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Master Lesson Plan

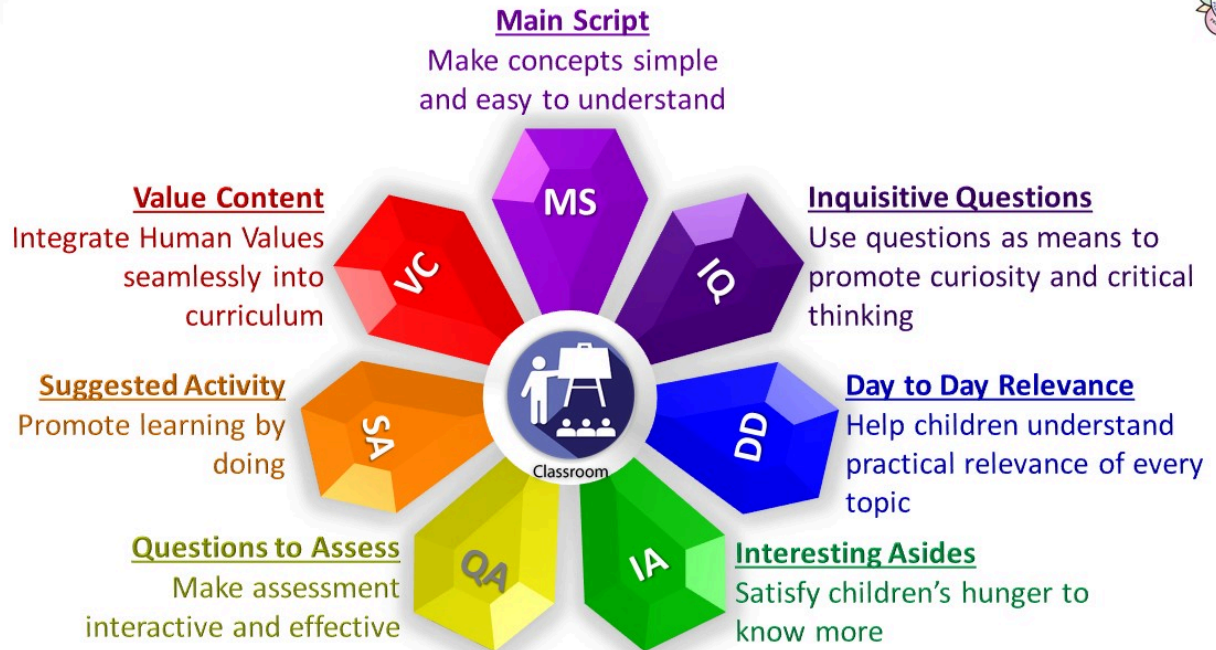
for

Pronouns - Emphatic & Reflexive

Board	Standard	Subject	Chapter	Language	Creation date
APSE	STD V	English	Pronouns - Emphatic & Reflexive	English	14-09-2023 21:00:38



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_Emphatic and Reflexive Pronouns

[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 '**Emphatic and Reflexive Pronouns**' for grade V.

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

Curricular Expectations: The students will be able to use the emphatic and reflexive pronouns in meaningful, grammatically correct sentences, both in oral and written forms.

Learning Outcome: Using Emphatic Pronouns and Reflexive Pronouns effectively in speech and writing.

Topics in this Chapter

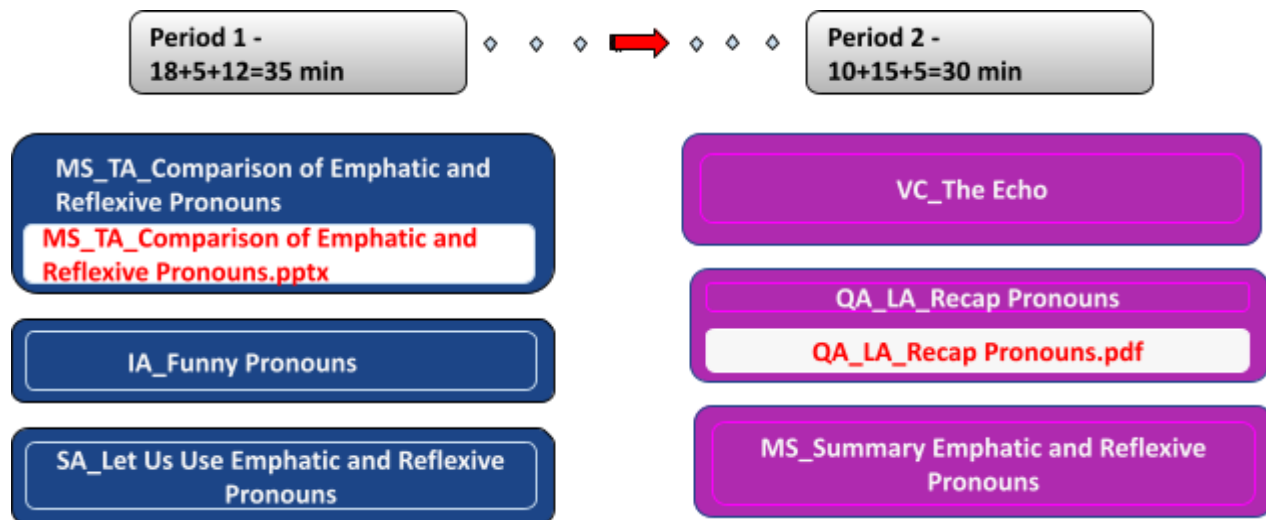
Emphatic and Reflexive Pronouns

Total Time : 65 minutes, 2 periods

[Notes to teacher: The chapter on 'Emphatic and Reflexive Pronouns has been broken down into these 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 the attainment of curricular expectations.

This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**.

Lesson Plan Flow



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

PERIOD 1

Topic: Emphatic and Reflexive Pronouns

Time: 18 + 05 + 12 = 35 mins

Asset Types: Main Script, Interesting Aside, Suggested Activities

Objectives: Students will be able to:

- 1) Distinguish between emphatic and reflexive pronouns.
- 2) Get delighted to learn the tricky usage of Pronouns.
- 3) Collaborate to use pronouns in their day-to-day conversations.

1. MS_Comparison of Emphatic and Reflexive Pronouns

Elicit the different kinds of pronouns from the students and record them on the board. Some expected pronouns are he, she, it, ourselves, they, we, your, yours, those, himself, my, mine, you, herself, and ask the students to make sentences using some of the examples given above.

For example-

1. **He** goes to the temple.
2. **It** is a very naughty puppy.
3. **They** buy flowers.
4. **They themselves** drew those pictures.
5. **She** learned the song **herself**.

From the above examples, draw the children's attention to sentences 4 and 5, help them identify Emphatic and Reflexive pronouns and start the MS. The GO may be used for clarity. **The MS seamlessly flows into the IQ.**

Use the teaching aid [MS_TA_Comparison of Emphatic and Reflexive Pronouns.pptx](#). or write the points on the board and emphasise the emphatic and reflexive pronouns.

Emphatic and Reflexive pronouns

- **Emphatic Pronoun** indicates and lays emphasis on the fact that the action was done without any help by the noun.
- Pronoun that is used to emphasise something or someone is called an Emphatic pronoun.
- An Emphatic pronoun is mostly found immediately after the noun or pronoun.
- Examples of Emphatic pronouns are myself, yourself, herself, himself, itself, etc.
- For Example: She herself baked the cake.

- **A Reflexive Pronoun** is said to reflect back to the noun or pronoun doing the action in the sentence.
- A Reflexive pronoun can be seen to take the place of both the subject pronoun or object pronoun in the sentence.
- We often use Reflexive pronouns when the subject and the object of the verb refer to the same person or thing.
- Examples of Reflexive pronouns are myself, yourself, herself, himself, itself, etc.
- Example: She baked the cake herself.

A simple trick to identify whether a pronoun is Emphatic or Reflexive. Just remove the pronoun from the sentence. If it still makes sense, the pronoun is Emphatic. If it doesn't make any sense then it is Reflexive.

For Example: He wrote it himself.

- I myself have written it.
- Rina herself cleaned her room.
- They themselves bought the clothes.
- We ourselves purchased the fruits.
- He himself did it all.

- I have written it myself.
- Rina cleaned the room herself.
- They bought the clothes themselves.
- We purchased the fruits ourselves.
- He did it all by himself.

2. IA_Funny Pronouns

Write the anecdote on the blackboard and ask the students to read it silently. Let them identify emphatic and reflexive pronouns and their usage. Encourage shy students to speak.

Funny pronouns

Once upon a time, nouns and pronouns had a discussion about who was important. Nouns said, "I am very important and have various kinds. Without me, no one can write a single sentence."

Pronouns did not agree with nouns. Pronoun said, "Nothing is possible without my usage; I myself simplify the sentences. I commonly refer to or fill the position of a noun."

Noun said, "No, it's not true; I care for myself. I don't need any help. You take care of yourself."

Like this, the never ending discussion went on.....

Identify the pronouns and name their kinds:

1. Nouns and pronouns discussed **who** was important.
2. Without **me**, no one can write a single sentence.
3. Nothing is possible without **my** use.
4. I **myself** simplified the sentences.
5. No, it's not true; I care for **myself**.
6. You take care of **yourself**."

3. SA_Let Us Use Emphatic and Reflexive Pronouns

Brief Description (Objective): Students will be able to collaboratively learn to use pronouns in their day-to-day conversations.

Setting for the Activity: [Indoor/Outdoor]

Type of Activity: Group

Role of the Teacher: Facilitator

Procedure:

- Divide the class into four groups.
- Give a topic to each group, choosing from the ones given.
- Each group collaboratively writes a paragraph of about 5 to 6 sentences on the given topic.
- Lay emphasis on their using Emphatic and Reflexive pronouns in their writing at least once.
- The points scored are based on the number of times the Emphatic and Reflexive pronouns are used.
- Specify the time allotted to come up with the paragraph. (7 minutes)
- Once the given time to write is over, one representative from each group can come forward and read it aloud in front of the class.
- The points scored based on their right usage can be recorded on the board.
- All participants are to be appreciated along with the winning team.
- Such activity can be conducted again as and when time permits. **DD seamlessly flows into the SA.**

Topics

Games, Music, Drama, Nutrition, Education, Environment, Paper, Natural Resources, Yoga, Meditation, Charity, Peace, Love, etc..

Observation: Children will actively participate in the activity and enjoy collaborative learning.

Conclusion: Children learn to use pronouns as Emphatic and Reflexive pronouns.

Notes to the teacher: If any child is hesitant, then the teacher must prompt the child to speak.

PERIOD 2

Topic: Emphatic and Reflexive Pronouns

Time: 10 + 15 + 5 = 30 mins

Asset Types: Value Content, Questions to Assess, Main Script Summary.

Objective: Students will be able to:

- 1) realise that their thoughts, words, and actions have consequences. What we send out is what comes back.
- 2) use the Pronouns given in the worksheet appropriately.
- 3) recapitulate the use of emphatic and reflexive pronouns.

4. VC_The Echo

Concept-Value Connection:

Both Reflexive and Emphatic pronouns are formed by adding 'self' or 'selves' to personal pronouns. Emphatic pronouns simply emphasize the action of the doer, whereas Reflexive pronouns, like a mirror, show that the action of the subject reflects on the doer.

Likewise, our lives reflect our thoughts, words, feelings, and actions. It gives back everything, we think, say, or do. So, we need to always think good, speak good, do good, and be good.

Activity: Role-Play

Characters: Narrator, Father, Son

Narrator: Once, a boy and his father decided to go trekking in the mountains.

Son: Papa, this time I myself arranged the things needed for our trekking.

Father: Very good, son. We enjoyed ourselves the last time we went trekking. Let us start right now!

Narrator: The father and son reach the top of a mountain. The son falls and hurts himself.

Son: (screams) Aaaahhhhhh!

Narrator: To his surprise, he hears another voice somewhere on the mountain repeating, 'Aaaahhhh!

Son: What was that papa?

Father: It is an echo, child. It happens when sound waves are reflected back.

Narrator: The boy gets excited and starts shouting.

Son: I hate you.

Narrator: The mountain echoes back the words.

Father: I love you, my son.

Narrator: The words get echoed back.

Father: My son, pay attention and listen carefully. Whatever we shouted got reflected back at us. The same principle applies to our thoughts, words, feelings, and actions in life. Life gives back everything you say or do. If you spread positivity and love, you will get positivity and love in return. If you treat others with anger or hatred, those negative feelings get reflected back at you.

Life is an echo. What you send out comes back. What you sow, you reap. What you see in others, be it good or bad, exists in you. So always watch your thoughts, words, and actions. Do good, be good, see good and all that goodness you radiate will get reflected back at you in life.

[Note to the teacher: Discuss with the students on the points given below.]

Points to ponder/reflect upon

Our actions and attitude have the ability to influence the world around us.

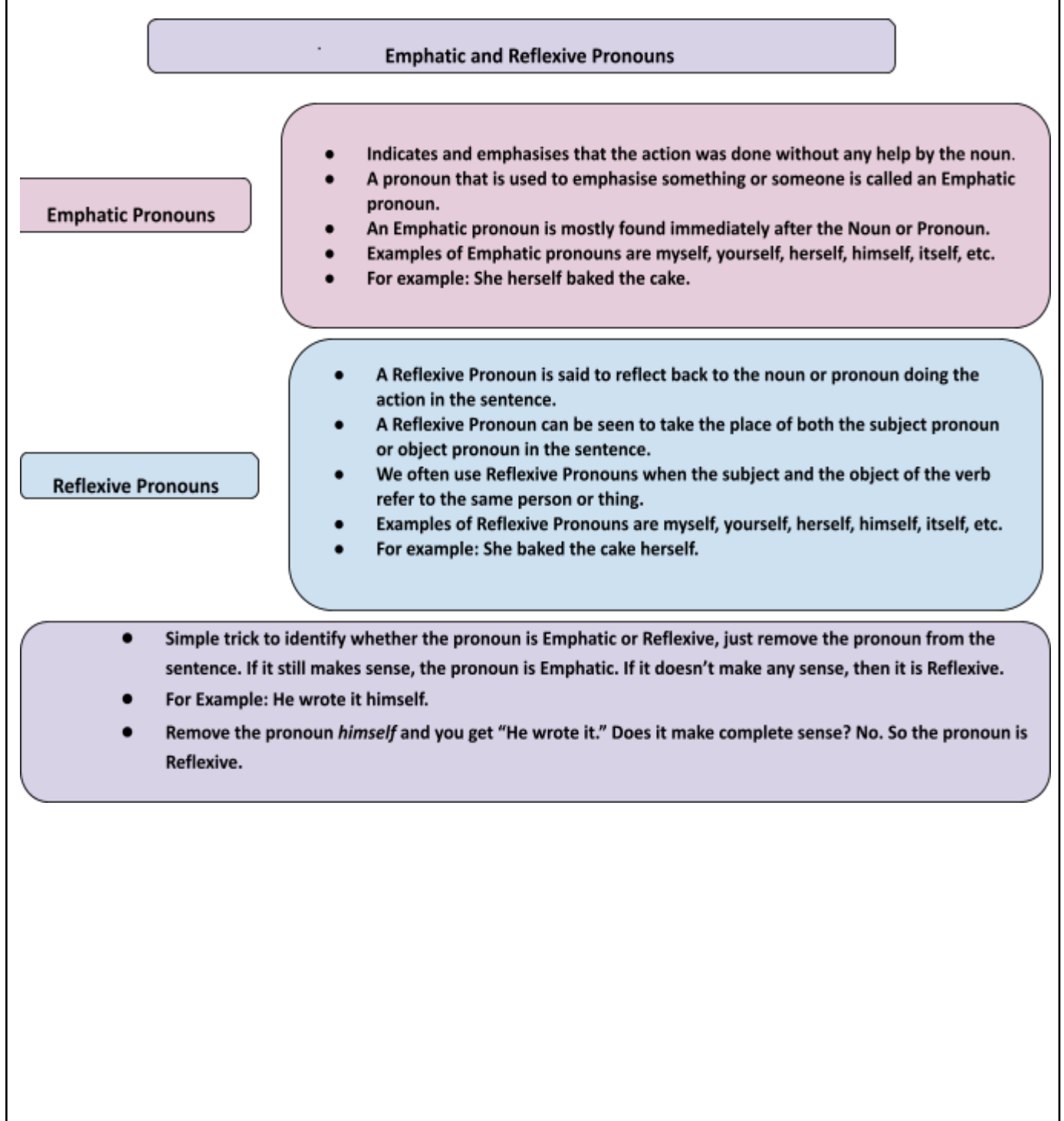
We need to be mindful of how we treat others and the impact it can have on our own well-being.

5. Worksheet QA_ Recap Pronouns

Use the learning aid worksheet [QA_LA_ Recap Pronouns.pdf](#) that has been provided as a formative assessment tool or as a home assignment to reinforce the concept taught.

6. MS_Summary Emphatic and Reflexive Pronouns

Notes to the teacher: The teacher may develop the following flow chart through an elicitation method and write it on the board. Thus summarise the topic Emphatic Reflexive pronouns.



LESSON PLAN DESIGN

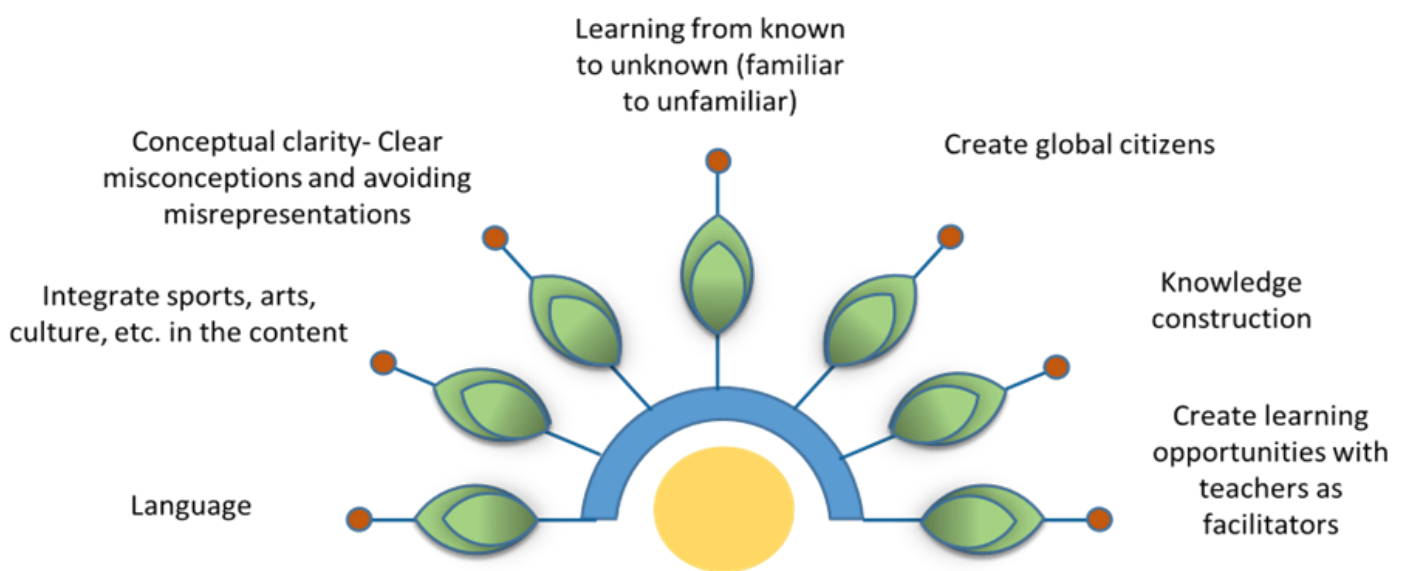
You would have noticed that the lesson plan designed has ample opportunities for:

- ★ activity based learning

- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ integration of Values with the concept

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 NEP 2020 guidelines will be helpful for you.

Thank you.

Time to teach	Asset type	Theme	Sub Theme
65 minutes	Main Script	Pronouns	Emphatic-Intensive

			Pronouns Reflexive Pronouns
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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 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.