



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Master Lesson Plan

for

Verbs - Modals, Transitive and Intransitive

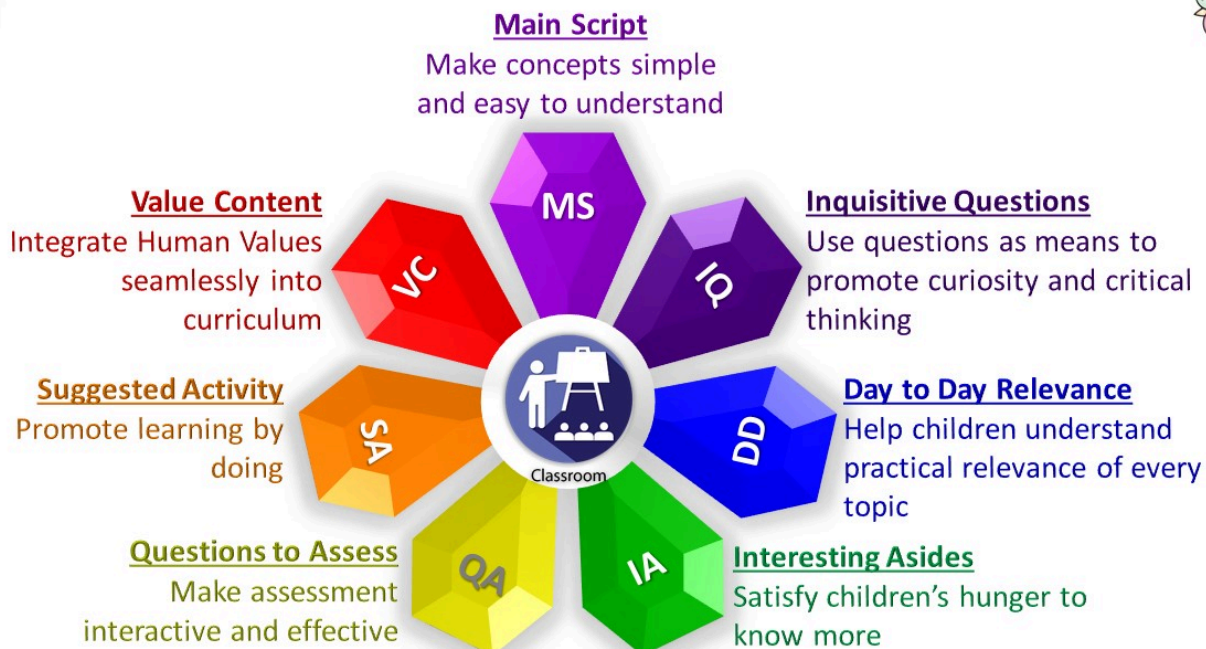
Board	Standard	Subject	Chapter	Language	Creation date
APSE	STD V	English	Verbs - Modals, Transitive and Intransitive	English	07-11-2023 23:04:33

DISCLAIMER

1. Strictly not for Commercial use.
2. Provided on **as is** basis with no warranties of any kind.
3. Content that falls in Public Domain or common Knowledge facts can be used freely.
4. Some of the contents are owned by the Third parties and are used in compliance with their licensing conditions. Any one infringing the Copyright of such Third parties will be doing so at their own risks and costs.
5. Content can be downloaded and used for Personal, educational and informational purposes only. Any attempt to remove, alter, circumvent or distort the data that is accessed is Illegal and strictly prohibited.



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_Verbs - Modals, Transitive and Intransitive

[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 ‘Verbs - Modals, Transitive and Intransitive’ 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: The learner will be able to use the right verbs to make meaningful, grammatically correct sentences to describe and narrate incidents both orally and in written forms using Modal, Transitive and Intransitive verbs.

Learning Outcome: The learner will be able to use the right verbs to make meaningful, grammatically correct sentences to describe and narrate incidents both orally and in written forms.

Total Time to transact MLP: 70 minutes, 2 periods

Topics in this Chapter:

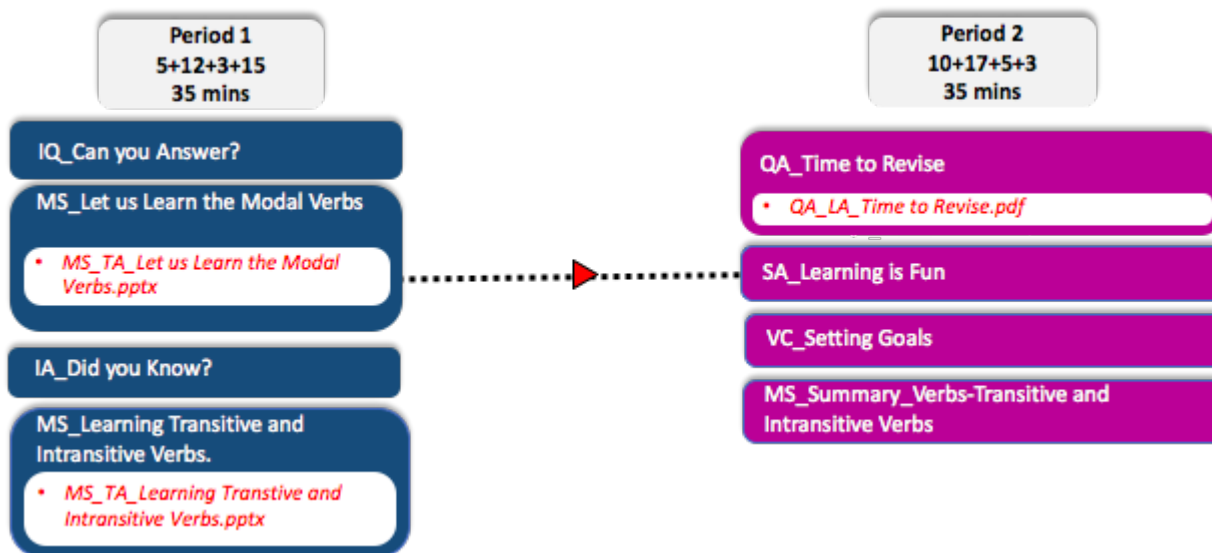
1. Modal Verbs
2. Transitive and Intransitive verbs

[Notes to teacher: The chapter on Verbs - Modals, Transitive and Intransitive 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 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

Here is the MLP at a glance for a quick reference -



PERIOD 1

Topic: Verbs - Modals, Transitive and Intransitive

Time: 5 + 12 + 3 + 15 = 35 mins

Asset Types: Inquisitive Questions, Main Script, Interesting Aside, Main Script

Objectives: Students will be able to:

- 1) Identify the verbs in the sentences.
- 2) Describe Modal verbs.
- 3) Benefit from the additional information provided.
- 4) Explain transitive and intransitive verbs.

1) IQ_Can you Answer?

Use the questions given to elicit answers from the students. Start by asking the meaning of a verb.

Verbs are the action words in a sentence that describe what the subject is doing.

The following sentences can then be written on the board and the students can be asked to identify the verbs in each of them.

1. She is eating a chocolate cake.

The verb here is **'is eating'**.

2. They are studying for the exams.

The verb here is **'are studying'**.

3. I will dance at my friend's birthday party.

The verb here is **'will dance'**.

4. You can use my pen to write your notes.

The verb here is **'can use.'**

5. I shall go to the playground to play cricket.

The verb here is **'shall go'.**

The students can be asked if they can recognise some pattern in the last 3 sentences when compared to the first two sentences.

In the first two sentences the auxiliary verbs show the state of being while in the other three sentences the auxiliary verbs show the moods like ability, permission and possibility. Thus connect the auxiliary verbs to the topic to be taken up. Such auxiliary verbs that show the different moods in a sentence are called Modal verbs.

The concept of **Modal verbs** can then be introduced. **The MS seamlessly flows into the IQ.**

Modal verbs- Modal verbs are auxiliary verbs that are used to express **ability (can, could), possibility (may, might), permission (may, might, can, could) and obligation (must, ought, have to).**

2) MS_Let us Learn the Modal Verbs

Draw the students' attention to the use of 'helping words' (that has been taught in the earlier classes). How the use of helping verbs helps in the subject-verb agreement of the various tense forms. (I was playing. They were playing.)

Use the teaching aid [MS_TA_Let us Learn the Modal Verbs.pptx](#).

Notes to the teacher: Using [MS_TA_Let us learn the modal verbs.pptx](#), the mode or manner of the four modal verbs 'Shall, May, Will and Can' that have been introduced could be reiterated. The students can then be asked to make a few sentences orally incorporating the modal verbs.

3) IA_Did you Know?

Write down the facts relating to Modal verbs on the Board, for the students to ponder upon.

DID YOU KNOW?

Some facts about Modal verbs

- There are 10 modal verbs. They are **Must, May, Might, Can, Could, Shall, Should, Will, Would and Ought to.**
- Modal verbs **have no 's' form.** They have the same form for all the persons (first, second and third person). E.g. I can, we can, they can, she can, you can etc.
- Modal verbs are always followed by an **infinitive.** E.g. I must go, they must go (not goes), she must go etc.
- Modal verbs have **no past simple or past participle form.**
- Modal verbs come before the word **'not' to form a negative meaning.** E.g. I must not go.
- Modal verbs **(except may) have a negative contraction.** E.g. must- mustn't, would- wouldn't, could- couldn't, may- must not (**not mayn't**).

4) MS_Learning Transitive and Intransitive Verbs

The concept of Transitive and Intransitive verbs can be introduced with the help of the teaching aid [MS_TA_Learning Transitive and Intransitive verbs.pptx](#).

Notes to the teacher: Once the concepts have been explained, the children can be asked to take up the worksheet given.

PERIOD 2

Topic: Verbs - Modals, Transitive and Intransitive

Time: 10 + 17 + 5 + 3 = 35 min

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

Objective: Students will be able to:

- 1) Apply the knowledge of modal, transitive and intransitive verbs to complete the exercises given.
- 2) Give examples for modal, transitive and intransitive verbs from their own textbooks.
- 3) Internalise the importance of setting goals.
- 4) Summarise the topic Modal, transitive and intransitive verbs.

1) QA_Time to Revise

Notes to the teacher:

- Copies of the worksheet can be distributed to the students and they can be asked to answer the same.
- In case of printed worksheets not being available the sentences may be written out on the board and the students can be asked to answer by show of hand or by random selection.
- Small hints can also be given to help in case the students find it difficult to get to the answer by themselves.

Answer Key

- I. 1- T, 2- IT, 3- T, 4- IT, 5- T, 6- IT, 7- IT, 8- IT
- II. 1- can/will, 2- shall/may/will, 3- shall/may/will, 4- can/may/shall, 5- will, 6- can/may/shall, 7- shall/will/may, 8- shall/can/may/will

2) SA_Learning is Fun

Conduct the group activity as detailed below to reinforce the concept learnt.

Aim: To get the students to have a practical experience of identifying and marking up the verbs that they have learnt so far, from their own textbooks that they refer to everyday.

Type of Activity: Group

Setting for the Activity: Indoor

Resources Required: English textbook and chart paper

Procedure:

- The students would be divided into 4 groups and can be seated accordingly. The students can be asked to bring a chart paper to class which would be used for the activity.
- Direction would be given to each group on the lesson they would be working on.

E.g. Group 1- lesson 1, Group 2- lesson 2, Group 3- lesson 3, Group 4- lesson 4.

- Each group goes through the said lesson and identifies the verbs.
- Once done, they will discuss in the group and sort them as Modals, Transitive and Intransitive Verbs. (Within the time frame given.)
- Each group gets to share the sentences aloud with the rest of the class.
- The same sentences are then written on the chart paper in a tabulated form and displayed on the noticeboard in the classroom or the corridors with the teacher's help if needed.

Role of the Teacher: Facilitator

Observation: Students enjoy and learn through collaborative learning methods.

Conclusion: Students are able to identify the verbs and categorise them as Modals, Transitive and intransitive verbs and see their relevance in their day to day life.

Follow-up activity: As a follow up activity the students get encouraged to identify more such Modals, Transitive and Intransitive verbs in the lessons that will be taken up further.

Troubleshooting: In case of the activity not being able to go as per plan, and the students find it hard to proceed, the teacher can prompt and get the children to begin.

Precaution: Students can be asked to maintain discipline and decorum while being in groups.

This Suggested Activity, wherein the students are marking up the verbs from their textbooks, clearly gives an idea of the day to day relevance of the usage of the Modal Verbs and the Transitive and Intransitive Verbs in our spoken and written languages everyday. This way, the DD seamlessly flows into the SA.

3) VC_Setting Goals

Concept-Value Connection:

A transitive verb is one whose action must be used in relation to an object. When using the verb, it only makes sense if the verb is transferring action upon an object. That means that a transitive verb doesn't give meaning on its own without an object.

So too, our action should be for a purpose and in the direction of the fulfilment of an objective or purpose or goal.

Type: Story

A teacher wants to teach his students one of life's most important lessons: Setting clear goals. So he took his pupils for a stroll. The teacher was an expert archer and even at 300 yards out, his students had never seen him miss the target when practising. The teacher placed a flower next to a tree and walked a few steps away to demonstrate to his students the value of having sharp vision. He then took an unexpected action.

The teacher took out a piece of white cloth and blindfolded himself. The teacher placed the arrow on the bow and started to pull his bow back without being able to view his intended target. The students were eagerly waiting for the master to showcase his talent by hitting the target blindfolded, but when the teacher let the arrow fly, it missed hitting the target by a few inches.

The students were surprised with this result, and one of the students asked the teacher, "Sir, I thought I was going to see some magic, but you missed the flower. We are all disappointed with the result." The teacher replied, "How is it possible to hit my target if I cannot see it?"

It is very important to have a clear vision. One should not take action without having a purpose or a goal, since it is like walking your path blindfolded. A goal is a target that you can achieve if you put your plan into action. The target on the tree was the goal in this case. Writing down your goal should always be your first step towards achieving it, and your sincere and dedicated efforts would help you achieve the goal.

Source: Self written

Points to reflect upon:

It is important to set our goal as -

- It gives a clear vision on what you wish to achieve.
- It motivates you to work.
- It enables you to push yourself to achieve your full potential.

4) MS_Summary_Verbs- Modals, Transitive and Intransitive

The concepts learnt so far can be summarised on the board with simple GOs. Please find below, a sample GO for reference.

TYPES OF VERBS

MODAL

Modal verbs are auxiliary verbs.

- Modal verbs express the 'mode' or 'manner' of the actions indicated by the main verbs, Such as - **ability**, **possibility**, probability, **permission**, **obligation** etc. Examples - **Shall**, **May**, **Will**, **Can**

TRANSITIVE

A verb that takes / requires an object to complete itself.

- We get the **direct object** by asking 'what' or 'whom' after the verb and the **indirect object** by asking 'to whom', 'from whom' or 'for whom' after the verb. Example - Birds eat worms. Eat what? - Worms

INTRANSITIVE

A verb that does not require an object to make complete sense.

- Examples - She dances gracefully, Birds fly, Children swim in the pool.

Most verbs can be used as both transitive and intransitive verbs.

Example – spoke.

He spoke the truth. (Transitive)

He spoke softly. (Intransitive)

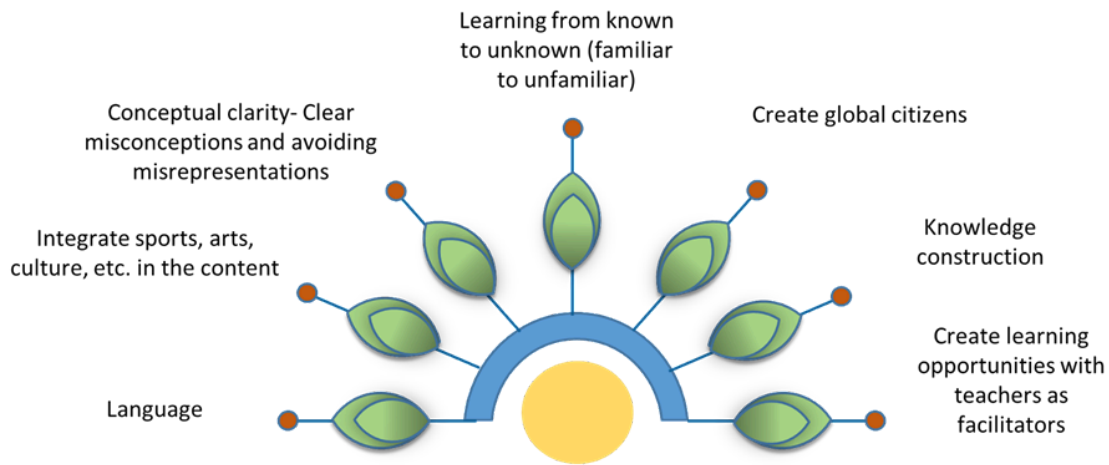
LESSON PLAN DESIGN

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
- ★ problem solving
- ★ integration of Values with the concept
- ★ Interaction in the classroom

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	Verbs	Modals Transitive and Intransitive Verbs

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.