/free-vector/happy-children-jumping-summer-meadow\\_8609202.htm](https://www.freepik.com/free-vector/happy-children-jumping-summer-meadow_8609202.htm) (Attribution: @pch.vector)

- We jumped with our friends yesterday.
- She jumped with me in the field yesterday. (or similar answers)

**for c. Present Continuous:**



Boy :SSSVV Image Gallery: Search Keyword "jump"

- I am jumping in the garden.
  - She is always jumping with her brother. (or similar answers)

**for d. Past Continuous Tense:**

- She was jumping with her friends.



Boy: [https://www.freepik.com/free-vector/set-happy-multiethnic-preschool-boys-standing-different-action\\_29006602.htm](https://www.freepik.com/free-vector/set-happy-multiethnic-preschool-boys-standing-different-action_29006602.htm) (Attribution: comp)

Monkey: [https://www.freepik.com/free-vector/monkey-hanging-tree-branch-cartoon-character-sticker\\_20770388.htm](https://www.freepik.com/free-vector/monkey-hanging-tree-branch-cartoon-character-sticker_20770388.htm) (Attribution:brgfx)

- He was jumping with the monkey.

*Notes to the teacher: The teacher could aim for maximum participation encouraging the students to come out with various answers with emphasis on the use of the correct tense form in complete sentences.*

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Tenses	Past Continuous



## MS\_Know the ING-Tenses

**Objectives:** Students will be able to distinguish between the Present and Past Continuous Tenses.

**Teaching Aids Provided:** PPT

**Teaching Learning Material:** Black Board, flow chart

**Get Ready:** The teacher can prepare a flow chart, explain it to the students and develop it further with the help of students.

**Notes to the Teacher:** The teacher could begin the class with a detailed explanation of the verb form used in the Past Continuous Tense with the required rules. A set of six sentences will be given to the students and they will be asked to identify the verbs and tenses used. She/he could go into the details about the use of auxiliary verbs (referred to as 'helping verbs' here) to enable the students to understand the changes occurring with the number of the subject. The pictorial description given in the GO and the PPT could enable easy understanding of the topic. The teacher can prepare a flow chart and use it in the class and can use the black board to add value to the explanation.

### Past Continuous Tense

Is used for the action or the task which was going on (in progress) in the past. We cannot determine when the action started or finished. For example: I was walking yesterday.

Subject + was/were + Present participle (+ing) form

I/She/He/They/It/We

was/were

reading/playing/singing

Subject

helping verb

Verb + ing



Subject	Helping Verbs	Verb + ing
I	was	reading playing singing
She	was	
He	was	
It	was	
They	were	reading / singing / playing
We	were	singing / reading / playing





Playing: <https://www.flickr.com/photos/92053708@N03/8644431472> By Global Partnership for Education – GPE

Laugh: <https://pixabay.com/photos/children-india-education-classroom-876543/>

Read: <https://pixabay.com/photos/children-infant-girl-school-306607/>

Sleep: <https://pixabay.com/photos/sleep-sleeping-child-india-sunset-4984130/>

Now the teacher could move ahead and explain a few basic rules for changing the spellings while adding 'ing' to the verb.

### 1. Verbs to which only 'ing' is added to show that the action is ongoing:

Paint	+ing	Painting
Colour	+ing	Colouring
Play	+ing	Playing
Sleep	+ing	Sleeping
Dance	+ing	Dancing
Laugh	+ing	Laughing

2. For one syllable words which end with 'consonant'-'vowel'-'consonant', double the last consonant and add 'ing':

Run	+n+ing	Running
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Mop	+p+ing	Mopping
Hop	+p+ing	Hopping
Stop	+p+ing	Stopping
Sit	+t+ing	Sitting
Clap	+p+ing	Clapping

**3. For verbs that end with the vowel 'e', drop the 'e' and add 'ing':**

Write	-e + ing	Writing
Smile	-e + ing	Smiling
Bake	-e + ing	Baking
Bathe	-e + ing	Bathing
Love	-e + ing	Loving
Like	-e + ing	Liking

**4. For verbs that end in 'ie', drop the 'ie' and add 'ying':**

Tie	-ie + ying	Tying
Lie	-ie + ying	Lying

The teacher could conclude with a casual conversation in the class using Past Continuous Tense, (with proper verb forms in full sentences) as reinforcement.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Tenses	Past Continuous

## IA\_An Anecdote For Tense

### IA\_An Anecdote For TENSE

Objectives: Students will be able to identify the tenses of the given verbs.

Teaching Aids Provided: PPT

Teaching Learning Material: An audio clip of the anecdote.

Get Ready: The teacher gets ready to play the audio of the anecdote from the link provided in the PPT or the script of the anecdote can be read out.

**NOTES TO THE TEACHER:** The teacher may begin the class by narrating any anecdote to the students with emphasis on the usage of tenses. . *The* differentiation between Present Continuous tense and Past Continuous tense must be brought out to bring clarity to the students with regard to the use of tenses in daily conversation . To set the mood, the teacher could ask one or two students to narrate similar incidents and guide them to use the appropriate tense.

### A Piece of Bread

Rahul was going to school when I saw him. On the way he saw two dogs who were fighting with one another. People present on the sidelines were watching the fight. Everyone was scared. Rahul also watched the dogs who were fighting. Suddenly Rahul saw a piece of bread which was lying in the corner. He noticed that this fight was for that piece of bread. Immediately he took out the tiffin box which his mother had given him. The tiffin box had three chapatis and some vegetables. He took out two chapatis and threw one chapati each in different directions for the dogs to eat. The dogs saw the chapatis and ran towards them. They were eating the chapatis happily when I left the place. When Rahul left, the fight had come to an end.

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Time to teach	Asset type	Theme	Sub Theme
4 minutes	Interesting Asides	Tenses	Past Continuous

## SA\_What Was I Doing

**Objectives:** Students will attempt to narrate, using the Past Continuous tense wherever necessary, “The Best Outing with My Parents.”

**Teaching Aids:** N/A

**Activity:** Groups will be made and students may be asked to share among themselves their experiences of an outing with their parents. Later one child from each group could be encouraged to share his experience of an outing with the rest of the class. Sentences should be grammatically and thematically correct.

E.g. “ **Last Sunday I went to the circus with my parents. I saw an elephant there. He was playing football with his master. The elephant was using his trunk to play football.**”

**Setting for Activity:** Indoor

**Type of Activity:** Group

### Procedure :

- Make the groups with an equal number of students *in each group* (ensure a mix of active and passive students in the groups). *The number of students in each group will depend on the strength of the class.*
- The teacher may encourage and monitor students from each group to participate in sharing their experiences.
- After the discussion, invite one student from each group to come forward and share his/her experience.
- When the activity is in progress, the teacher could monitor and lay emphasis on the Past Continuous Verb forms used.
- The teacher could encourage participation from the shy ones.
- After all the students have shared their experiences, the teacher must emphasise on the Auxiliary verbs used in the “**Past Continuous and Present Continuous Tense.**”

***Notes To The Teacher:*** *The teacher may begin the class by sharing her/his best outing experience with the children to create interest and to encourage them to share their*

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*experiences with others.*

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Tenses	Past Continuous



## DD\_Play And Learn

**Objective:** Students will be able to use Past Continuous Tense to describe events happening in the school and in the community, with confidence.

**Teaching Aids Provided:** PPT

**Activity:** Students will narrate personal experiences / events in Past Continuous Tense using verbal or visual inputs from the PPT.

**Get Ready:** The teacher uses the PPT with visuals and verbal inputs of different events and asks the students to speak about the events/incidents in PAST CONTINUOUS TENSE.

**Notes to the teacher:** The teacher could show the visual and verbal inputs to the students and encourage them to speak about the events and incidents they would like to share. The shy students can be encouraged to speak and share.



Students Dance Program



Cricket Match



Birthday Party



Diwali Mela (Fair)

Dancing - <https://pixabay.com/photos/indian-dance-india-traditional-599611/>

Cricket - <https://pixabay.com/photos/slips-wicket-keeper-cricket-wicket-390558/>

Birthday – SSSVV Image Gallery: Search Keyword "birthday"

Diwali – SSSVV Image Gallery: Search Keyword "diwali"

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Day-to-day Relevance	Tenses	Past Continuous

## VC\_Hard Work Pays

**Brief Description (Objective):** The students will be able to accept that continuous efforts taken by them in the past will bring success later.

**Teaching Aids (Provided):** PPT

### Concept-Value Connection

- **The past continuous tense talks about actions or events that were happening over a period of time in the past.**
- **In daily activities, the success one achieves is a result of continuous hard work put forth by them in the past.**

### Activity: Story

Ravi and Kiran were best friends and studied together. Kiran was a good athlete and was the fastest runner in his class. He used to win many prizes on his school sports day. The Annual Sports Day of the school was coming up soon. Both Ravi and Kiran had given their names for the 100 m running race. Kiran was sure that he would win the race easily as he was the fastest runner in the class.

His mother advised him, “Kiran, you are not working hard. You may be a good athlete but without hard work, your talent will not give you success.” Kiran did not listen to his mother’s words. He kept whiling away his time, staying indoors. Ravi was not a fast runner compared to Kiran. But he was very dedicated and was a hard worker. He spent some time everyday practicing for the race and even encouraged his other classmates to do so.

Finally, the sports day arrived. The children were very excited and were cheering up for the participants of the running race. Ravi ran so fast that Kiran could hardly keep pace with him. Ravi not only managed to cross the finishing line first but also broke the earlier record of Kiran as the fastest runner.

Kiran’s mother appreciated Ravi for his dedicated efforts. Seeing Kiran sad and upset, she told Kiran, “See Kiran, you could have won today’s race if you had continuously worked hard for it. Talent without hard work is of no use. Ravi started practicing well ahead of time and that’s why his hard work paid off. The success one achieves in the present is a fruit of continuous efforts of the past. Success comes only through hard work.”

**Points to Ponder/reflect upon:**

- **Be disciplined and spend your time wisely.**
- **Success comes through continuous efforts.**

Source: Self

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

## QA\_I Am Trying

**NOTES TO THE TEACHER:** The Teacher may begin the class with a brief recapitulation of the verb form used in the **Past Continuous Tense** along with changing the auxiliary verbs that indicate the singular or plural subject.

Now the following worksheet could be given to assess the understanding of students. The teacher may choose to use the worksheets either for classwork or homework.

**Teaching Aids Provided:** PPT and worksheet in Pdf format.

**Simple Past Tense is used for an action that has already taken place in the past.** For e.g. The teacher taught English yesterday.

### I. Make meaningful sentences in Simple Past Tense by filling the blanks with the correct form of the verb given in brackets:

1. Sita .....(drink) milk in the morning.
2. My father.....(give) me a chocolate yesterday.
3. Our teacher.....(take) us to the library in the first period.
4. She .....(come) early to the dance class.
5. We .....(play) cricket with our friends.

### II. Use word(s) from each of the columns given below and make 5 meaningful sentences in Past Continuous Tense:

A	B	C	D
My father	was	reading	a car.
The dog	were	driving	a book.
The boys	was	running	in the field.
We	were	dancing	cricket.
Our teacher	was	playing	at home.

**Past Continuous Tense is used for** an action which started in the past and was still going on when the next action occurred. For e.g. The teacher was teaching English when I entered the class.

**III. Make your own sentences using the Past Continuous form of the given verbs:**

1. Walk - \_\_\_\_\_
2. Throw - \_\_\_\_\_
3. Sleep- \_\_\_\_\_
4. Swim- \_\_\_\_\_
5. Fly - \_\_\_\_\_

**Past Continuous Tense is used for** an action which started in the past and was still going on for a particular period of time or at a particular place. For e.g. Rahul was playing with a ball in the garden.

**IV. Fill in the blanks with the correct answers:**

1. My brother \_\_\_\_\_ telling my mother a story. (was/were)
2. My friends \_\_\_\_\_ playing in the park yesterday. (was/were)
3. The cows \_\_\_\_\_ eating grass in the meadow. (was/were)
4. The teacher \_\_\_\_\_ teaching English in the first period. (was/were)
5. We \_\_\_\_\_ singing a song. (was/were)

**I. Answers:**

- drank
- gave
- took
- came
- played

**II. Sample answers:**

- My father was driving a car.
- The dog was running in the field.
- The boys were playing cricket.
- We were dancing at home.
- Our teacher was reading a book.

**III. Sample Answers:**

- Parul was walking on the road when I met her.

- The boys were throwing pebbles in the river when the teacher caught them.
- My mother was sleeping when my father came back home.
- We were swimming in the pool when we saw a frog jump into the water .
- Birds were flying in the sky when we looked up.

#### IV. Answers:

- was
- were
- were
- was
- were

(Any meaningful sentence with the correct verb form could be accepted. The teacher should also keep a watch on the use of appropriate auxiliary verbs and the spellings of the verbs with 'ing'.)

The class could be concluded with a discussion of the answers to the questions given in the worksheet.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Tenses	Past Continuous

## MS\_Summary Tenses Level 2

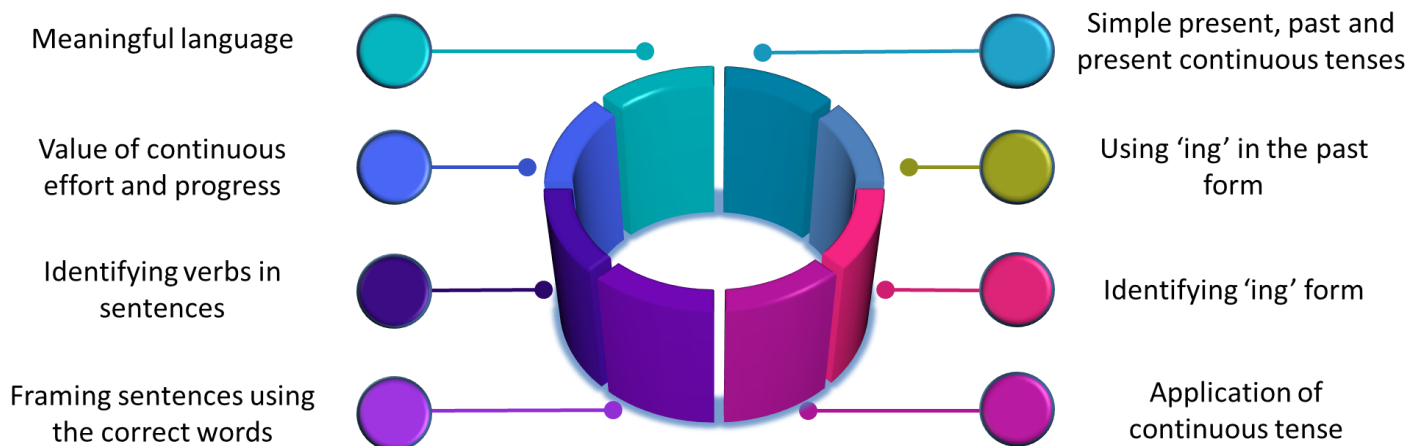
**Brief Description (Objective):** Students will be able to understand the usage of **Past Continuous Tense**.

**Teaching Aids Provided:** PPT with Graphic Organiser

**Teaching Learning Material (TLM) :** NA

**Get Ready:teacher:** The teacher could draw the flow chart or use the PPT provided, to make the children understand Past Continuous Tense.

**Summary- In this chapter we discussed:**



**Notes to the teacher:**

Some questions may be asked or the flow chart may be further developed and summarised.



Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Tenses	Past Continuous

## **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.