Master Lesson Plan

for

Conjunctions in pairs - correlative

Board	Standard	Subject	Chapter	Language	Creation date
TNSSE	STD V	English	Conjunctions in pairs - correlative	English	06-10-2023 09:42:20

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

Main Script
Make concepts simple
and easy to understand

MS

Value Content
Integrate Human Values
seamlessly into
curriculum

VC

Inquisitive Questions
Use questions as means to
promote curiosity and critical
thinking

IQ

Suggested Activity
Promote learning by
doing

SA

Day to Day Relevance
Help children understand
practical relevance of every
topic

DD

Classroom

Questions to Assess
Make assessment
interactive and effective

QA

Interesting Asides
Satisfy children's hunger to
know more

IA

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_Conjunctions in pairs-Correlative

[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 'Conjunctions in pairs- Correlative' 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: Students are expected to acquire a varied range of vocabulary and understand increased complexity of sentence structures both in reading and writing.

Learning Outcome: The learner uses suitable Correlative Conjunctions in oral and written forms.

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Topics in this Chapter

Total Time: 70 minutes, 2 periods

- The form and structure of Correlative conjunctions.
- Commonly used Correlative Conjunctions.
- Connecting Correlative Conjunctions to the value of teamwork.
- Activity for better understanding.
- Exercise for reinforcement and summarization.

[Notes to teacher: The chapter on Conjunctions in pairs- Correlative 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.]*

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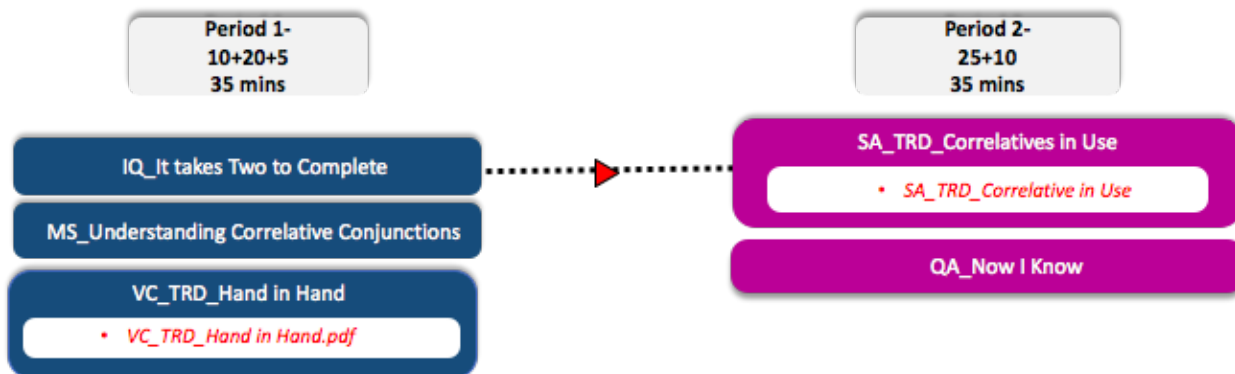
*[**Notes to the teacher:** Here is the MLP at a glance for a quick reference.]*

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PERIOD 1
Topics: Introduction to Correlative Conjunctions, Structure and use of correlative conjunctions, Value of teamwork
Time: 5 + 25 + 5 = 35
Asset Types: Inquisitive Questions, Interesting Aside, Main Script, Value Content
Objectives: Students will be able to:
1) **connect** the analogy to correlative conjunctions
2) **identify** the use of various Correlative conjunctions
3) **understand** the value of teamwork

1) IQ_It Takes Two to Complete

Begin the class with a simple talk about how the day and night are equally important to complete a 24 hour cycle. Use probing questions, like the ones given as samples below.

- Is it possible to have a 24 hour cycle without either the day or the night? (no)
- Both have an equal responsibility in completing the cycle. Isn't it? (yes)

Make students connect and come up with similar examples of things that co-exist in pairs. Wait for their responses (keep the focus on thinking out of the box and encourage maximum participation) and then probe them to notice some coexisting pairs in nature and around us.

- Can a plant survive with only the root or the shoot? (no)
- Which one is responsible for the plant's growth- the root or the shoot? (both are equally responsible)
- Will the coin be of any use with only one side? (no)
- Which side of the coin, do you think, is more important? (both sides are equally important)

Such pairs, which always work together with equal responsibilities, to achieve a goal are known as 'Tag Team Partners'.

Now, use the analogy of 'Tag Team' partners and connect to the use of **Correlative Conjunctions**, which are always used in pairs and connect two words or ideas of equal importance in a sentence.
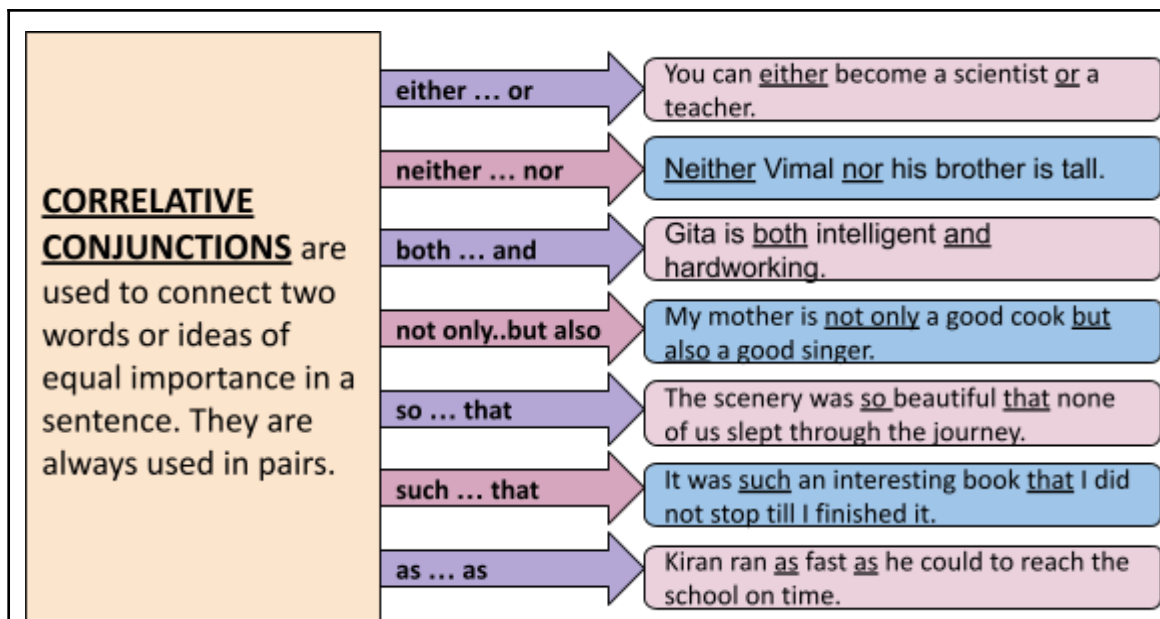
Example- either-or, neither-nor, not only - but also.

CO- Together

RELATE- Connect one part to another

CORRELATIVE CONJUNCTIONS
Connect two words or ideas (of equal importance) in a sentence.
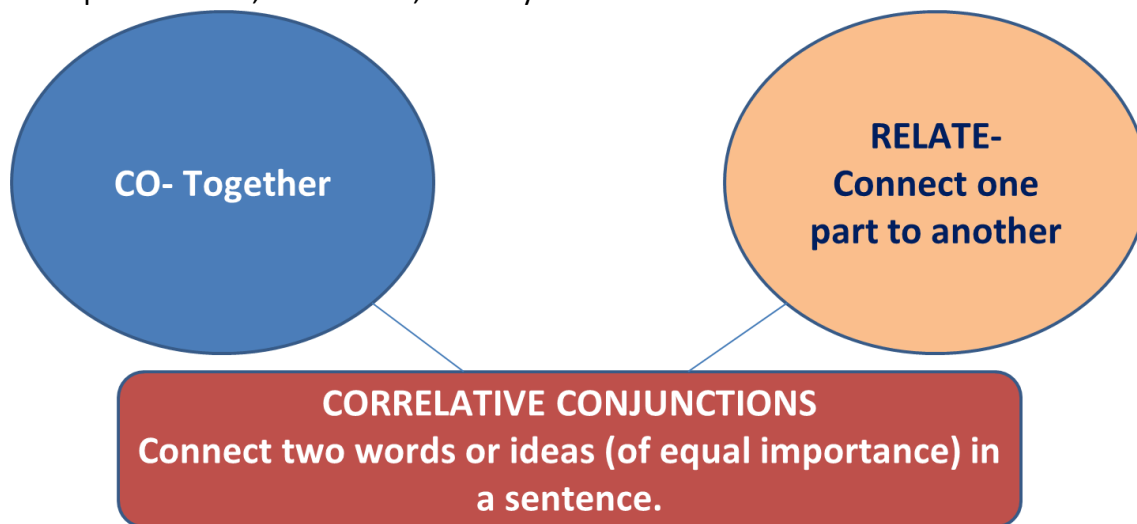
2) MS_Understanding Correlative Conjunctions

Hold on to the analogy of 'Tag Team' partners and guide the students' observations to the use of various correlative conjunctions.

Present the GO on the board for clarity.

CORRELATIVE CONJUNCTIONS are used to connect two words or ideas of equal importance in a sentence. They are always used in pairs.	either … or	You can <u>either</u> become a scientist <u>or</u> a teacher.
	neither … nor	<u>Neither</u> Vimal <u>nor</u> his brother is tall.
	both … and	Gita is <u>both</u> intelligent <u>and</u> hardworking.
	not only..but also	My mother is <u>not only</u> a good cook <u>but also</u> a good singer.
	so … that	The scenery was <u>so</u> beautiful <u>that</u> none of us slept through the journey.
	such … that	It was <u>such</u> an interesting book <u>that</u> I did not stop till I finished it.
	as … as	Kiran ran <u>as</u> fast <u>as</u> he could to reach the school on time.

Add more examples to suit the students' understanding.

<u>As a follow up activity</u> ask the students to find five sentences from the textbook where correlative conjunctions have been used.

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3) VC_TRD_Hand in hand

Take the concept of working together to complete a sentence as the Correlative Conjunctions do, to real life where we need to work as a team.

VC_TRD_Hand in Hand.pdf has been provided to aid this understanding.

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PERIOD 2
Topic: Activity to understand the use of Correlative Conjunctions, Exercise to reinforce and summarize
Time: 25 + 10 = 35
Asset Types: Suggested Activity, Questions to assess
Objectives: Students will be able to:
1) **use** Correlative Conjunctions in their communications
2) **apply** their knowledge of Correlative Conjunctions to make meaningful sentences

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4) SA_TRD_Correlatives in use

This activity uses an **interdisciplinary approach** to help students use Correlative Conjunctions in a play way method. Alongside, hinting at the **day to day relevance** of Correlative Conjunctions.

SA_TRD_Correlatives in use.pdf has all the details regarding the planning and conduct of the activity.

Display some of the posters in the class and some in the corridor bulletin boards.

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5) QA_Now I know

Begin with a note of appreciation for the good work done in preparing the posters.

Now present the following exercise on the board.

COMPLETE THE FOLLOWING SENTENCES-
1. The weather was not only hot _____
2. We can either have ice cream _____
3. She sang so beautifully _____
4. Seema is neither interested in games_____
5. Our school has such a good hockey team_____
6. The movie was both interesting _____
7. I will come home as soon _____

Sample answers
1. The weather was <u>not only</u> hot <u>but also</u> humid.
2. We can <u>either</u> have ice cream <u>or</u> jalebi for dessert.
3. She sang <u>so</u> beautifully <u>that</u> everyone clapped loudly.
4. Seema is <u>neither</u> interested in games <u>nor</u> in music.
5. Our school has <u>such</u> a good hockey team <u>that</u> we are sure to win the match.
6. The movie was <u>both</u> interesting <u>and</u> funny.
7. I will come home <u>as</u> soon <u>as</u> I finish my work.

Call out students randomly to complete the sentences.
Ensure that they complete the sentence using the other part of the relevant correlative conjunction.
Make them list out the Correlative Conjunctions used.
Recapitulate and summarize with the following points-
❖ Correlative Conjunctions are used to relate two words or ideas with equal importance in a sentence.
❖ They are always used in pairs.
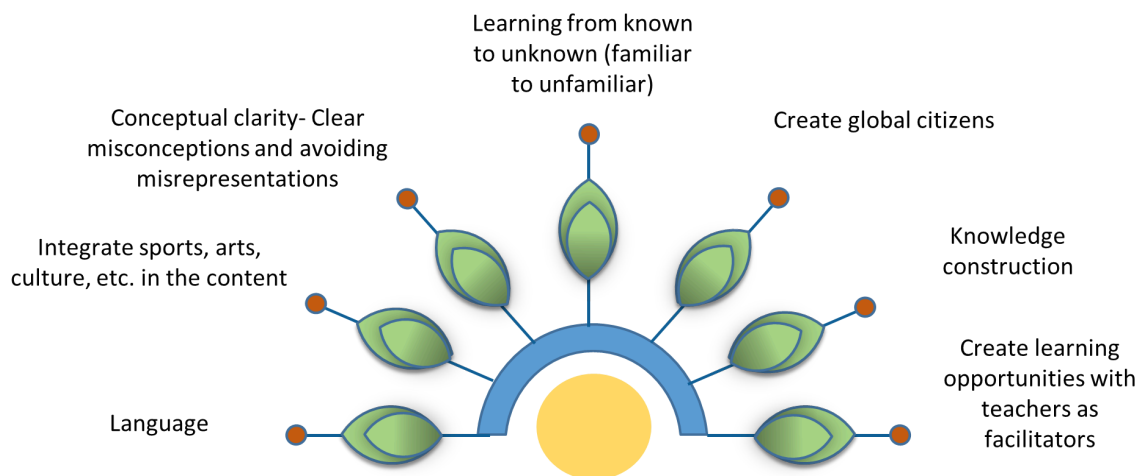❖ 'Tag team' partners is an easy to remember analogy about Correlative Conjunctions.

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LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for:
★ knowledge construction from known to unknown
★ value based connect to the topic
★ activity based, collaborative learning
★ interdisciplinary approach
★ relevance and connection of the topic to the real world

Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in separate folders.

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Salient recommendations of NEP

Learning from known to unknown (familiar to unfamiliar)

Conceptual clarity- Clear misconceptions and avoiding misrepresentations

Create global citizens

Integrate sports, arts, culture, etc. in the content

Knowledge construction

Language

Create learning opportunities with teachers as facilitators

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	Conjunctions	Conjunctions

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 nth 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) 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.