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## Master Lesson Plan

for

# Adjectives - Exclamatory & Order of Adjectives

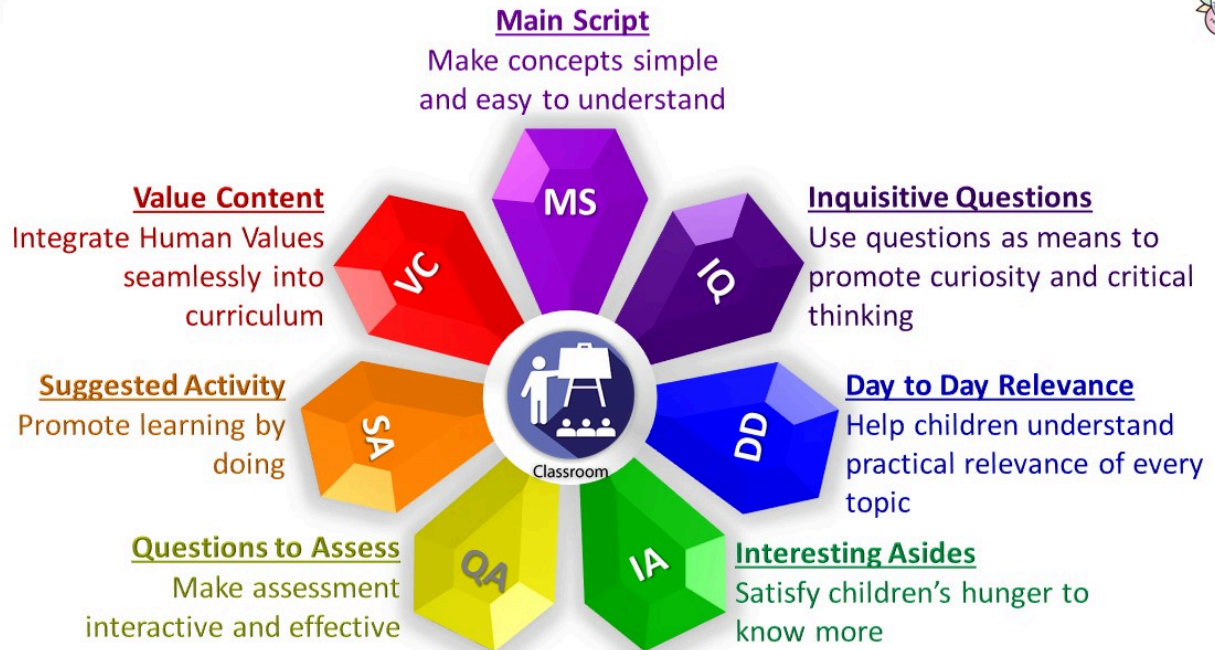
Board	Standard	Subject	Chapter	Language	Creation date
GSSE	STD V	English	Adjectives - Exclamatory & Order of Adjectives	English	09-11-2023 23:03:00

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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\_Ideation module-Exclamatory adjectives and Order of adjectives

**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 '**Exclamatory Adjectives and Order of Adjectives**' 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:** Learners acquire a wide range of vocabulary developing the ability to express their thoughts orally and in writing in a meaningful way in the English language.

**Learning Outcome:** Students will be able to use adjectives and make grammatically correct sentences to describe and narrate incidents.

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**Total Time to transact MLP:** 70 minutes, 2 periods

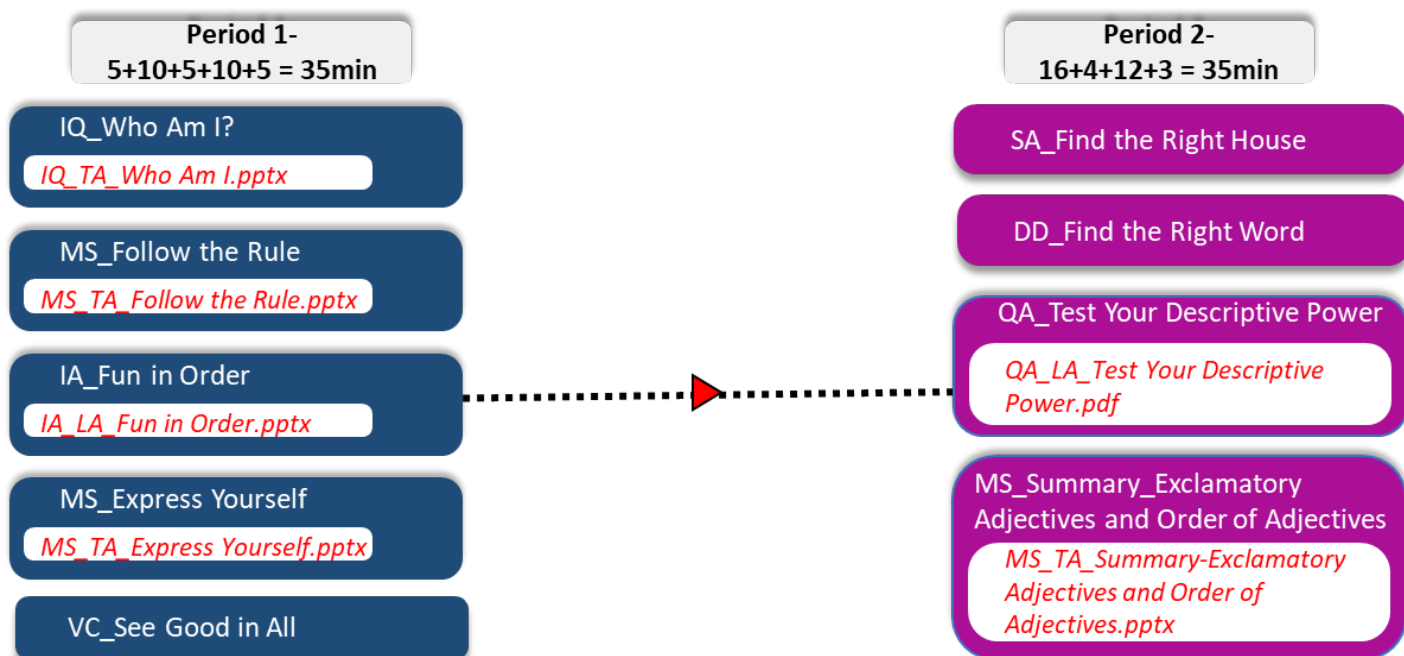
**Topics in this Chapter:** Exclamatory Adjectives and Order of Adjectives

*[Notes to teacher: The chapter on Exclamatory Adjectives and Order of Adjectives 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.]*

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### Lesson Plan Flow



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

## PERIOD 1

**Topic:** Exclamatory Adjectives and Order of Adjectives

**Time:** 5 + 10 + 5 + 10 + 5 = 35 minutes

**Asset Types:** IQ, MS\_TA\_Follow the Rule, IA, MS\_TA\_Express Yourself, VC\_TRD\_See Good in All

**Objective:** Students will be able to:

1. Identify the objects in the riddle with the help of adjectives used to describe them.
2. Follow the rule for placing them in the right order in a sentence.
3. Enjoy the use of adjectives in the right order in a sentence with the help of tongue twisters.
4. Compare the impact of simple assertive sentences with the impact of the same sentences using Exclamatory adjectives.
5. Appreciate people and surroundings by valuing their positive qualities.

### 1) IQ\_TA\_Who Am I?

Use the teaching aid [IQ\\_TA\\_Who Am I.pptx](#) and ask the students to solve the riddles. Probe what part of speech were the words used to describe the objects. Affirm their answer and say - Yes, they are adjectives which are words used to describe a noun. Appreciate that they were able to solve the riddles with the help of multiple adjectives in a sentence. Further probe by asking the question- Do you think there will be some rule for placing multiple adjectives in a sentence? In case the computer room is not available the teacher can still conduct the activity by bringing pictures of the said objects.

### 2) MS\_TA\_Follow the Rule

The teaching aid [MS\\_TA\\_Follow the Rule.pptx](#) is provided in the attachment which has the details for order of adjectives. Taking the cue from the previous activity, introduce them to the order of adjectives that needs to be followed when two or more adjectives are used in a sentence.

**3) IA\_LA\_Fun in Order**

Define tongue twister.

A tongue twister is a sequence of words (usually some words beginning with the same letter) that is difficult to orate quickly and correctly.

Write it on the board. Play the sample audio clip [IA\\_LA\\_Fun in Order.m4a](#). and let the children listen to it. They can then have fun trying to repeat it as fast as they can.

Highlight the benefits of a tongue twister. Tongue twisters strengthen and stretch the muscles that are involved in speech. This exercise leads to better pronunciation, clearer speech and greater fluency.

**4) MS\_TA\_Express Yourself**

The [MS\\_TA\\_Express Yourself.pptx](#). has detailed information about Exclamatory adjectives which can be used in a sentence. Emphasise the impact of using Exclamatory adjectives when strong emotions need to be expressed.

**5) VC\_TRD\_See Good in All**

Follow the instructions in the teacher reference document [VC\\_TRD\\_See Good in All.pdf](#). and conduct the activity. Children will learn to appreciate people and things around them using adjectives and placing them in order.

**PERIOD 2**

**Topic:** Exclamatory Adjectives and Order of adjectives

**Time:** 16 + 4 + 12 + 3 = 35 minutes

**Asset Types:** SA, DD, QA, MS\_TA\_Summary- Exclamatory Adjectives and Order of Adjectives

**Objective:** Students will be able to:

- 1) Categorize the adjectives for positioning them in the right place in a sentence.
- 2) Relate to the proper use of adjectives in the right order in a sentence.
- 3) Compose sentences well using exclamatory adjectives and adjectives in proper order.
- 4) Summarize the chapter on Exclamatory Adjectives and Order of Adjectives.

**1) SA\_Find the Right House**

All the preliminary preparation of preparing cards and the chart, forming groups must be done before the class begins. The following instructions can be followed to conduct this activity.

1. 4 sets of 9 cards, representing each category of adjectives (number, opinion, size, age, shape, colour, origin, material and purpose) and a chart containing 9 adjectives, one from each category must be prepared in advance.
2. The acronym NOSASCOMP can be written on the board to help the children.
3. Adjective cards and a chart containing some adjectives must be prepared.  
Given below is a card sample-
- 4.

**SHAPE**

Round, square, oval

Prepare charts like this sample.

**Procedure:**

1. Divide the class into 4 groups, each group consisting of 10 children or according to the strength of the class.
2. One child from each group distributes the cards to the members in their group.
3. Once the cards are distributed, instruct the children to be ready with a pen/pencil.
4. Open the chart containing the 9 adjectives (a, delicious, large, new, triangular, pink, Indian, golden and farming).
5. Students have to write the adjective in the category card to which they belong. For e.g. triangular in the Shape card, pink in the Colour card.
6. The tenth child of each group places the cards in the right order on the desk.
7. The group that finishes assembling the cards correctly first, shall be the winner.

**Observation:** Students work as a team and enjoy the process.

Students understand the placement of multiple adjectives in the required order in a sentence.

## 2) DD\_Find the Right Word

Bring a school bag. Ask the children to describe the bag. Use probing questions so as to elicit adjectives of all categories.

**Procedure:** Children can be asked to describe the bag using adjectives. Guide them by asking relevant questions to use adjectives belonging to different categories. For example:

- a. How is this bag? - Is it beautiful, smart or useful?
- b. Is this bag big, small or medium in size?
- c. Is it old or new?
- d. What is its shape?
- e. What colour is it?
- f. What is its origin? Chinese, Korean, Indian ...
- g. What material has been used to make the bag?
- h. What is the purpose of the bag?

Once the students answer, the adjectives are written on the board and the students are now asked to describe the bag in one complete sentence using at least three or four adjectives in the right order, not forgetting to put the determiner/number first.

For example-

- It is a smart bag.
- It is a smart, big bag.
- It is a smart, big, new bag.
- It is a smart, big, new, blue bag.
- It is a big, blue, cotton, school bag.

Students learn to describe an object (bag) accurately.

### 3) QA\_LA\_Test Your Descriptive Power

Please use the worksheet provided in the learning aid [QA\\_LA\\_Test Your Descriptive Power.pdf](#).

If the computer room is unavailable the worksheet can be written on the blackboard for students to complete the exercises.

### 4) MS\_TA\_Summary\_Exclamatory Adjectives and Order of Adjectives

Please use the teaching aid [MS\\_TA\\_Summary-Exclamatory Adjectives and Order of Adjectives.pptx](#) to summarize the chapter.

## LESSON PLAN DESIGN

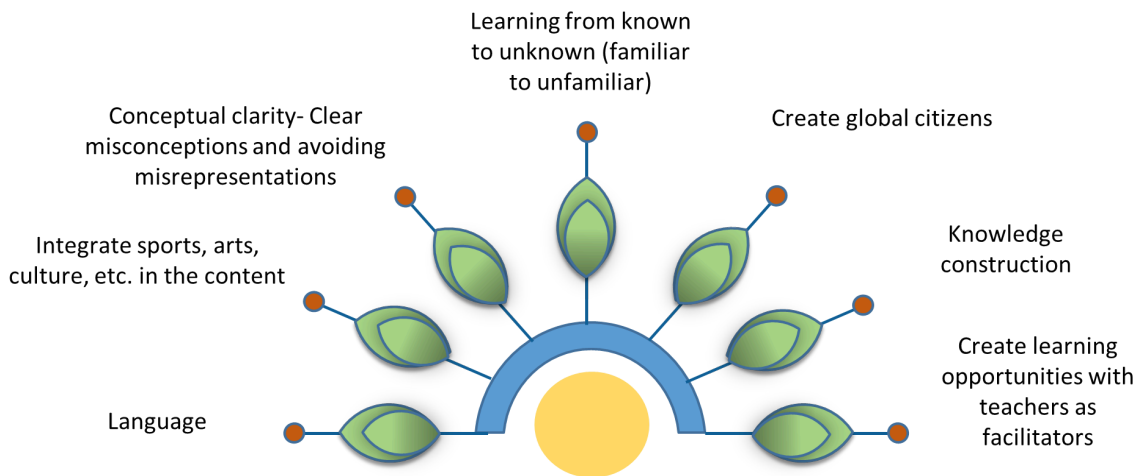
You would have noticed that the lesson plan designed has ample opportunities for

- ★ 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.

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## 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	Adjectives	Exclamatory Adjectives Order Of Adjectives



## Master Lesson Plan

<b>Seven Asset Methodology for MLP</b>	
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 <sup>th</sup> 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

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	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.