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Master Lesson Plan

for

Phrases, Sentences and Clauses

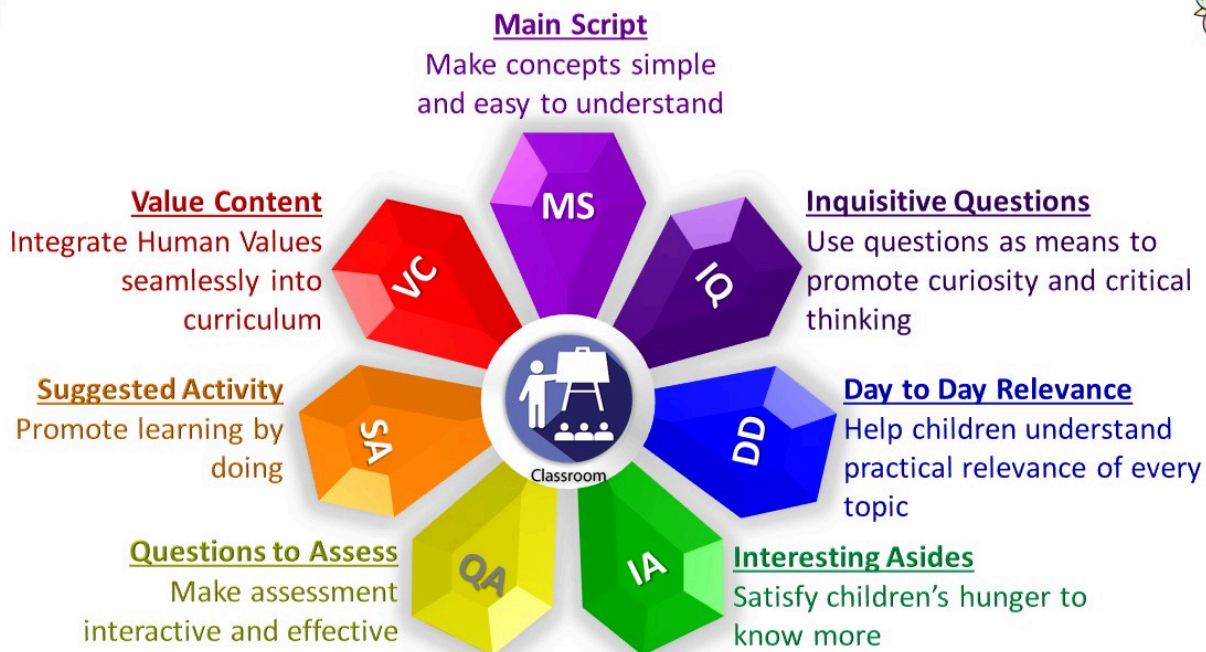
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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



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_Phrases, Sentences and Clauses

[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 '**Phrases, Sentences and Clauses**' 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 will be able to create meaningful and grammatically correct sentences using phrases and clauses to describe and narrate incidents.

Learning Outcome: Students will be able to identify and create meaningful sentences using their knowledge of phrases and clauses.

Total time to transact MLP: 70 minutes, 2 periods

Topics in this chapter :

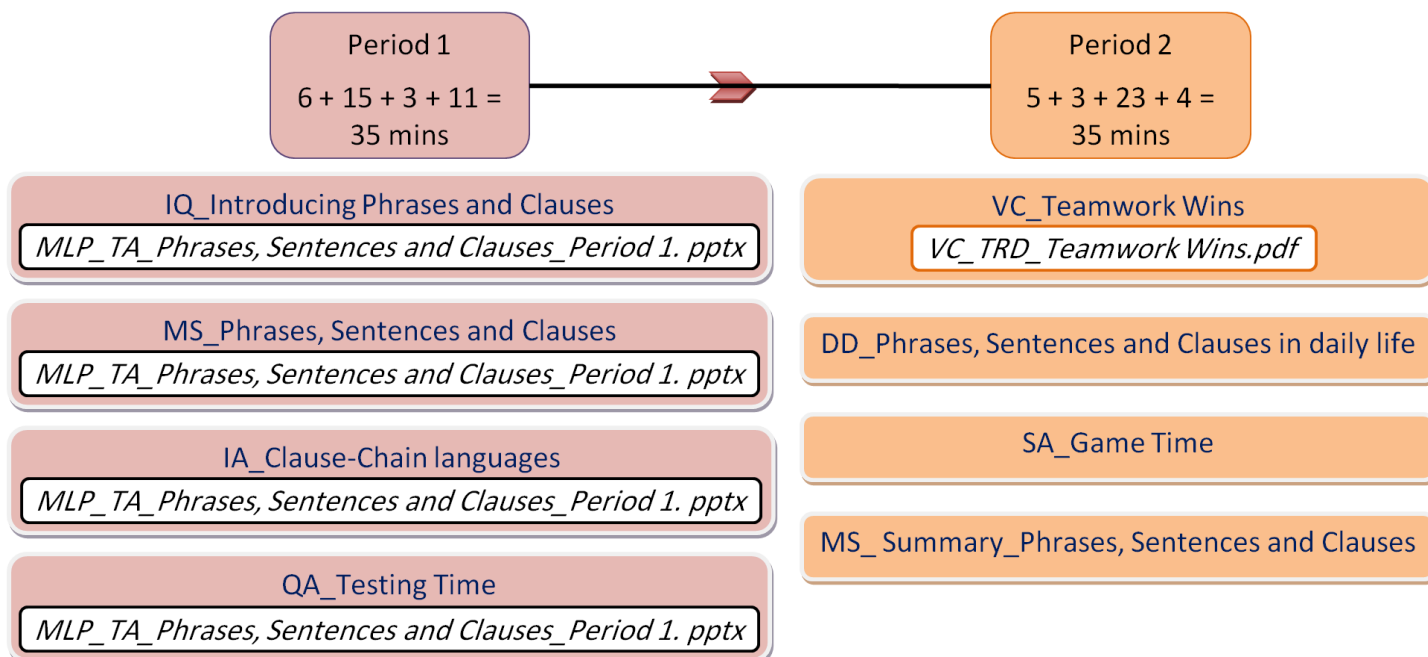
- What are phrases and clauses?
- How do we identify them in sentences?
- Converting phrases and/or clauses into meaningful sentences
- Exercises for reinforcement
- Activity for better understanding
- Summary

[Notes to teacher: The chapter on phrases, sentences and clauses 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 to attain curricular expectations.

*This lesson plan is designed for 2 periods, considering **each period to be 35 minutes**. An 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: Identifying Phrases and Clauses in sentences

Asset Types: IQ + MS + IA + QA

Time: 6 + 15 + 3 + 11 = 35 mins

Objectives: Students will be able to:

- 1) explore sentences with phrases and clauses
- 2) identify phrases and clauses in sentences
- 3) take delight in languages that have many clauses in a sentence
- 4) practise their learning of phrases and clauses through various types of questioning

1) IQ_ Introducing Phrases and Clauses (Slide 2)

Begin the class by showing slide 2 of the ppt, '*MLP_TA_Phrases, Sentences and Clauses_Period 1 pptx*' given as a teaching aid. It has two dialogues introducing phrases and clauses.

- | | |
|---|--|
| a) Mother: Where are you, Vivaan?
Vivaan: In the room. | b) Mother: What are you doing, Vivaan?
Vivaan: I am studying. |
|---|--|

Elicit the differences in the 2 answers given by Vivaan by asking the questions given below.

1. In the answer, 'In the room', Is there a subject? Is there a verb? (Answer: No)
2. Does 'In the room' make complete sense without the question? (Answer: No)
3. In the answer, 'I am studying', Is there a subject? Is there a verb? (Answer: Yes)
4. Does 'I am studying' make complete sense without the question? (Answer: Yes)

Note:

- a. The answer given by Vivaan 'In the room' is called a **Phrase** as it does not have a subject or a verb and does not make complete sense.
- b. The answer 'I am studying' is called a **Clause** as it has a subject, a verb and the sentence makes complete sense.

2) MS_Phrases, Sentences and Clauses (Slides 3, 4 and 5)

Continue with slides 3, 4 and 5 of the ppt, '[MLP_TA_Phrases, Sentences and Clauses_Period 1 pptx](#)' given as a teaching aid to identify phrases and clauses in sentences and then be able to convert a phrase and/or clause into a meaningful sentence.

Clause: A clause is a group of words that contains a subject and a predicate (verb and other words) and makes complete sense.

Example: Ramya invited her friends to her house.

Ramya - Subject

invited her friends to her house - Predicate (verb - invited) and (other words - her friends to her house)

Ramya invited her friends - Clause (makes complete sense)

Phrase: A phrase is a group of words that does not contain a subject or a verb. It makes some sense but not complete sense.

Example: Ramya invited her friends to her house.

to her house - Phrase (has no subject or verb and does not make complete sense)

Example: The cat is sleeping on the chair.

on the chair - Phrase (has no subject or verb and does not make complete sense)

A clause and a phrase can join to make a meaningful sentence.

Example:

Ramya invited her friends - Clause

to her house - Phrase

Clause + Phrase = Sentence; Ramya invited her friends *to her house*.

3) IA_Clause-Chain languages (Slide 6)

Use slide 6 of the ppt, '[MLP_TA_Phrases, Sentences and Clauses_Period 1 pptx](#)' given as a teaching aid. Languages like Turkish, Korean and Japanese are called **Clause-Chain languages** because unlike the English language that has about 1 or 2 clauses in sentences, they can have about 20 clauses in a sentence. *Below is an example of a clause-chain sentence. It can be read out or a similar sentence may be created by the teacher so that the students can understand.*



1. Map: https://www.freepik.com/free-vector/colorful-map-asia_2236438.htm#query=asia%20map&position=1&from_view=search&track=ais (Attribution: freepik)

English Language:

I woke up early and had breakfast.

Clause-Chain languages:

Waking up early, having breakfast, drinking a glass of juice, wearing my clean uniform, carrying my packed school bag and wearing my newly bought shoes, I **walked** to school.

In some languages, the speaker has to announce in advance whether a different person is carrying out the action. **Example: Renno is speaking.**


I said the breakfast was good today; my mother replied that it was healthy; my sister from the other room said that it was nothing special; and finally, my brother shouted out that there was no juice today!.


4) QA_Testing Time (Slides 7, 8 and 9)


There are 2 parts to this section. Use slides 7, 8 and 9 of the teaching aid, '[MLP_TA_Phrases, Sentences and Clauses_Period 1 pptx](#)' for both the sections. Answers are provided.


Identify the underlined words as a phrase (P) or a clause (C) in sentences given below.

- | | | | |
|---|--|--|---|
| 1 | Raju is making tea <u>for his customers</u> . |  | P |
| 2 | <u>Mr. Pankaj is a teacher</u> in my school. | | C |
| 3 | <u>Arijun plays cricket</u> everyday after school. |  | C |
| 4 | You look pretty <u>in the yellow dress</u> . | | P |

5 My father bought a pen for me.  C

6 I got wet in the rain.  P

7 Anand helped the old man cross the road.  C

8 I was standing outside the classroom.  P

1. Tea making: https://www.freepik.com/premium-photo/july-30-2023-sabang-aceh-indonesia-man-is-doing-attraction-during-preparing-coffee-coffee-shop-present-coffee-table_62408211.htm#page=12&query=woman%20india%20making%20tea&position=25&from_view=search&track=ais (Attribution: neilstha-1)
2. Cricket: <https://openverse.org/image/db99a716-c14b-4438-bba8-5c08050290b1?q=boy%20india%20cricket> (Attribution: foxypar4)
3. Father: <https://openverse.org/image/d3a7f159-61e9-4709-9284-472b652eced0?q=father%20india> (Attribution: birframes)
4. Pen: https://www.freepik.com/free-vector/vector-fountain-writing-pen-contract-signing_10601400.htm#query=pens&position=2&from_view=search&track=sph (Attribution: macrovector)
5. Old man: https://www.freepik.com/free-vector/happy-grandfather-with-child-home-man-holding-hand-with-child-granddad-caring-about-grandchild-living-room-with-sofa-interior_28945769.htm#page=9&query=old%20man%20cross%20road&position=42&from_view=search&track=ais#position=42&page=9&query=old%20man%20cross%20road (Attribution: studio4rt)

Part 2

Match the Phrases in column A with the Clauses in column B to form grammatically correct sentences.

Column A		Column B	
A	without oxygen	1	there was water everywhere
B	at the exhibition	2	My teacher wore a sari
C	One rainy day	3	We met many people
D	in the morning	4	We cannot live
E	made of cotton	5	Varun left for school

- A4 – We cannot live without oxygen.
- B3 – We met many people at the exhibition.
- C1 – One rainy day there was water everywhere.
- D5 –Varun left for school in the morning.
- E2 – My teacher wore a sari made of cotton.

PERIOD 2

Topic: Phrases, Sentences and Clauses

Asset Types: VC + DD + SA + Summary

Time: 5 + 3 + 23 + 4 = 35 mins

Objectives: Students will be able to:

- 1) develop the right attitude to work as a team to achieve more
- 2) to use phrases and clauses in daily life
- 3) apply their learning of phrases and clauses appropriately
- 4) summarise the topic 'Phrases, sentences and clauses'

1) VC_Teamwork Wins

Like how phrases together with clauses make complete and meaningful sentences, the value content is a story about animals and birds trapped in the hunter's net using their strengths and teamwork to escape.

[VC_TRD_Teamwork Wins.pdf](#) has been provided to aid this understanding.

2) DD_Phrases, Sentences and Clauses in daily life

Write the conversation between a mother and her child on the board. Then choose students randomly to identify the underlined words as a phrase or clause.

Mother: "Hi, sweetheart. Remember, saying 'please' and 'thankyou' is kind."

Child: "Like, 'Can I have a cookie, please?'"

Mother: "Exactly! It's polite and makes people feel good."

Child: "I'll remember that mommy! Thankyou!"

Mother: "You're welcome, my love. Good manners make us wonderful friends."

Answer:

Phrases: *my love, good manners and wonderful friends.*

Clauses: *Saying 'please' and 'thankyou' is kind, Can I have a cookie, please?, It's polite, I'll remember and You're welcome.*

This will then lead to the suggested activity.

3) SA_Game Time

It is game time!

Aim: Students will be able to apply their learning of phrases and clauses in this activity.

Resources Required: One or two A4 sheet paper divided into strips with sentences written on them.

Setting for the Activity: Indoor

Type of Activity: Individual

Preparation of Activity:

- The teacher writes the sentences given below or sentences suitable for the class on an A4 sheet and cuts them into strips.
- A phrase or clause is underlined in each sentence written on each strip.
- Each student gets 1 strip of paper.
- 1 minute is given to decide the answer and another minute is given to confirm and go to the respective corner.

Role of the Teacher: Facilitator

Procedure:

- First, give the following instructions:
 - a. If the underlined portion of the sentence is a phrase, that student has to go and stand in the right-end corner of the class.
 - b. If the underlined portion of the sentence is a clause, that student has to go and stand in the left- end corner of the class.
 - c. There should be no discussion or talking while doing this activity.
 - d. Once you decide and stand in one corner, you cannot change your mind and go to the other corner.

Observation:

The teacher observes that students have applied their learning and identified phrases and clauses correctly.

Conclusion: Students will apply their learning appropriately.

Follow-up activity:

- Read out the answers to see if all students identified the underlined portion correctly. If there is an error, the sentence can be discussed in class.
- Those sentences may be written on the board, and students can come up with the answer.

Precautions:

- Move a few tables and chairs in the front to make space for students to stand.
- Running to the corner should be done in a disciplined manner.

Troubleshooting:

- Running around the classroom and shouting should be controlled.

Suggested sentences

1. I finished my homework one hour ago.
2. Maya likes to dance to Hindi songs.
3. The Sun is shining brightly today.
4. The old woman is sitting near the river.
5. He is a poor man but very honest.
6. The girl in the blue dress is my sister.
7. I never keep anything under the table.
8. Aditya woke up early in the morning.
9. Rani plays basketball after school.
10. I haven't spoken to Raju for a while.
11. The teacher walked quickly to the classroom.
12. All the children stood up when the principal came.
13. The cat is sleeping in the sun.
14. I will call you when I reach home.
15. Please throw the plastic bottle in the bin.
16. We should not all speak at the same time.
17. Geethan sat down for a while.
18. All of a sudden, Jaya screamed.
19. The apple fell off the tree and rolled down.
20. In the afternoon, it rained heavily.

Draw the GOs given below on the blackboard to summarise 'Phrases, Sentences and Clauses'.

Phrase	Clause	Sentence
<ul style="list-style-type: none"> • A group of words that does not have a subject or verb. • It makes some sense. 	<ul style="list-style-type: none"> • A group of words that has a subject and a verb. • It makes complete sense on its own. 	<p>A phrase and a clause can join to make a meaningful sentence.</p>

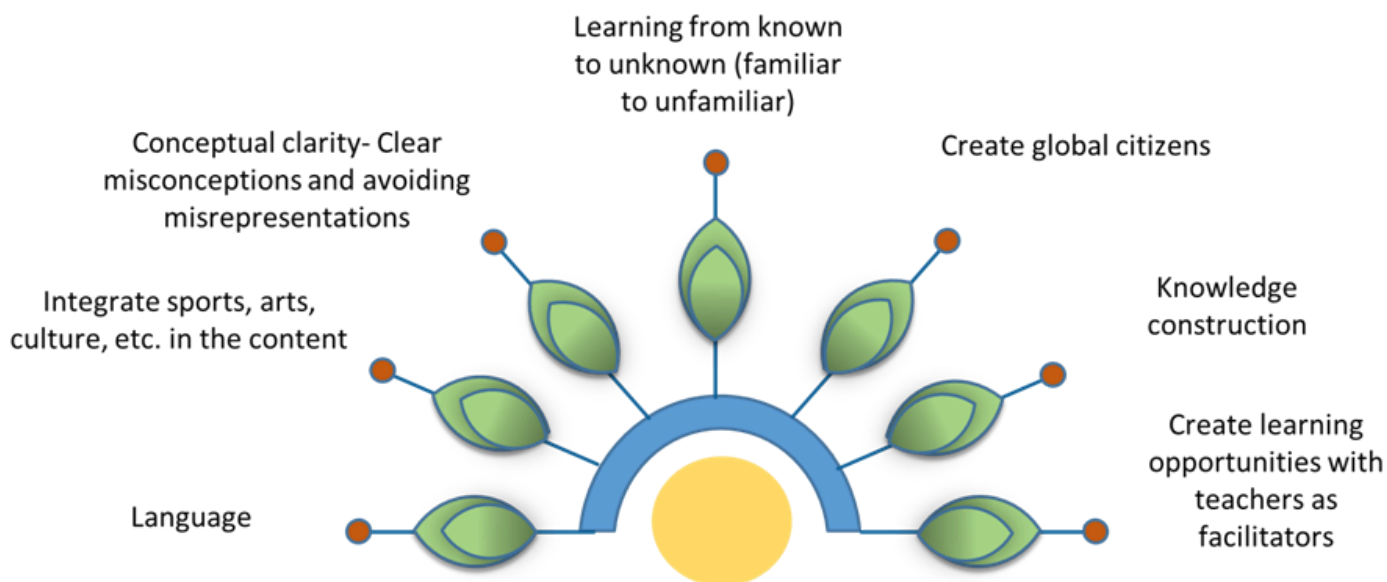
LESSON PLAN DESIGN

You would have noticed that the lesson plan 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
- ★ 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	Sentences	Complex Sentences Compound Sentences

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.