



Master Lesson Plan

for

Tenses - present continuous

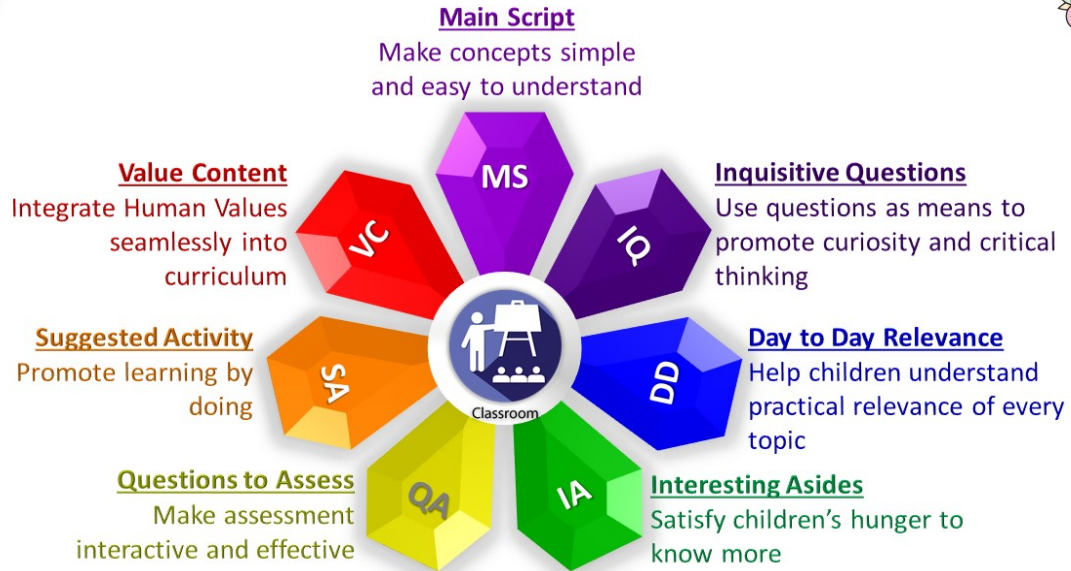
| Board | Standard | Subject | Chapter | Language | Creation date |
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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



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

MS_Objectives_Present Cont Tense

NOTES TO THE TEACHER: This asset lays down the proposed plan for transacting this chapter on Present Continuous Tense. It states the asset objectives of the MLP.

This asset is for teacher's reference and need not be taught to the students.

Students will be able to:

- apply their earlier learning on the verb forms used in simple present and past tenses
- answer using the 'ing' form of verb for an action in progress
- identify the use of 'ing' for continuous tense for an action in progress
- apply the use of continuous tense in daily conversation
- enjoy a poem to appreciate the use of 'tenses'
- realise the value of continuous effort that is the key to strength and growth in life
- identify the correct verb form to be used in different sentences
- choose the correct words to fill in the blanks so as to make meaningful sentences
- summarise the verb form of present continuous tense as used in daily conversations

| Time to teach | Asset type | Theme | Sub Theme |
|---------------|-------------|-------|------------------------------|
| 2 minutes | Main Script | Verbs | The Present Continuous Tense |

IQ_Remember me

NOTES TO THE TEACHER: The teacher could start with a quick recap of the verb forms used in Simple Present Tense and Simple Past Tense.

The teacher could begin by giving a few sentences (orally) like -

My friends watched a game of tennis yesterday.

Birds fly in search of food.

We visited a farm last week.

She eats a healthy breakfast daily.

Now ask the students to identify the tense based on the verb form used and help them recall their earlier learning.

OUTLINE OF TENSE FORMS IN (based on the earlier learning):

SIMPLE PRESENT TENSE: is used when referring to an action taking place in the present - now, regularly or always. It is also used for universal truths, unchanging situations and habits.

Verb Form - (1) He/she/it/Sita + eats/goes + a sandwich/to school.

Singular Subject + V1s/es + Object.

(2) Boys/They/I/You + read + story books.

Plural Subject/I/You + V1 + Object.

SIMPLE PAST TENSE: is used when referring to an action that has taken place in the past.

Verb Form - He/I/You/They/Girls + laughed (verb+ed) + at the clown.

Singular/plural Subject +V2 (regular verbs only) + object.

V1 - verb form used for present tense. It also changes according to the number of the subject.

V2 - verb form used for past tense. Here we refer to only the regular verbs.

The teacher could now show the pictures wherein the time of action is mentioned and pick students (ensure a conscious mix of students who generally don't speak up along with the smart ones) and probe 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.**

1.



https://www.freepik.com/free-vector/indian-woman-dancing_1036080.htm By ddraw

- a. as a hobby
- b. yesterday
(to be mentioned)

Probable answers:

for a. Simple Present Tense

This girl dances whenever she is free.

She dances beautifully.

Gita dances very well. (or similar answers)

for b. Simple Past Tense

I danced at the school function yesterday.

You danced very well.

Gita danced for a competition yesterday. (or similar answers)

2.



https://www.freepik.com/free-photo/beautiful-beach-sunrise-blue-sky_12045461.htm By wirestock

| |
|--|
| <p><u>Everyday</u> (to be mentioned)</p> |
|--|

Probable answers: Simple Present Tense

The Sun rises in the East.

When the Sun rises, the sky looks beautiful.

I wake up when the Sun rises. (or similar answers)

3.



https://www.freepik.com/free-photo/kids-playing-soccer-football_2523579.htm By icomp

- | |
|--|
| <p>a. <u>last week</u> b. <u>Today</u> (to be mentioned)</p> |
|--|

Probable answers:

For a. Simple Past Tense

These boys played football last week.

The boys played a football match in our school.

My friends played football in the playground. (or similar answers)

For b. Simple Present Tense

The boys play football in the playground.

Those boys play football.

They play football because it is a holiday. (or similar answers)

4.



https://www.freepik.com/free-vector/young-family-brushing-teeth-together_4359536.htm By macrovector

Regularly
(to be mentioned)

Probable answer: Simple Present Tense

He/She brushes his/her teeth in the morning.

I brush my teeth regularly.

We should brush our teeth everyday.

Rahul/Mira brushes his/her teeth after dinner. (or similar answers)

5.



<https://www.flickr.com/photos/28056346@N06/5552880728> By Nestlé

A few days ago
(to be mentioned)

Probable answers- Simple Past Tense

My mother cooked food for my friends a few days ago.

She cooked a tasty meal for our guests a few days ago.

My aunt cooked a special meal for me the other day. (or similar answers)

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 |
|---------------|------------|-------|-----------|
|---------------|------------|-------|-----------|

| | | | |
|------------|-----------------------|-------|------------------------------|
| 10 minutes | Inquisitive Questions | Verbs | The Present Continuous Tense |
|------------|-----------------------|-------|------------------------------|

SA_What am I doING

NOTES TO THE TEACHER

The teacher could begin the class with an introduction to the activity that is to be conducted to create curiosity and excitement. The teacher could arouse their interest by telling them about the game of 'Dumb Charades' except that here they would have to answer a question based on their acting. The PPT could be used to add value to give an overview of the activity.

Aim :

To enable the students to answer using the 'ing form of verb along with suitable auxiliary verbs based on the number of the subject for an action in the present, still in progress.

Materials required for the activity :

1. An open box or a bowl.
2. Chits (around 10) with actions written along with a number to indicate the number of students to participate.

Setting for Activity :

- Indoor
- Individual / Group (based on the number mentioned in the chit).

Procedure :

- The teacher may divide the class into two groups (ensure a mix of active and passive students in both groups).
- The teacher may then call one student from each group in turns and let him/her pick a chit.
- Based on what is written in the chit, the student may perform the action individually or select more students (as mentioned in the chit) from the same group to perform .
- When the action is in progress, the teacher could ask the other group ,”What are they/he/she/name **DOING?**”
- Emphasis on 'Doing' is a clue to use 'ing' in the answer.
- The teacher could also stress on the auxiliary verb used to indicate the number of the subject.
- The teacher could encourage maximum participation and multiple answers for better understanding of the topic.

LAUGH (5)



<https://pixabay.com/vectors/playschool-children-human-kids-151938/> By OpenClipart-Vectors

Question (to be asked by the teacher) - What are these children DOING?

Probable answer - These children are laughING.

READ (1)



<https://pixabay.com/vectors/person-reading-book-pictogram-310799/> By Clker-Free-Vector-Images

Question - What is she/he/name DOING?

Probable answer - She/He/ Rohit is reading.

SING (1)



<https://pixabay.com/vectors/crooner-melody-music-singing-sing-154620/> By OpenClipart-Vectors

Question - What is he/she/name DOING?

Probable answer - He/She/Megha is singING.

DRINK WATER (1)



<https://pixabay.com/vectors/drinking-water-woman-bottle-2704297/> By mohamed_hassan

Question - What is your friend DOING?

Probable answer - My friend is drinkING water.

JUMP (3)



<https://pixabay.com/vectors/jumping-people-man-woman-male-2789737/> By GDJ

Question - What are these boys/girls DOING?

Probable answer - These boys/girls are jumping.

TALK (2)



<https://pixabay.com/vectors/couple-man-woman-talking-together-41463/> By Clker-Free-Vector-Images

Question - What are Sudhir and Anita (or any name) DOING?

Probable answer - Sudhir and Anita are talking.

EAT (1)



<https://pixabay.com/illustrations/child-rice-eating-kid-asian-7121211/> By 鶺鴒夏Tilixia

Question - What am I DOING?

Probable answer - I am eating.(or) You are eating.

RUN (4)



<https://pixabay.com/vectors/runners-silhouette-people-running-33482/> By Clker-Free-Vector-Images

Question - What are they DOING?

Probable answer : They are running.

WRITE (6)



Students writing - <https://pixabay.com/illustrations/write-notebook-student-desks-6906817/> By Elf-Moondance

Boy writing - <https://pixabay.com/illustrations/student-child-homework-boy-male-5677625/> By Felixmh

Boy & Girl writing - https://www.freepik.com/free-vector/work-home-font-design-with-two-kids-doing-homework_9720402.htm by brgfx

Boy writing - https://www.freepik.com/free-vector/school-student-passing-exam-classroom_16701552.htm By upklyak

Question - What are those students DOING?

Probable answer - Those students are writING

DRAW (1)



<https://pixabay.com/vectors/scribbling-writing-student-write-152216/> By OpenClipart-Vectors

Question - What are you DOING?

Probable answer - I am drawING.

(Any verb, suitable for the class could be used)

Observation:

The students are able to answer using the 'ing form of the verb with suitable auxiliary verbs and in complete sentences.

Troubleshooting:

There could be situations wherein a passive student is unable to perform or answer, thereby opening avenues for mockery. The teacher should jump in to help and avoid such moments. Overstepping or misuse of acting should also be avoided to keep the aim of the exercise in focus.

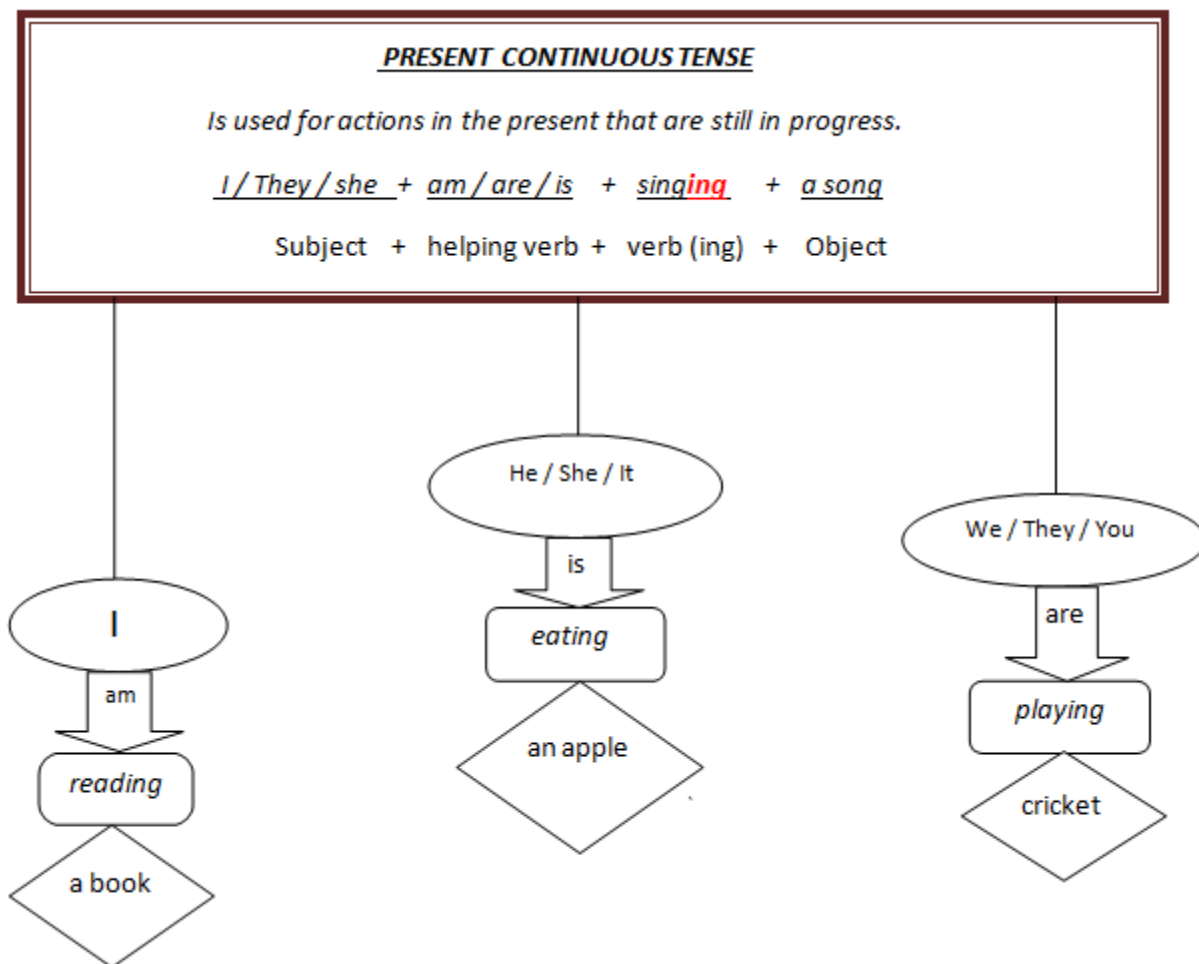
Now the teacher could tell the students to identify the use of 'ing' for an action in progress in the present and mention the use of auxiliary verbs to indicate the number of the subject. Hence, the name 'Present Continuous Tense'.

| Time to teach | Asset type | Theme | Sub Theme |
|---------------|--------------------|-------|------------------------------|
| 15 minutes | Suggested Activity | Verbs | The Present Continuous Tense |

MS_Knowing the 'ING'

NOTES TO THE TEACHER:

The teacher could begin the class with a detailed explanation of the verb form used in the Present Continuous Tense. 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 could add some chalk and board work to add value to the explanation.



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.

| | |
|-------|------------------|
| Sing | Sing <u>ing</u> |
| Play | Play <u>ing</u> |
| Draw | Draw <u>ing</u> |
| Learn | Learn <u>ing</u> |
| Do | Do <u>ing</u> |



<singing> <<https://pixabay.com/vectors/singer-female-silhouette-woman-4753813/>>
 <playing> <<https://pixabay.com/vectors/children-playing-ball-silhouette-310582/>>
 <learning> <SSSVV – learning, Gurukul>

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

| | |
|------|-------------------|
| Sit | Sit <u>ting</u> |
| Swim | Swim <u>ming</u> |
| Plan | Plan <u>ning</u> |
| Stop | Sto <u>pp</u> ing |
| Put | Put <u>ting</u> |



<sitting> <SSSVV – sitting>
 <swimming> <SSSVV – swimming>
 <stop> <SSSVV – stop signal>
 <water> <<https://pixabay.com/photos/bottle-mineral-water-glass-pour-2032980/>>
 <planning> <<https://pixabay.com/illustrations/priority-goal-plan-importance-4297708/>>

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

| | |
|-------|-----------------|
| Dance | Danc <u>ing</u> |
| Write | Writ <u>ing</u> |
| Come | Com <u>ing</u> |
| Smile | Smil <u>ing</u> |
| Live | Liv <u>ing</u> |



<dance> <SSSVV – dance>
 <write> <<https://pixabay.com/vectors/hand-pen-writing-holding-pen-5431113/>>
 <smile> <SSSVV – smile>
 <living> <SSSVV – growth>

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

| | |
|-----|---------------|
| Tie | Ty <u>ing</u> |
| Die | Dy <u>ing</u> |
| Lie | Ly <u>ing</u> |



<rope> <<https://pixabay.com/photos/rope-knots-tie-node-loop-line-6184477/>>
 <lie> <SSSVV-sleep>

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

| Time to teach | Asset type | Theme | Sub Theme |
|---------------|-------------|-------|------------------------------|
| 15 minutes | Main Script | Verbs | The Present Continuous Tense |

DD_Play and learn

AIM

To enable the students to use Present Continuous Tense in their everyday conversations.

NOTES TO THE TEACHER

The teacher could begin the class by talking to the students about the relevance of Present Continuous Tense in our daily conversations. He/she could just look around and highlight the multiple opportunities available to use it.

The teacher could give a few examples by making sentences of the happenings around.

- That boy is walking in the corridor.
- I am teaching grammar to my class.
- Students are running in the playground.

The attached PPT could give clarity about what is expected of the students and get them started.

Now the teacher could

- Make a random pick of students (ensure a mix of active and passive ones).
- Ask them to look around and make a sentence using Present Continuous Tense.
- Encourage maximum participation.
- Emphasis on the use of correct verb forms and auxiliary verbs.
- Ask questions based on the verb forms and auxiliary verbs used to reinforce understanding.

Why did you use 'is' in your sentence?

How will your sentence change if the subject is a group of girls instead of one?

What is the spelling of 'coming' / 'putting' that you have used in your sentence?

(or any relevant question)

OBSERVATION

The students are able to use Present Continuous Tense in their regular conversations.

The teacher may conclude the class with a quick briefing about the common uses of Present Continuous Tense for practical understanding.

| Time to teach | Asset type | Theme | Sub Theme |
|---------------|------------|-------|-----------|
|---------------|------------|-------|-----------|

| | | | |
|-----------|----------------------|-------|------------------------------|
| 5 minutes | Day-to-day Relevance | Verbs | The Present Continuous Tense |
|-----------|----------------------|-------|------------------------------|

IA_A rhyme for TENSE

NOTES TO THE TEACHER

The teacher may begin the class on a lighter note addressing the boredom students generally feel towards Grammar. She/he could point out the apprehension prevailing among students about the study of tenses being tough. To set the mood the teacher could tell them to imagine what it would be like if they did not have to learn about tenses.

Then the teacher could recite the poem (PPT may be used) and encourage the students to repeat. (Proper intonation and rhythm could help in making the recitation interesting and grasping the essence of the poem.)

Why the TENSE?

Think of a life without any tense
Your time of work will make no sense.

Yesterday, tomorrow and today
Will be words, just for a say.






The picnic you had or the holiday you've planned
Will be a beat - repeat in a band.

To say 'I run' when it's past - is so silly,
And the same 'I run' for the still running - ha, so funny!

Speak and spoke or tear and tore,
Walk and walked or wear and wore.

These aren't just random words,
But carefully made, time bound verbs.

Maybe it's tough - the study of tense,
But when you speak, it makes good sense.

Think - <https://pixabay.com/photos/question-question-mark-help-2309040/>

Picnic - <https://pixabay.com/photos/autumn-tea-fall-picnic-drink-4579561/>

Stickman Run - <https://pixabay.com/vectors/stick-man-runner-silhouette-figure-295293/> >

Speak - <https://pixabay.com/photos/board-chalk-head-talk-to-speak-3700375/>

Tough maze - <https://pixabay.com/illustrations/maze-labyrinth-solution-lost-1804496/> >

The teacher could conclude the class by highlighting how the study of tenses actually makes our conversations meaningful.

| Time to teach | Asset type | Theme | Sub Theme |
|---------------|--------------------|-------|------------------------------|
| 5 minutes | Interesting Asides | Verbs | The Present Continuous Tense |

VC_Keep Working to Keep Growing

Brief Description (Objective): The *students will be able to realize that continuous effort is the key to strength and growth in life.*

Teaching Aids (Provided): PPT

Teaching Learning Material:

Teachers can use this asset for role-play wherever needed.

Concept-Value Connection

- Present continuous tense talks about an action or a situation that is ongoing and may continue to the future too.
- Likewise, to grow and achieve in life, one needs continuous efforts.

Notes to the teacher:

Activity – Role-Play

Characters: Grandmother, Grandson, Sun, Bee, Ant, Earth

Narrator: Rahul is an intelligent and talented child but he is lazy. He is never regular in his studies or activities. One night he gets a strange dream with strange visitors – Mother Earth, the Sun, a bee and an ant.



Boy: https://www.freepik.com/free-vector/little-boy-lying-bed-counting-sheep_9650026.htm By pch.vector

Bubble: https://www.freepik.com/free-vector/thought-bubble-black-business-icon-clipart_16339902.htm By rawpixel.com

Planet: https://www.freepik.com/free-vector/smiling-earth-planet-with-green-hair_22746504.htm By brgfx

Sun: <https://pixabay.com/vectors/sun-cartoon-character-graphic-5277491/>

Ant: <https://pixabay.com/illustrations/ant-cartoon-insect-bug-cute-5535447/>

Bee: <https://pixabay.com/illustrations/honey-bee-bee-honey-icon-bee-icon-469560/>

Rahul: Welcome! What brings you all here?

Mother Earth: We have all come to teach you the importance of continuous efforts in life.

Rahul: Why should I make continuous efforts?

Sun: Rahul! If one day, I decide not to rise and just take rest, there will be darkness everywhere.

Earth: And if I don't rotate continuously, day and night will not occur. One half of the planet will be hot, and the other half will be freezing cold.

Bee: If we don't move continuously from flower to flower, you won't have any nuts and fruits to eat.

Ant: And if we don't work continuously and store food in summer, we would remain hungry during winter. Our strength comes from continuous efforts.

Narrator: *Rahul wakes up and narrates his dream to his grandmother.*



Planet: https://www.freepik.com/free-vector/smiling-earth-planet-with-green-hair_22746504.htm By brgfx

Sun: <https://pixabay.com/vectors/sun-cartoon-character-graphic-5277491/>

Ant: <https://pixabay.com/illustrations/ant-cartoon-insect-bug-cute-5535447/>

Bee: <https://pixabay.com/illustrations/honey-bee-bee-honey-icon-bee-icon-469560/>

Grandmother: SSSVV Image Gallery: Search Keyword "grandmother"

Boy: https://www.freepik.com/free-vector/little-boy-pointing-with-index-finger-flat-vector-illustration_9871189.htm By nizovatina

Grandmother: Remember Rahul, like the Earth, the Sun, Bee and Ant, we humans also have to

keep working continuously and be active. Remember - Achievement comes through continuous efforts.

Discussion Points:

- be active
- be regular
- don't give up a task half-way
- make a little progress each day
- be patient
- enjoy what you do

Points to Ponder/reflect upon:

- Success comes through continuous efforts.
- Keep working.
- Keep improving and Keep Achieving!

| Time to teach | Asset type | Theme | Sub Theme |
|---------------|---------------|--------------|------------|
| 5 minutes | Value Content | Right Action | Regularity |

QA_I am trying**NOTES TO THE TEACHER**

The Teacher may begin the class with a synopsis of the verb form used in Present Continuous Tense along with the changing auxiliary verbs that indicate the singular or plural subject. Now the following worksheet could be given to assess the understanding among students. The teacher may choose to use the worksheet for classwork or homework. (PDF attached)

1. MATCH THE WORDS IN THE COLUMNS GIVEN BELOW TO MAKE MEANINGFUL SENTENCES:

| A | B | C | D |
|-----------|-----|----------|----------------|
| The birds | is | reading | in the sky. |
| The baby | are | flying | a book. |
| My friend | are | coming | in the fields. |
| I | is | grazing | on the floor. |
| The cows | am | crawling | home. |

ANSWERS

1. The birds are flying in the sky.
2. The baby is crawling on the floor.
3. My friend is coming home.
4. I am reading a book.
5. The cows are grazing in the fields.

(Any variable in the answers can be accepted as long as it is meaningful and the verb form plus auxiliary verb used are correct.)

2. MAKE SENTENCES USING THE PRESENT CONTINUOUS FORM OF THE GIVEN VERBS:

1. Run - _____
2. Sleep - _____
3. Write - _____

4. Tie - _____

5. Play - _____

Sample Answers -

1. Rohan is running fast.
2. My brother is sleeping.
3. They are writing a test.
4. You are tying your shoelace.
5. I am playing with my friends.

(Any meaningful sentence with 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.

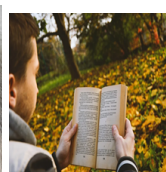
| Time to teach | Asset type | Theme | Sub Theme |
|---------------|---------------------|-------|------------------------------|
| 15 minutes | Questions to Assess | Verbs | The Present Continuous Tense |

QA_I am doING**NOTES TO THE TEACHER :**

The teacher could use the given worksheet as a home assignment (PDF attached) to assess and reinforce the verb forms involved in the use of Present Continuous Tense.

FILL IN THE BLANKS CHOOSING THE SUITABLE WORD FROM THE BOX

| | | | | |
|-----|---------|-------|------|---------|
| are | milking | doing | you | she |
| am | I | is | they | singing |



1. My brother _____ running fast.
2. _____ am watching a movie.
3. You _____ eating ice cream.
4. Suman is _____ a song.
5. Are _____ preparing well for your exams?
6. What are you _____?
7. I _____ reading a story book.
8. When are _____ returning from their vacation?
9. _____ is talking to my grandmother.
10. The milkman is _____ the cows.

[Running - https://pixabay.com/fr/vectors/homme-fonctionnement-le-jogging-306488/](https://pixabay.com/fr/vectors/homme-fonctionnement-le-jogging-306488/)

[Icecream - https://www.flickr.com/photos/76877186@N06/8461493133](https://www.flickr.com/photos/76877186@N06/8461493133) By Ali Arsh

[Reading - https://pixabay.com/fr/photos/livre-en-train-de-lire-5852743/](https://pixabay.com/fr/photos/livre-en-train-de-lire-5852743/) - reading a book

[Grandmother - https://www.flickr.com/photos/briangratwicke/3596876102](https://www.flickr.com/photos/briangratwicke/3596876102) attributed by Brian Gratwicke

[Milking - https://www.flickr.com/photos/ilri/4189986967](https://www.flickr.com/photos/ilri/4189986967) Attribution to ILRI

ANSWERS

1. My brother is running fast.
2. I am watching a movie.
3. You are eating ice cream.
4. Suman is singing a song.
5. Are you preparing well for your exams?
6. What are you doing?
7. I am reading a story book.
8. When are they returning from their vacation?
9. She is talking to my grandmother.
10. The milkman is milking the cows.

The teacher could conclude the class with a discussion of the answers.

| Time to teach | Asset type | Theme | Sub Theme |
|---------------|---------------------|-------|------------------------------|
| 15 minutes | Questions to Assess | Verbs | The Present Continuous Tense |

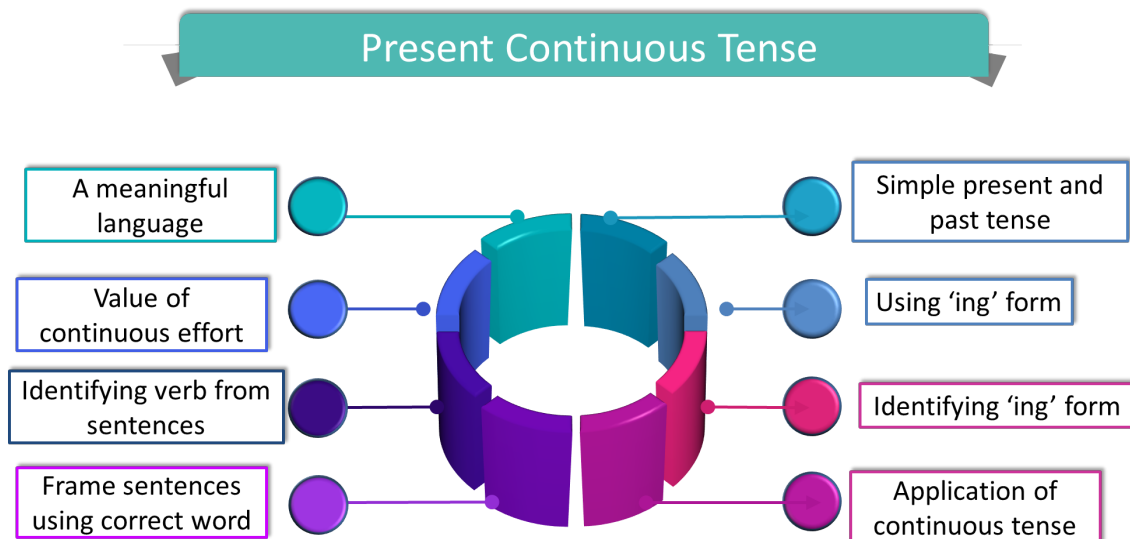
MS_Summary_Present Cont Tense

NOTES TO THE TEACHER:

Through this MLP the students will be able to identify and use the appropriate verb form of Present Continuous Tense in written and oral expressions.

This is achieved through classroom activities and home assignments involving the discussion of:

- earlier learning of Simple Present and Simple Past Tense forms
- using the 'ing' form of the verb for an action in progress
- identifying the 'ing' form for Continuous Tense
- applying the use of Continuous Tense in daily conversations
- how Tenses make our language meaningful
- the value of continuous effort that is vital to strength and growth in life
- identifying suitable verb forms for different sentences
- making meaningful sentences using the correct word



| Time to teach | Asset type | Theme | Sub Theme |
|---------------|-------------|-------|------------------------------|
| 2 minutes | Main Script | Verbs | The Present Continuous Tense |

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. |

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| What is an 'Interesting Aside' (IA) asset? | The Interesting Aside asset uses attention grabbing tidbits 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. |