



Master Lesson Plan

for

Adverbs - Frequency, Manner and time

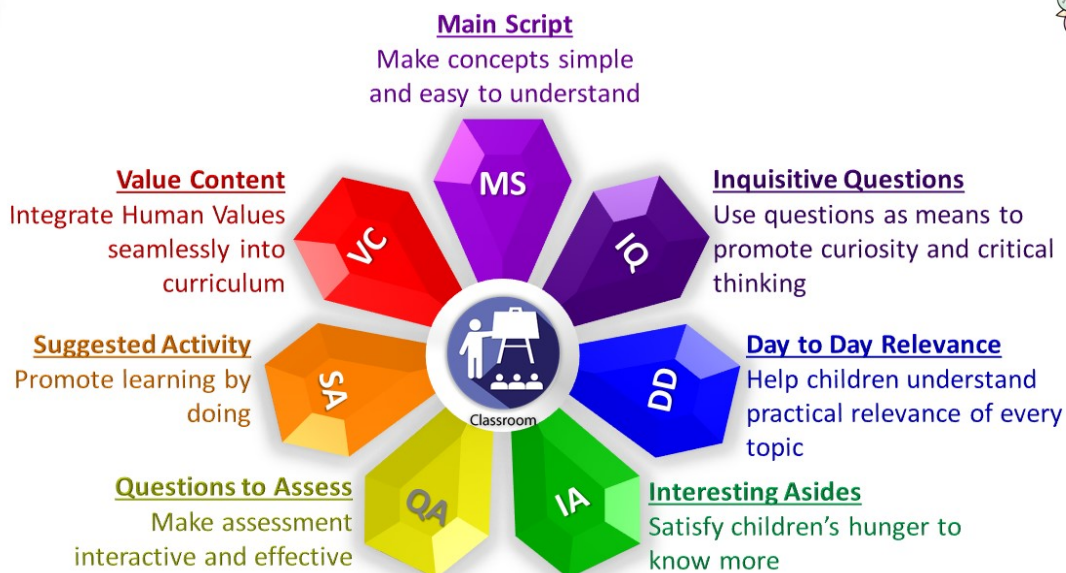
Board	Standard	Subject	Chapter	Language	Creation date
WBBSE	STD IV	English	Adverbs - Frequency, Manner and time	English	20-04-2023 16:56:15

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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-Adverbs of Time and Place

Brief Description (Objective): The teacher will be able to get an overview of the asset objectives in the MLP for the Chapter, Adverbs of Time and Place.

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.

At the end of the chapter, the students will be able to:

- explain the usage of Adverbs of Time
- explain the usage of Adverbs of Place
- understand that using adverbs of time and place enhances the meaning of the sentences or the context
- apply their learning on Adverbs (Time and Place) appropriately
- accept that healthy eating boosts physical and mental energy levels to perform better
- practise their learning through various types of questioning
- summarise the topic 'Adverbs of Time and Place'

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Adverbs	Adverbs Adverbs of Place Adverbs of Time

MS_Adverbs of Time

Description (Objective): Students will be able to explain the usage of adverbs of time.

Teaching Aid: PPT

Note to the teacher: The teacher can begin the class by asking a couple of inquisitive questions while showing the ppt.

Conversation 1:

Mother: When is your English test?

Manu: It is tomorrow.

Conversation 2:

Teacher: Sita, you always talk very loud.

Sita: I am sorry teacher.

Conversation 3:

Mother: What are you boys doing?

Boys: We are reading a story book now.

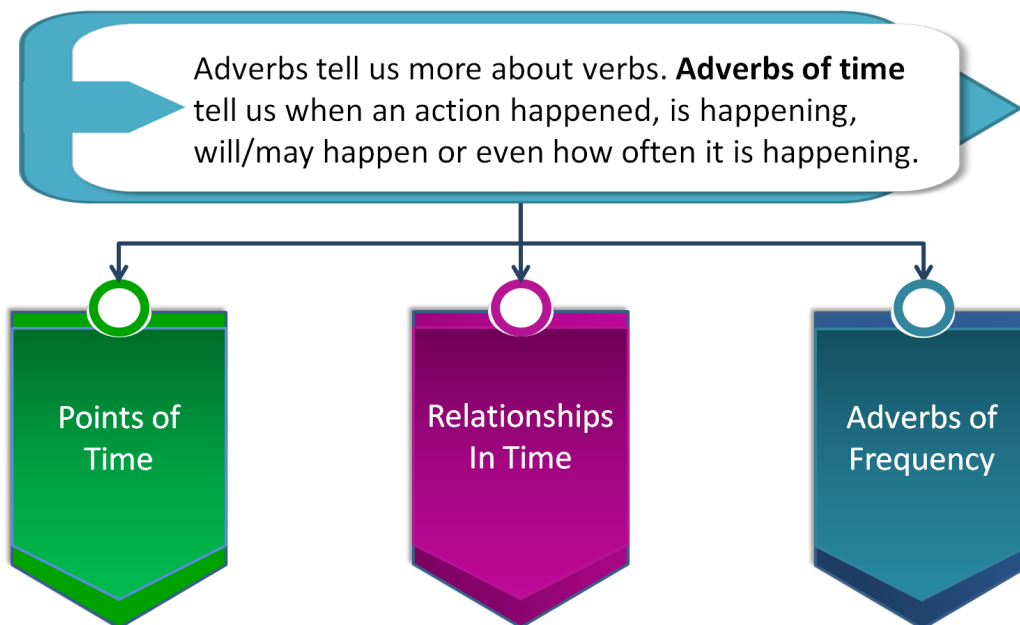
Q1: What do the underlined words mean?

A: They all tell us when the action happened, is happening (now), will/may happen (tomorrow) and how often it happens (always).

Q2: Can anyone tell what they are called?

A: They are called 'Adverbs of Time'.

Adverbs of Time



TYPE 1: Points of Time

This group of adverbs gives specific information about when an action is happening.

List: Tomorrow, tonight, yesterday, now, then, today, daily, weekly, immediately etc.

Examples:

1. I will go to school **tomorrow**.
2. Ramu is going to study **tonight**.
3. We saw a movie **yesterday**.

Note: These adverbs usually appear after the main verb.

TYPE 2: Relationships in Time

This group of adverbs tells you the duration of time when something happened.

List: Already, last, just, before, later, next, soon, earlier, since, recently, still etc.

Examples:

1. The school bell **just** rang.
2. Varun, finished his homework **before** dinner.
3. I haven't eaten anything **since** morning.

Type 3: Adverbs of Frequency

This group of adverbs describes how frequently an activity is done.

List:

Frequency	Adverb of frequency	Example Sentence
100%	always	I always go to bed at 9 p.m.
90%	usually	I usually have bread for breakfast.
80%	normally/generally	Ram normally plays football after school.
70%	often/frequently	Geetha often has an apple after lunch.
50%	sometimes	I sometimes travel by train.
30%	occasionally	I occasionally eat pizza.
10%	seldom	I seldom read a story book.
5%	rarely/hardly	We rarely go to the theatre.
0%	never	I never drink coffee at night.

Note: The position of the adverb of frequency is always before the main verb.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Adverbs	Adverbial Phrases Adverbs Adverbs of Frequency Adverbs of Time

MS_Adverbs of Place

Description (Objective): Students will be able to explain the usage of adverbs of place.

Teaching aid: PPT

Notes to the teacher: The teacher can begin the class by showing the ppt.

Conversation

Banu: Mother, I cannot find my English textbook. I have searched **everywhere**.

Mother: Banu, did you check in your bedroom **upstairs**?

Banu: Yes, Mother. I know that I kept it in my room **somewhere**.

Mother: I will search for it. You please come **here** and have your breakfast.

Banu: Mother, if you find the book, could you come to the school and give it to me as it is **nearby**?

Mother: Sure Banu.

Questions:

1. What do you understand from the conversation?

Banu has lost her English textbook.

2. What do the words in **bold** mean?

They are all talking about 'place'.

The teacher can conclude by saying that, all these words answer the question 'where' and are hence called 'Adverbs of Place'.

Adverbs of Place

Adverbs of place tell us **where** something happens.

1. **Adverbs of direction:** show direction
Example: north, south, east, west, left, right, straight etc.
2. **Adverbs of distance:** show distance
Example: far, faraway, near, nearby, behind, ahead etc.
3. **Adverbs of location:** show location
Example: outside, behind, back, around, inside, abroad, away etc.
4. **Adverbs of movement:** show movement
Example: upwards, downwards, southwards etc.
5. **General Adverbs:**
Example: anywhere, nowhere, somewhere, everywhere etc.

Some examples are given below

Note: The Teacher can show the ppt for this activity and get the sentences from the children before revealing the suggested sentence in the ppt.

S.No.	Adverb of Place	Example
1	behind	My parents went to a movie leaving me behind .
2	anywhere	Ram, don't go anywhere without telling me.
3	far	My school is not far from my home.
4	upstairs	The children are playing upstairs .
5	nearby	My cousins live nearby .
6	down	Arjun fell down and broke his hand.
7	upwards	The hot air balloon went upwards .
8	away	Throw away the spoilt bread.
9	abroad	Many of my relatives live abroad .

10	indoors	We stay <u>indoors</u> when it snows.
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1.Children:

https://www.freepik.com/free-vector/many-children-with-happy-face-sitting-log_7029941.htm#query=children&position=47&from_view=search&track=sph
(attribution: brgfx)

2.Snow:

https://www.freepik.com/free-vector/watercolor-winter-window-illustration_33745219.htm#query=snow%20house%20indoors&position=13&from_view=search&track=ais#position=13&query=snow%20house%20indoors (attribution: freepik)

Time to teach	Asset type	Theme	Sub Theme
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12 minutes	Main Script	Adverbs	Adverbs Adverbs of Place
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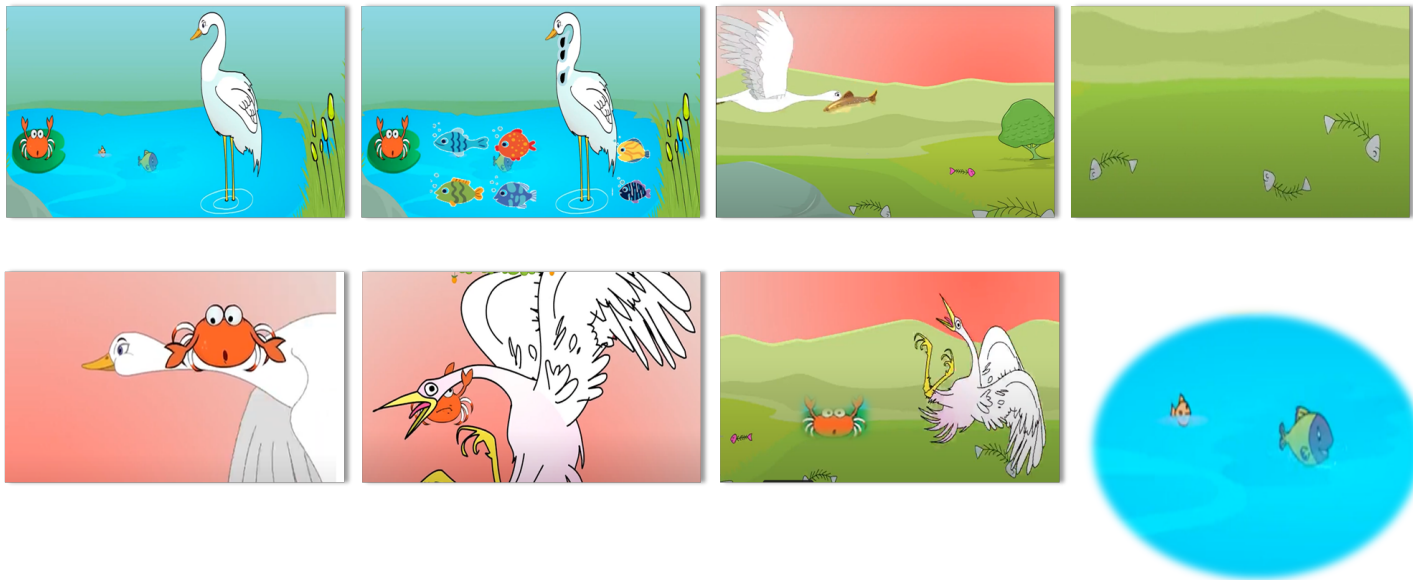
IA_Adverbs-The Enhancers

Description (Objective): Students will be able to understand that using adverbs of time and place enhance the meaning of the sentences or context.

Teaching Aid: PPT

Note: The teacher can show the images in the ppt and read out the story and highlight the adverbs of time and place.

The Crane and the Crab



1. <https://youtu.be/CUJyPd6lCnk?t=8>
2. <https://youtu.be/CUJyPd6lCnk?t=74>
3. <https://youtu.be/CUJyPd6lCnk?t=107>
4. <https://youtu.be/CUJyPd6lCnk?t=125>
5. <https://youtu.be/CUJyPd6lCnk?t=130>
6. <https://youtu.be/CUJyPd6lCnk?t=148>
7. <https://youtu.be/CUJyPd6lCnk?t=149>
8. <https://youtu.be/CUJyPd6lCnk?t=157>

(1-8 attribution: Anaika Educations)

9. Fish: https://www.freepik.com/free-vector/set-six-fish_2091508.htm#query=fish&position=1&from_view=search&track=sph (attribution: freepik)

Story: Long ago, a crane lived near a small lake. There were always plenty of fish and crabs in the lake. The crane never travelled far to get its food. Many years passed. The crane had become old and weak. He could not catch any fish nor crab for his daily food. Sometimes, his days ended without food.

One day, he thought to himself, "If I do not get fish today, I will die of hunger." He came up with a brilliant idea. The next day, he stood near the lake and started crying. He told the fish and crabs, "The lake is going to dry up soon. You all have to move to another lake to survive. I can help you all." The fish immediately agreed. The crane was happy as he knew that his everyday food would be taken care of. He said to the fish, "Oh fish! As I am weak, I can take

only a few fish at a time to the new lake.” The fish and the crabs thanked the crane for its generosity.

Few days later, the crane became strong as he was eating the fish instead of leaving them at the new lake. A crab requested the crane to take him to the new lake too. The crane thought to himself, “I am tired of eating fish daily, crab meat is delicious too.” The crane told the crab to hold his neck tightly while flying. The smart crab noticed that there was no lake nearby. All he could see were the bones of fish lying on the barren land.

The crab understood what the crane had been doing. He knew that the crane would eat him too like he had eaten the fish earlier. The crab crushed the neck of the crane with his claws and escaped when the crane fell down.

Time to teach	Asset type	Theme	Sub Theme
6 minutes	Interesting Asides	Adverbs	Adverbial Phrases Adverbs Adverbs of Place Adverbs of Time

SA_A game with Adverbs

Description (objective): Students will be able to apply their learning on adverbs (Time and Place) appropriately.

Teaching Aid: Black/white board

Resources required:

- 2 chart papers cut into 4
- glue
- pens, colour pencils and sketch pens
- leaf shape cut outs - 20 per team (total 80). Five extra cutouts are given to each team incase of errors/mistakes)

Setting for the activity: Indoor/classroom

Type of activity: Team game

Role of the teacher: Facilitator

Procedure:

The teacher:

- shall draw 2 skeleton trees with branches on each chart paper (see sample below)
- shall write, Adverbs of Time under one tree and Adverbs of Place below the other tree
- shall write 15 sentences on the board
- shall divide the class into 4 groups
- shall distribute the chart papers and 20 leaf cut outs to each team
- shall instruct the children to identify the adverb in each sentence, then write on a leaf, colour it and stick it on the appropriate tree (see sample below)
- shall finally do the correction by reading the correct answers for each tree

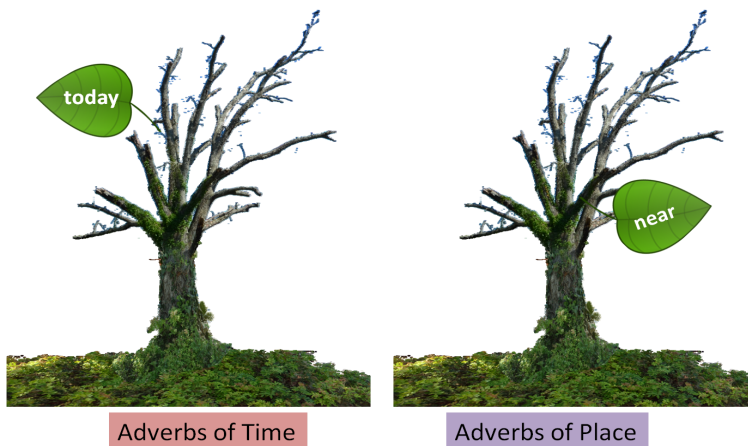
Announcing Results:

- The team that finishes first and also gets all answers correct shall be the WINNING team and should be appreciated.
- The team that finishes first but doesn't get all the answers correct, should be sent back to re-check their answers.

Leaf sample:



Tree sample:



Tree: <https://www.hiclipart.com/free-transparent-background-png-clipart-dwfcn> (Attribution: hiclipart)

Leaf: <https://pixabay.com/vectors/leaf-green-plants-trees-organ-32263/> (Attribution: cker-free-vector-images)

Sentences to be written on the board

1. Can we play **outside**?
2. My uncle's house is very **far away**.
3. **Last night** it rained very heavily.
4. I **sometimes** help my mother.

5. I am going to clean my room **tomorrow**.
6. My friend and I **always** play in the park.
7. My father searched **everywhere** for his car keys.
8. The door is open, please come **inside**.
9. Ram came early to school **today**.
10. We **never** sleep before midnight.
11. The summer vacation is coming **soon**.
12. My house faces **east**.
13. The children are playing **downstairs**.
14. I **rarely** watch Television.
15. Raghu hasn't eaten anything **since** morning.

Precaution:

- Children may make the place dirty because of the glue. A newspaper may be placed underneath the chart paper.

Observation:

- Children in each team participate enthusiastically.

Conclusion:

- Children know when to use the adverbs of time.

Follow up activity:

- Discussion on the answers.

Troubleshooting:

- The teacher has to instruct the students to maintain discipline throughout the activity.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Adverbs	Adverbs Adverbs of Frequency Adverbs of Place Adverbs of Time

VC_You Are What You Eat

Brief Description (Objective): The students will be able to accept that healthy eating boosts physical and mental energy levels to perform better.

Teaching Aids (Provided): PPT

Concept-Value Connection

- **Adverbs of time and place indicate when and where an action occurs. They add value to a sentence by providing meaningful information.**
- **Likewise, healthy food habits add value to the body by providing necessary nutrients and boost our energy levels to perform better.**

Activity: Role-Play

Characters: Narrator, Ramu, Grandfather and Grandmother

Narrator: The school has closed for the summer vacations and Ramu is excited to spend his summer holidays with his grandparents who live in a small village, far away from the pollution and noise of the city. His grandparents are happy to see Ramu. The next morning, Ramu finds his grandfather practicing yoga outdoors.

Ramu: Good morning, Grandpa! You are so active even at this age and rarely look tired. You also look young for your age (smiles). What is the secret of your wonderful energy level?

Grandfather: Good morning, Ramu! Hope you slept well last night. The secret of my energy comes from the food I eat.

Ramu: Is it so? I also eat a lot but always feel tired and sleepy. I want to be active like you and Grandma and also wish to perform better in studies and sports. How can I do so?

Grandmother: Ramu, all you need to do is change your eating habits. Try to eat nutritious food as much as possible.

Grandfather: Also try to cut down on junk foods and start eating food made at home.

Grandmother: Since you will be here for a few more weeks, I will see to it that you start enjoying homemade healthy foods. You will definitely feel the difference yourself.

(After two weeks)

Ramu: Grandpa! Grandma! I am surprised at my high energy level. I never felt tired during the last two weeks. In fact, I find myself running better and am also able to focus more on my studies. I now understand how healthy foods can add value to my body.

Grandfather: Yes Ramu, Remember! You are what you eat! Eat healthy to stay healthy!

Points to ponder/reflect upon

- **Good food choices are good investments.**
- **Eating healthy is all about a well-balanced diet.**
- **Moderation in eating is the key to maintaining good health.**
- **Take care of your body through healthy food habits.**

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Value Content	Right Action	Healthy Eating/Food Habits

QA_Recalling Adverbs

Description (Objective): Students will be able to practise their learning through various types of questioning.

Teaching Aid: PPT

Note to the Teacher: The teacher can show the ppt so that the children can recall their learning.

There are 4 parts:

- I. Choose the correct adverb.
- II. Unscramble the sentences and underline adverbs of time and place.
- III. Identify the adverb and write **T** for time and **P** for place.
- IV. Make sentences using the given adverbs.

I. Choose the correct adverb (place or time)

- a. My aunt arrived from London _____. (soon, **last week**)
- b. I am tired so I am going to sleep _____. (sometimes, **early**)
- c. My father _____visits my school. (**often**, just)
- d. Raju decided to visit his grandmother who lives _____. (Jaipur, **nearby**)
- e. My class went to the zoo _____. (tomorrow, **yesterday**)

II. Unscramble and underline the adverbs of time and place

- a. good marks / I / get / normally / in / the exam
- b. downstairs / ran / children / to meet / their / grandparents / The
- c. It / be / holiday / tomorrow / will / a
- d. everywhere / looked / book / They / for / the

Answers:

- a. I normally get good marks in the exam. (or) Normally, I get good marks in the exam.
- b. The children ran downstairs to meet their grandparents.
- c. It will be a holiday tomorrow.
- d. They looked for the book everywhere.

III.

Identify the Adverbs of Time 'T' and Place 'P'

1	I haven't seen my brother since 2020.	since 'T'
2	My father goes on business trips every month.	every month 'T'
3	We have a big supermarket near my school.	near 'P'
4	Robin is visiting his sister in Delhi tomorrow.	tomorrow 'T'
5	My uncle is going to buy a new car soon.	soon 'T'

IV. Make sentences using the following adverbs

- a. usually b. everywhere c. inside d. away e. weekly f. later

Time to teach	Asset type	Theme	Sub Theme
12 minutes	Questions to Assess	Adverbs	Adverbs Adverbs of Frequency Adverbs of Place Adverbs of Time

MS_Summary-Adverbs of Time and Place

Description (Objective): Students will be able to summarize the topic 'Adverbs of Time and Place'.

Teaching Aid: PPT

SUMMARY

Adverbs of Time



Adverbs of time tell us **when** an action happened, is happening, will/may happen or even how often it is happening.



Tomorrow, tonight, yesterday, now, then, today, daily, weekly, immediately, already, last, just, before, later, next, soon, earlier, since, recently, still, always, usually, often, frequently, occasionally, rarely, never etc.

Adverbs of Place



Adverbs of place tell us **where** something happens.



North, south, east, west, left, right, straight far, faraway, near, nearby, behind, ahead, outside, behind, back, around, inside, abroad, away, upwards, downwards, southwards, anywhere, nowhere, somewhere, everywhere etc.

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Adverbs	Adverbs Adverbs of Place Adverbs of Time

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.