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Master Lesson Plan

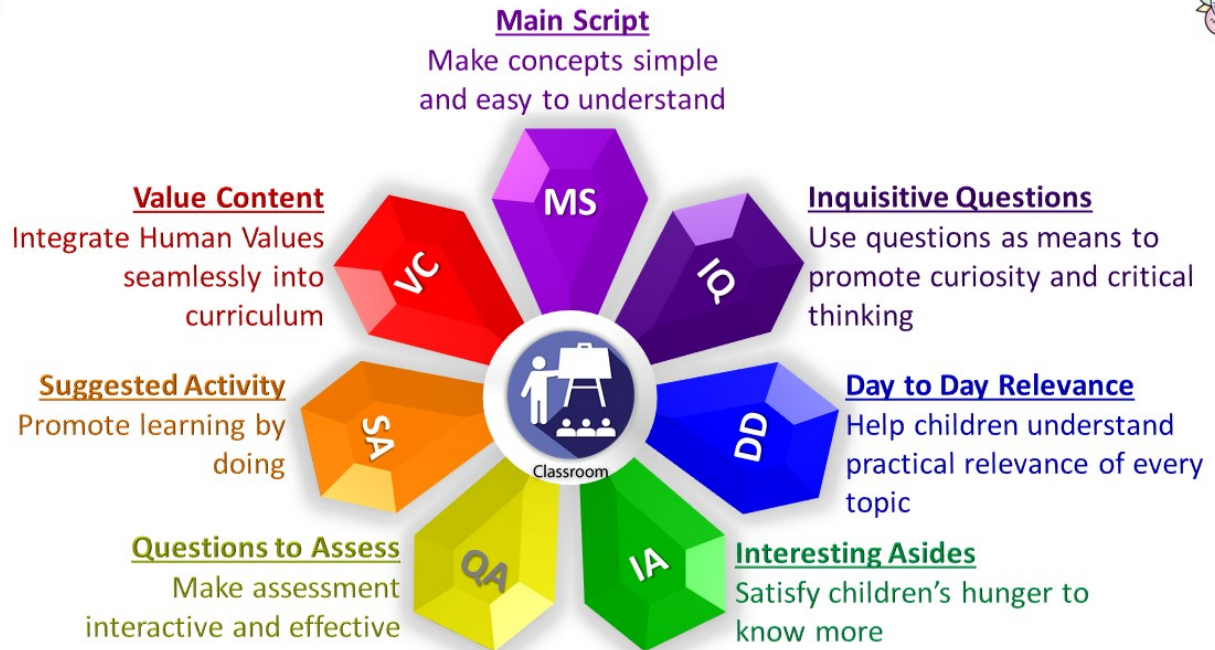
for

Framing questions, Positive & Negative and QuestionTags

| Board | Standard | Subject | Chapter | Language | Creation date |
|-------|----------|---------|---|----------|---------------------|
| TNSSE | STD V | English | Framing questions, Positive & Negative and QuestionTags | English | 28-07-2023 00:40:35 |



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_Framing Questions_Positive, Negative and Question Tags

[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 'Framing Questions_Positive, Negative and Question Tags' for Grade 5.

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

Curricular Expectations: Students should be able to form questions in English based on day to day life experiences. Students should also be able to conduct short interviews of people around them e.g. interviewing grandparents, teachers, the school librarian, gardeners etc. using the correct question format.

Learning Outcome: Students will be able to use the skill of framing questions in everyday life to fetch the required answers.

Topics in this Chapter

Framing Questions:

- Positive questions
- Negative questions
- Question Tags

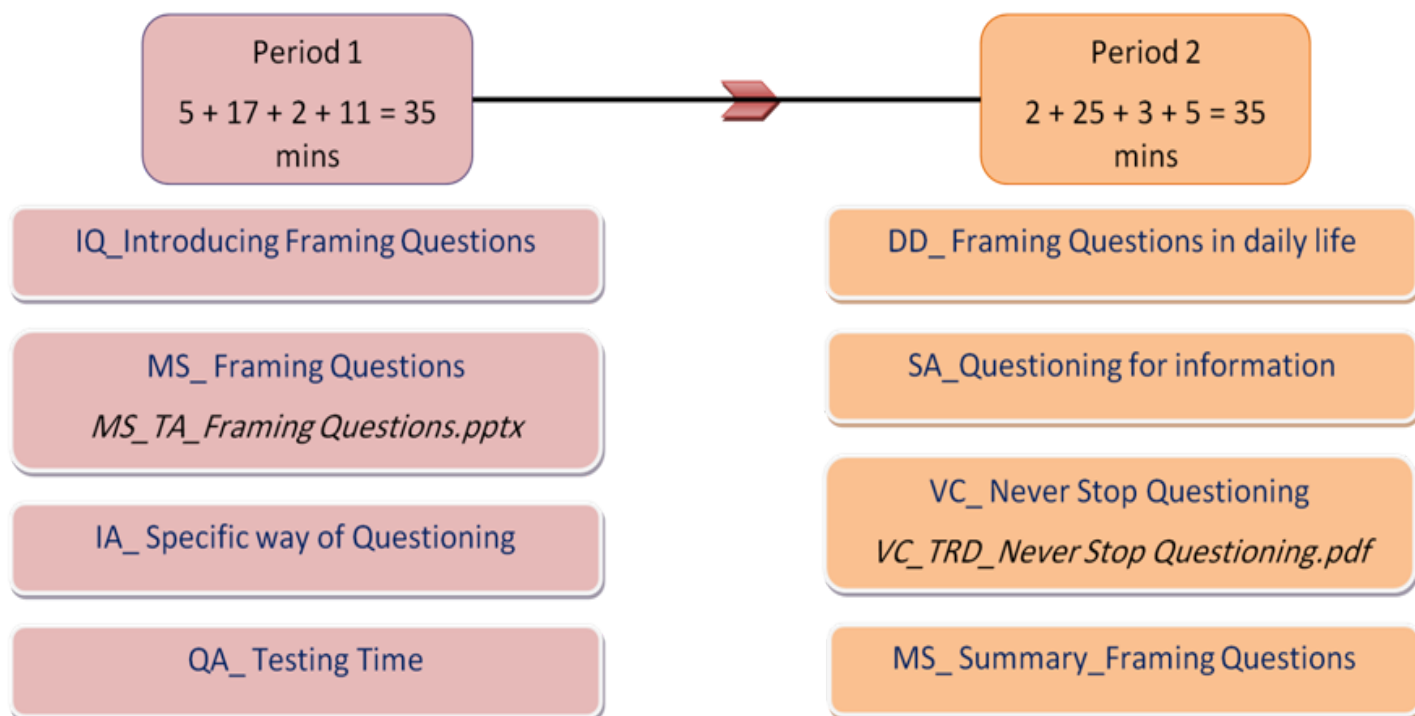
Total Time: 70 minutes, 2 periods

[Notes to teacher: The chapter on 'Framing Questions_Positive, Negative and Question Tags' has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with, have 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

Topic: Framing Questions

Asset Types: IQ + MS + IA + QA

Time: 5 + 17 + 2 + 11 = 35 mins

Objectives: Students will be able to:

- 1) discover the various forms of questioning
- 2) explain the different types of questioning
- 3) show interest in how specific questions can give rise to specific answers
- 4) recall the various types of questioning

1) IQ_ Introducing Framing Questions (Slide 2)

Begin the class by asking, "If you all wish to know more about me, what will you do?"

Expected answer: Ask questions.

Encourage the students to ask questions. The questions asked may be written on the board to highlight the positive and negative types of questions.

(or) show **slide 2** of ***MS_TA_Framing Questions.pptx***. Here the students are asking the teacher various questions like: Where do you live? Do you like cricket? Which is your favourite colour? Red or blue? How many brothers do you have? What is your favourite food? When did you become a teacher?

The next slide flows into the main script explaining the various forms of questioning.

2) MS_Framing Questions (Slides 3 to 7)

Continue with slides 3 to 7 of [MS_TA_Framing Questions.pptx](#).

Positive Questioning: Using **WH** questions - given in detail along with examples

Negative questioning: Two Rules for negative questions

Question tags: Positive question with negative question tag and negative question with positive question tag - explained with examples.

3) IA_Specific way of Questioning (Slide 8)

Continue the ppt (slide 8) of [MS_TA_Framing Questions.pptx](#) for an interesting aside - Specific Way Of Questioning. Socrates, the Greek philosopher and teacher, believed that disciplined and thoughtful questioning enabled students to think logically. The Socratic method of questioning is a method of teaching in which the teacher asks questions and the students answer. The teacher does not give the answer but elicits the answers through questioning.

4) QA_Testing Time (Slides 9, 10 and 11)

There are 3 parts in this section: Put in the correct order, fill in the blanks and make WH questions, in the [MS_TA_Framing Questions.pptx](#). Answers are provided.

PERIOD: 2

Topic: Framing Questions

Asset Types: DD + SA + VC + Summary

Time: 2 + 25 + 3 + 5 = 35 mins

Objectives: Students will be able to:

- 1) relate to the various question forms used in daily life
- 2) use different question forms to get replies
- 3) accept that questioning is a great skill that helps us to tap into the power of our minds
- 4) summarise the chapter 'Framing questions'

1) DD_Questioning in daily life

Students can write about 10 kinds of questions that they ask their family, neighbours, friends and teachers daily. Example:

To mother: What is for breakfast today?

To a friend: Where did you buy the pen?

To the neighbour: How old is your dog?

To the teacher: How do you come to school?

2) SA_ Questioning for information

Two parts to this activity are given. If there is a time constraint, do **any one**.

Part 1: This activity involves students to write down 5 questions to ask the teachers or other staff who are free during that period. (Campus activity)

Part 2: Students again write down 5 questions to ask their friends and classmates.

After completion, discuss all their questions and answers.

Troubling Shooting:

- Pin drop silence has to be maintained while walking inside the building and around the campus.
- No wandering off to the canteen, washroom etc.

3) VC_Never Stop Questioning

[VC_TRD_Never Stop Questioning.pdf](#) gives the value connection; questioning leads to discovery. Activity is a role play but can be narrated also.

4) MS_Summary_Framing Questions

Draw the below given GO to summarise.



- WH questions
- Present simple- do/does
- Past simple - did



- Show surprise/ listener agrees
- Yes/No answers
- Word order in 'why' questions



- Positive question & negative question tag
- Negative question & positive question tag

1. Question mark: <https://pixabay.com/illustrations/question-question-mark-gold-634903/> (Attribution: geral)

2. Tag: <https://pixabay.com/vectors/tag-label-yellow-price-tag-151102/> (Attribution: OpenClipart-Vectors)

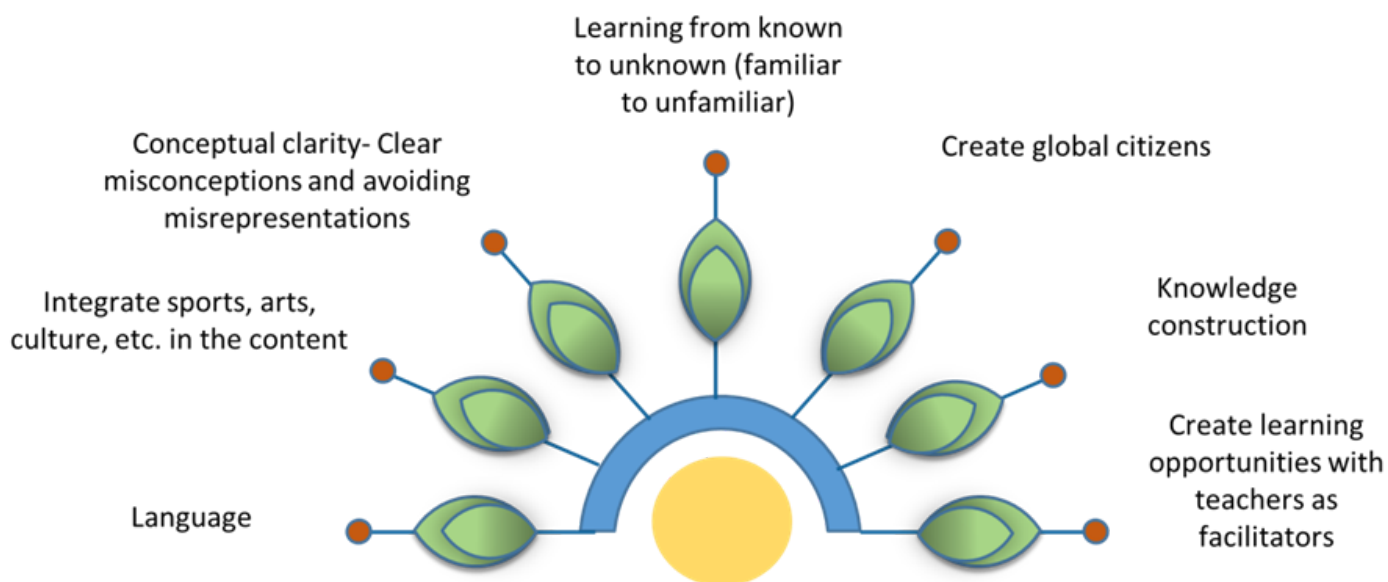
LESSON PLAN DESIGN

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

- ★ activity based learning
- ★ 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 folders below.

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 | Sentences | Framing Questions Positive and Negative Sentences Question Tags |

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. |