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Master Lesson Plan

for

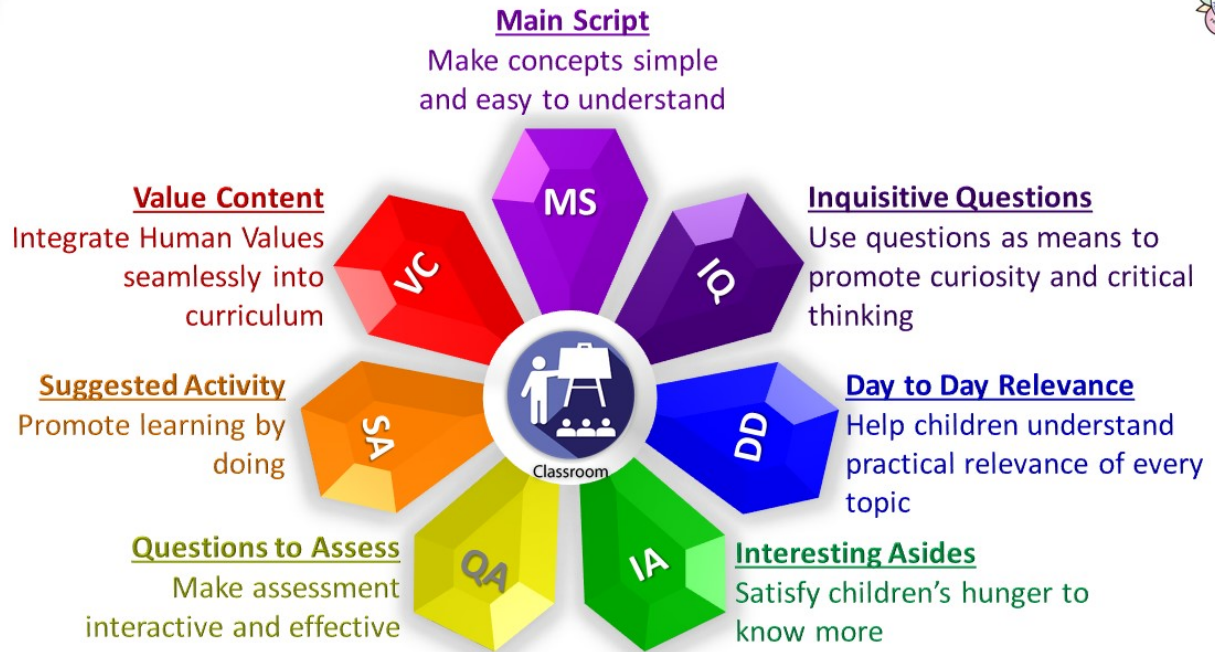
Tenses - past perfect and future perfect

Board	Standard	Subject	Chapter	Language	Creation date
APSE	STD V	English	Tenses - past perfect and future perfect	English	19-08-2023 23:46:44

DISCLAIMER



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_Ideation Module_Tenses-Past perfect and Future Perfect

[Notes to teacher : Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, teacher reference documents(TRD) , teaching aids(TA) and learning aids(LA) for the topic 'Tenses-Past Perfect and Future Perfect' for grade 5.

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by CBSE.]

Curricular Expectations : Children are expected to attain basic proficiency, like developing the ability to express one's thoughts orally and in writing in a meaningful way in the English language using the Past Perfect tense and Future Perfect tense forms.

Learning Outcome: The learner uses verb forms suitable for Past Perfect Tense and Future Perfect Tense in speech and in writing.

Total Time : 70 minutes, 2 periods

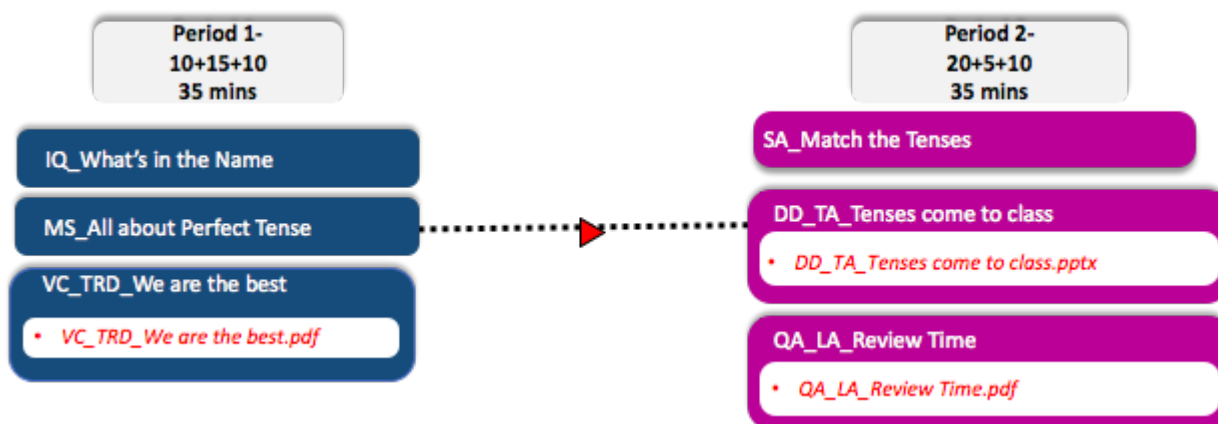
Topics in this Chapter

1. Past Perfect Tense- Identifying the verb form for this tense, using the Past Perfect Tense in a sentence with a suitable Subject-verb-agreement.
2. Future Perfect Tense- Identifying the verb form for this tense, using the Future Perfect Tense in a sentence with a suitable Subject-verb-agreement.

[Notes to teacher: The chapter on Tenses- Past Perfect and Future Perfect has been broken down into subtopics. Ideas and strategies on how each topic can be dealt with has been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.

This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]

Lesson Plan Flow



[Notes to the teacher:Here is the MLP at a glance for a quick reference.]

PERIOD 1

Time:5 + 20 + 10 = 35 mins

Topic : Past Perfect and Future Perfect Tense, value content

Asset Types: Inquisitive questions + interesting aside, main Script, value content

Objective: Students will be able to:

- 1) tell why perfect tenses are called so
- 2) identify the verb forms used for past and future perfect tenses
- 3) accept the need to be one's own self

1)IQ_What's in the name

- ❖ Show the class a picture (use one from the textbook) folded in half.
Ask if the picture could be called perfect. (Answer- No, because it is incomplete.)
Show a printed page (from a lesson in the textbook) and ask if the lesson could be called perfect. (Answer- No, because it is incomplete.)
- ❖ Now elicit from the students that anything can be called perfect only when it is complete. Perfect Tense forms (Past, Present and Future) deal with completed actions, hence they are known as 'Perfect Tense'.
- ❖ Add an interesting fact that 'Perfectum' is a Latin word which means complete and hence the name 'Perfect Tense'.

(Find the seamless merging of Inquisitive Questions and Interesting Aside.)

2)MS_All about Perfect Tense

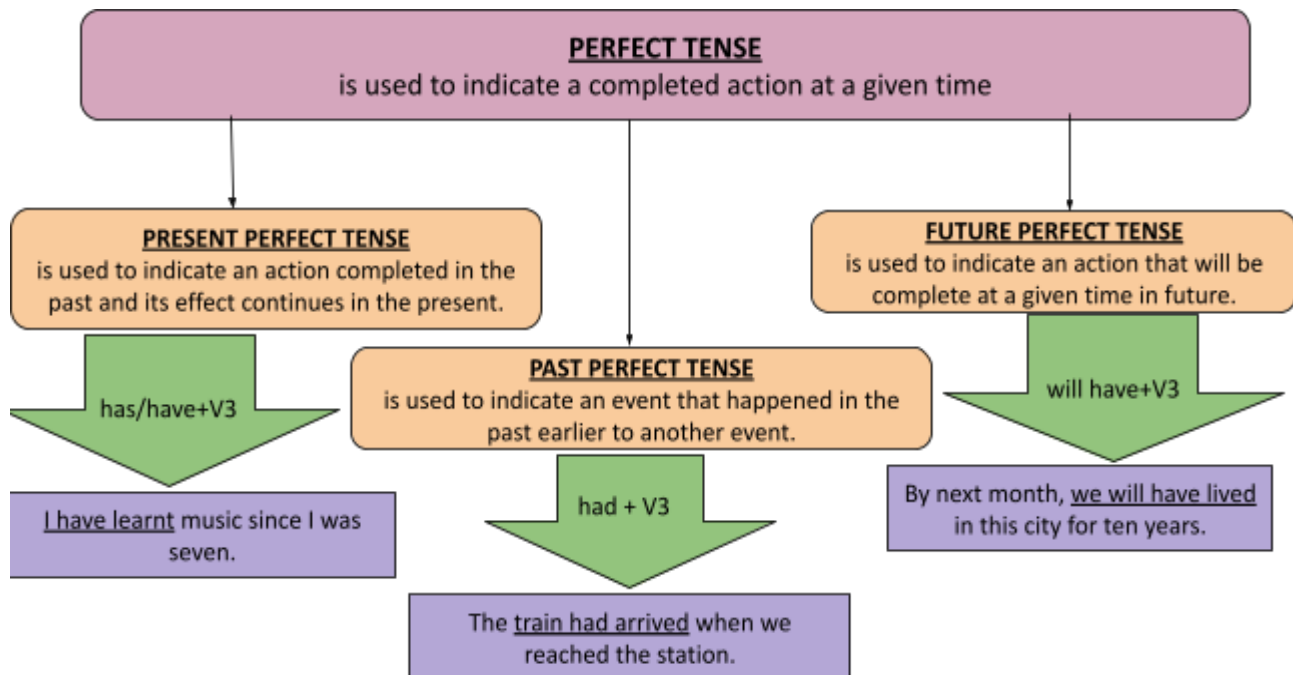
Begin with a synopsis of the verb forms used to indicate Tenses-

- Present - V1- Used to indicate Present Tense (eat)
- Past - V2- Used to indicate Past Tense (ate)
- Present Participle- V1+ing- Used to indicate Continuous Tense (eating)
- Past Participle- V3- Used to indicate Perfect Tense (eaten)

As discussed in the IQ, Perfect tense forms indicate a completed action at a point in time.

Present Perfect Tense has been done earlier. Yet to recapitulate and relate it to the other Perfect Tense forms, it has been taken up here.

Use the GO to construct the understanding.



Add more examples for concept clarity.

As a follow up activity, ask students to pick 5 sentences from the text book where Past, Present and Future Perfect Tenses have been used.

3)VC_TRD_We are the best

The value of competing with oneself is crucial for a happy and peaceful life. When we start comparing ourselves with others, even big achievements or successes fail to bring happiness and peace.

Drive home this value with this enjoyable role play.

[VC_TRD_We are the best.pdf](#) has been provided as a teacher's resource document.

[Notes to the teacher: Alternatively, this may be narrated as a story in the class and presented as a role play in the school assembly.]

PERIOD 2

Topic : Activity for clarity of tense forms, relating concept to practical use, exercise to test the understanding along with summarization.

Time : 20+5+10=35 mins

Asset Types: Suggested Activity, Day to day relevance, Questions to assess

Objective: Students will be able to

- 1) apply their knowledge of the various tense forms
- 2) relate to the use of tenses in everyday communication
- 3) recognize the verb forms used in the Tenses

1)SA_Match the Tenses (Indoor/Group activity)

Role of the teacher: Facilitator

- Prepare two sets of chits. One with sentences using different tense forms. (Include all the nine tenses learned so far to recapitulate) Another set with the names of the corresponding tenses. Example: Set A- I brush my teeth regularly. They are sailing paper boats in the rain. Set B- Simple Present Tense. Present Continuous Tense.
- Make the sentences simple and relatable. Sentences from the textbook could also be used.
- Eighteen chits make one group (9 chits with sentences and 9 with the corresponding tenses). Prepare as many multiples of eighteen as required for the class. Change the sentences for every group.
- Divide the class into groups of eighteen.
- Let the students in a group pick the chits and match the sentences with the corresponding names of the tenses (I brush my teeth regularly - Simple Present Tense. They are sailing paper boats in the rain - Present Continuous Tense)
- Ask them to read aloud the sentence and the corresponding tense to the class.
- Repeat the activity for the next group with a new set of chits.
- Ensure that every student participates.

TROUBLESHOOTING: In case of difficulty in identifying and matching the correct sentence with tense, elicit the answers with suitable questions. (What is the verb form used? When do we use this verb form? Which tense does it indicate?)

OBSERVATION: Students are able to apply their knowledge of verb forms used in different tenses.

[Notes to the teacher: This activity could be used as a formative assessment tool.]

2)DD_TA_Tenses come to class

Begin with an emphasis on the use of tenses for meaningful communication. Draw the students' attention to the fact that every spoken or written sentence has a reference to time. Hence, tenses are an integral part of effective English communication skills.

[DD_TA_Tenses come to class.pptx](#) has been provided to aid this understanding.

Allow the students to read and observe the use of tenses.

Relatable topics from different subjects in a classroom background help to connect the concept to reality and bring in an interdisciplinary approach.

3) QA_LA_Review Time

Use the worksheet provided in the attachment [QA_LA_Review Time.pdf](#) as homework, for revision or as an assessment tool.

The 'Answer key' has been given in a separate page and is only for the teacher's reference.

Use the ready reckoner below to revise and summarize all the tense forms taught so far before using the worksheet.

	Present	Past	Future
Simple	V1 Used to indicate facts, habits, universal truths. <i>I <u>take</u> my pet dog for a walk every evening.</i>	V2 Used to indicate actions happened in the past. <i>I <u>took</u> my pet dog for a walk yesterday.</i>	Will+V1 Used to indicate actions that are yet to happen. <i>I <u>will take</u> my pet dog for a walk tomorrow.</i>
Continuous	is/are/am+V1+ing Used to indicate an action that is still in progress. <i>I <u>am taking</u> my pet dog for a walk.</i>	was/were+V1+ing Used to indicate an action that was in progress at a given time in the past. <i>I <u>was taking</u> my pet dog for a walk when it started raining.</i>	will be+V1+ing Used to indicate an action that will be in progress at a given time in future. <i>I <u>will be taking</u> my pet dog for a walk tomorrow.</i>
Perfect	has/have+V3 Used to indicate a completed action the effect of which is still felt. <i>I <u>have taken</u> my pet dog for a walk regularly and that is the reason for his good health.</i>	had+V3 Used to indicate an event that took place earlier than the other. <i>I <u>had taken</u> my pet dog for a walk when you came.</i>	will have+V3 Used to indicate an action that is expected to be complete at a given time in future. <i>By next week, I <u>will have taken</u> my pet dog for a walk regularly for a month.</i>

Conclude with an emphasis on the need of proper use of tenses for good English language skills.

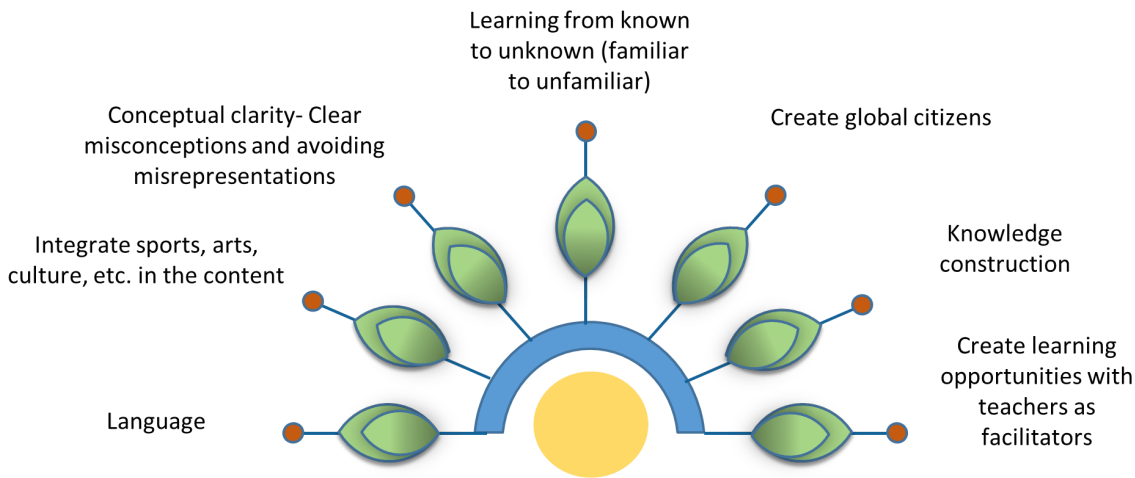
LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ knowledge construction from known to unknown
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world

Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the MM file.

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you. Thank you.

Time to teach	Asset type	Theme	Sub Theme
70 minutes	Main Script	Tenses	Future Prefect 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^{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)	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.

Asset?	
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.