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Master Lesson Plan

for

Prepositions - Measure & Possession

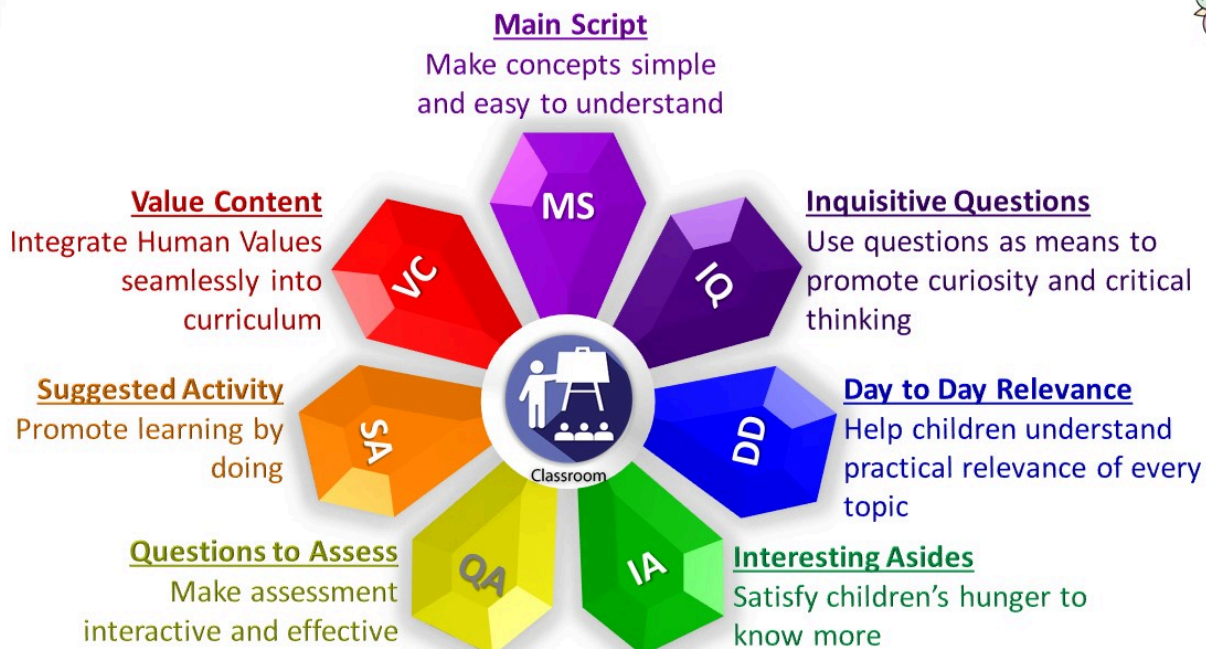
Board	Standard	Subject	Chapter	Language	Creation date
TELANGAN A	STD V	English	Prepositions - Measure & Possession	English	07-11-2023 23:37:55

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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_Prepositions-Measure and Possession

[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 'Prepositions-Measure and Possession' 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 : Attain basic proficiency, like developing the ability to express one's thoughts orally and in writing in a meaningful way in the English language.

Learning Outcome: Students are able to use prepositions of measure and possession in grammatically correct, meaningful sentences in oral and written forms in English.

Total time to transact MLP: 70 minutes, 2 periods

Topics in this Chapter : Prepositions -Measure and Possession

- Introduction to Prepositions-Measure and Possession.
- Recall earlier learning.
- Structure and definition of prepositions- measure and possession.
- Connecting the topic to the value of sharing.
- Activity for better understanding.
- Exercise for reinforcement and summarization.

[Notes to the teacher: *The chapter on prepositions-measure and possession - has been broken down into these subtopics. Ideas and strategies on how the topics 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.*

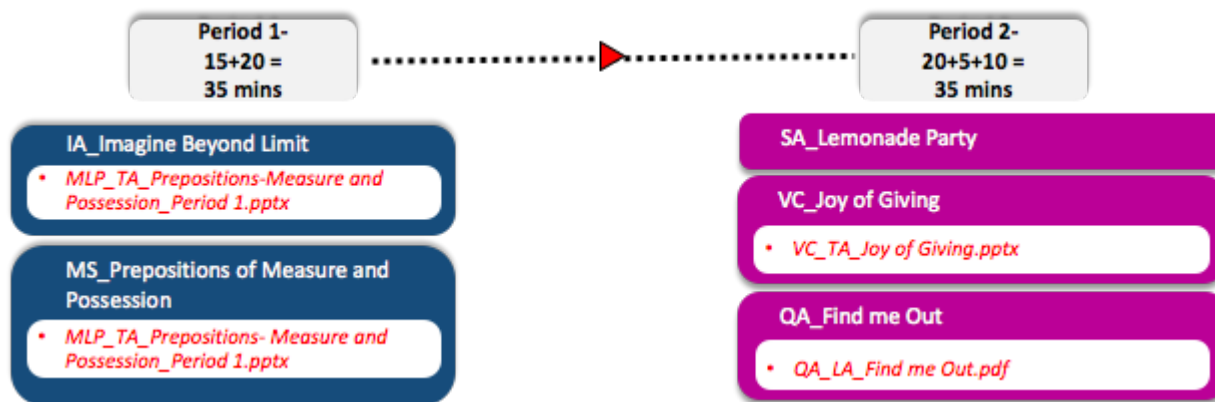
*This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**. An additional one or two periods may be used, if required.]*

Lesson Plan Flow

Period 1: 15 +20=35 mins

Period 2: 20+5+10=35 mins

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



PERIOD 1

Topic: Imagine beyond limit, Prepositions of Measure and Possession

Time: 15 + 20 = 35 mins

Asset Types: Interesting Aside + Inquisitive Questions , Main Script

Objective: Students will be able to

1. apply prepositions of measure and possession while speaking and writing.
2. apply their previous knowledge to the present topic.
3. classify prepositions-measure and possession

1) IA_TA_ Imagination Beyond Limit

Use the teaching aid [MLP_TA_Prepositions-Measure and Possession_Period 1.pptx](#)

[Notes to the teacher: This asset provides scope for assessment and learning. Through guided observation, help the students notice the use of prepositions to indicate measure and possession. Build on their earlier learning and introduce the new concepts. (Assess their observations and include more examples or exercises for clarity.)



The launch was scheduled for July 14, 2023, at 14.35 hrs IST from Sriharikota. Along with several men scientists, the project was handled by 54 women scientists. The rocket could hold up to 27,000 kg of fuel, in liquid and solid form. Chandrayaan travelled at a speed of 1.68 km per second for 40 days to land on the moon, where the temperature could go below -230 degree centigrade. India became the first country to land on the south pole of the moon.

Begin with an introduction about how India successfully launched Chandrayaan 3. The teaching aid [MLP_TA_Prepositions-Measure and Possession_Period 1.pptx](#) has been provided for clarity.

Use slide 2 and allow students to read the fascinating facts about Chandrayaan 3.

In the absence of an AV facility, present the information given above on the board.

Now ask the students to identify the prepositions and their kind- the ones which have been taught earlier. (in, on, between, to- prepositions of place).

Use [slide 3](#) of [MLP_TA_Prepositions-Measure and Possession_Period 1.pptx](#). and guide them to notice the use of different prepositions to indicate measurements and possession through probing questions.

- What does up to 27,000 kg mean?- the maximum capacity is 27,000 kg.
- Which words tell you that it is very cold on the moon?- below -230 degrees.
- What does the solid form of fuel mean?- the fuel is in solid form.
- Handled by women, what does by indicate? - women did the work.

Introduce prepositions which have been used to indicate measure and possession.

Measure- at, for, up to, below, of, per are shown in blue.

Possession- from, by, with, of, to are shown in red.

(Interdisciplinary approach has been used here.)

IA merged with IQ to flow seamlessly into MS

2) MS_ Preposition of Measure and Possession

[Notes to the teacher: This asset flows down from the IA/IQ asset where the students get a basic understanding of the concept. With the aim of assessment as learning, try to develop the GO with the students' inputs. Add more examples based on your observations of students' understanding.]

Use [slide 4](#) of [MLP_TA_Prepositions-Measure and Possession_Period 1.pptx](#) or present the GO on the board to explain the definition of the prepositions of measure and possession with suitable examples.

Examples:

We reached the station **by** 2 pm.

There are **about** 20 apples in the box.

The tank was **almost** full.

The box weighed **over** 50 kgs.

Prepositions of measure are used to indicate any measure – quantity, weight, number, distance, speed, etc.

Prepositions

Prepositions of possession are used to express the connection of something to a person, animal or thing.

Examples:

I bought some fruits **for** my uncle.

This book is written **by** Ruskin Bond.

Please give the keys **to** my brother.

He has just returned **from** school.

Now, highlight the fact that some of these prepositions are used as other kinds as well.

Examples:

- Their performance is above average- preposition of measure.
- The books are kept above the register- preposition of place.
- We have to return by 8 pm- preposition of measure.
- We go to school by bus- preposition of possession.
- These flowers are for my aunt . Preposition of possession.
- I paid Rs. 100 for this book. Preposition of measure.

The kind of preposition is known by the context where it is used.

Guide the students to pick out more examples of prepositions of measure and possession from the textbook for concept clarity.

PERIOD 2:

Topic : Lemonade party, Joy of giving, Find me out

Time: 20+5+10=35 mins

Asset Types: SA,VC and QA

Objective: Students will be able to

- 1) relate to the practical use of the topic through an activity
- 2) appreciate the value of giving through a song
- 3) answer the exercises given in the worksheet

1) SA_Lemonade Party

[Note to the teacher: This asset is aimed at experiential or collaborative learning through the activity. Introduce the activity (a lemonade or lemon juice party) and tickle their interest by explaining the goodness of lemonade especially in the summer. Each mother has her own way of preparing lemonade by adding. Instruct the students to observe their mothers making lemonade and bring the required ingredients to the class.]

Choose a day for the activity,

Divide the class into groups of 4 for the activity.

Guide the students to write the recipe using the prepositions of measure and possession.

Inform the helpers in the school to be present in the classroom 5 mins before the class gets over.]

Aim: Children learn the use of prepositions of measure and possession through an activity.

Materials required:

- ★ Lemon - 1 per student
- ★ A bottle of water
- ★ Jar - 1
- ★ Glass - 2 each
- ★ Lemon squeezer
- ★ Spoon -1
- ★ Newspaper to spread on the table or floor
- ★ Sugar,salt,jeera power,chaat masala, or mint leaves (according to their mother's recipe))

Procedure:

- ★ Seat the students in the groups as decided.
- ★ Allow them 10 minutes to prepare the lemonade.
- ★ Ask them to present their glass of lemonade on the table.
- ★ Make them clear the mess and clean up.
- ★ Let them write the recipe (group wise) of the lemonade they have just made and highlight the prepositions of measure and possession.
- ★ Call students at random to read out the recipe.
- ★ If time runs out, display the recipes on the classroom and corridor bulletin boards.
- ★ Share the lemonade with friends and helpers.

Observation : The students are able to use prepositions of measure and possession in their communication.

Conclusion: Students not only observed the prepositions of measure and possession but also learnt 'the joy of sharing'.

Precautions: Bring a knife and cut the lemons to avoid injury.

Troubleshooting: In case of an unforeseen situation due to which the activity cannot be done in the decided period, arrange to conduct it on the same day during a lighter period (PE or Art)

Sample recipe:

Cut the lemon **into** two halves.

Remove the seeds **with** the help **of** the spoon

Squeeze the lemon **into** the jar.

Add 1 big spoon **of** sugar and a pinch **of** salt.

Mix well **until** the sugar dissolves.

Add the special ingredient according **to** taste.

(jeera/chat masala/honey/mint leaves)

Pour two glasses **of** water **over** the concentrated syrup and stir well using a spoon.

Taste **to** ensure perfection.

Pour **into** the glasses and garnish **with** two mint leaves.

The tasty lemonade made **with** love is ready **to** serve.

(Blue - Prepositions of measure, Red - Prepositions of possession)

DD_Lemonade Party

[Notes to the teacher: Draw the students' attention to how prepositions of measure and possession are used in our daily communication. Encourage students to come up with more real life contexts where prepositions of measure and possession are used.]

Examples:

Prepositions of Measure

The train travels at the speed of 110 kilometers **per** hour.

The athletes were given a bowl of fruits **each** for breakfast.

Prepositions of possessions

Puris are made **of** wheat flour.

I gave some books **to** my friend.

2) VC_TA_Joy of Giving

Brief Description (Objective): The students will be able to internalize the importance of giving and sharing their possessions.

The teaching aid [VC_TA_Joy of Giving.pptx](#) has been provided for clarity.

In the absence of an AV facility, present the material given below, orally.

Concept-Value Connection:

- Prepositions help us to understand the relationships that words have with each other in a sentence. Prepositions of possession indicate ownership or a relationship between two entities in a

sentence whereas prepositions of measure indicate quantity.

- In life, our possessions can bring joy not only to ourselves but also to others when we give or share them with others. We can spread love and kindness by giving or helping others as much as we can.

Activity: Song

Notes to the teacher:

- Play the song in the presentation and sing along, or recite the song in class and make the students repeat it.
- Follow up with the questions given below.
- As an extension of this activity, encourage the students to make simple thank you cards for the helpers at school.
- Highlight the SA_Lemonade party, where the lemonade was shared with the helpers in the school.

Song Lyrics:

GIVE A LITTLE BIT OF LOVE EVERYDAY

Give a little bit of love every day,
Then the sun will come your way.
If we learn how to give,
This is how we should live,
Give a little bit of love every day.

Give a little bit of kindness every day,
Then a smile will come your way.
If we learn how to give, this is how we should live.
Give a little bit of kindness every day.

Source:

https://archive.sssmediacentre.org/journals/vol_13/01JUN15/Sai-Stree-Shakti-The-Journey-of-Mrs-An-gela-Lorraine-Burrows-audio.htm

Audio link: <http://sssbpt.org/audio/EHV/Track28.mp3>

Questions for discussion:

1. Why is the act of giving and sharing important?

Probable Answers:

The act of giving

- makes us feel happy and good about ourselves.
- helps us to understand and care about the needs of others.
- promotes kindness and compassion towards others.
- makes us appreciate what we have.
- helps build stronger relationships with friends, family, and community.

2. How can we show love and kindness towards others?

Probable Answers:

- Donating used clothes, toys, or books in good condition to homes for children or to those who are in need.
- Celebrating birthdays, festivals, and special occasions with the less privileged by distributing food or other essential items.
- Making a nice drawing or card for someone.

- Being friendly with all and listening when others talk.

3. Have you shown any of these acts of kindness in your everyday activities?
(Open question. Encourage maximum participation)

Take-home Messages:

Even small gestures of love and kindness can make a difference to someone.
Be the reason for someone to smile and feel happy.

3) QA_LA_Find me Out

[Notes to the teacher: This asset provides scope for assessment of learning and thereby helps to gauge the students' understanding. Summarization and revision could be based on the observations made.]

Use the worksheet given as a learning aid, [QA_LA_Find me Out.pdf](#) to reinforce the students' understanding of prepositions of measure and possession.
Use the exercises as homework or for revision.

I. Fill in the blanks by choosing the suitable preposition from the box. (Some prepositions could be repeated)

by	with	of	to	at	in	per
----	------	----	----	----	----	-----

1. New Delhi is the capital _____ India.
2. The boy _____ the blue bag is my friend.
3. These flowers were given _____ our teacher for Thanksgiving.
4. Simran won the match against Latha _____ 10 points.
5. The bank charges an interest rate of 8 percent _____ annum.
6. My mother bought a bunch _____ grapes today.
7. This book belongs _____ Kiran.
8. I added Maida, sugar and butter _____ a mixing bowl.
9. My father had soup _____ salt and pepper.
10. The train reached the station _____ 5 O'clock.

II. State the kind of Preposition (Measure or Possession) of the underlined words.

1. The cake was baked in a rectangular pan. _____
2. My father drove the car at a speed of 100 kms per hour. _____
3. I cleaned the floor with a mop. _____
4. Shekhar bought a car for his family. _____
5. The girl with a black bag was waiting for you. _____
6. It was very late by the time we came home. _____
7. This book belongs to our school library. _____
8. The match will begin at 5 p.m. _____
9. She drank a glass of water after dancing. _____
10. There were over 25 members in our team. _____

Answer key

1. of
2. with
3. to
4. by
5. per
6. of
7. to
8. in
9. with
10. by

II. Prepositions of Measure:

1. The cake was baked in a rectangular pan.
2. My father drove the car at a speed of 100 kms per hour
6. It was very late by the time we came home.
8. The match will begin at 5 p.m.
9. She drank a glass of water after dancing.

Prepositions of Possession:

3. I cleaned the floor with a mop.
4. Shekhar bought a car for his family.
5. The girl with the black hat was waiting for you.
7. This book belongs to our school library.
10. There were over 25 members in our team.

Conclude the class with a quick synopsis to reinforce and summarize the concept.

- Prepositions of measure are used to indicate any measure- quantity, weight, number, distance, speed, etc.
- Prepositions of possession are used to express the connection of something to a person, animal or thing.
- The kind of preposition is identified by the context it is used in..

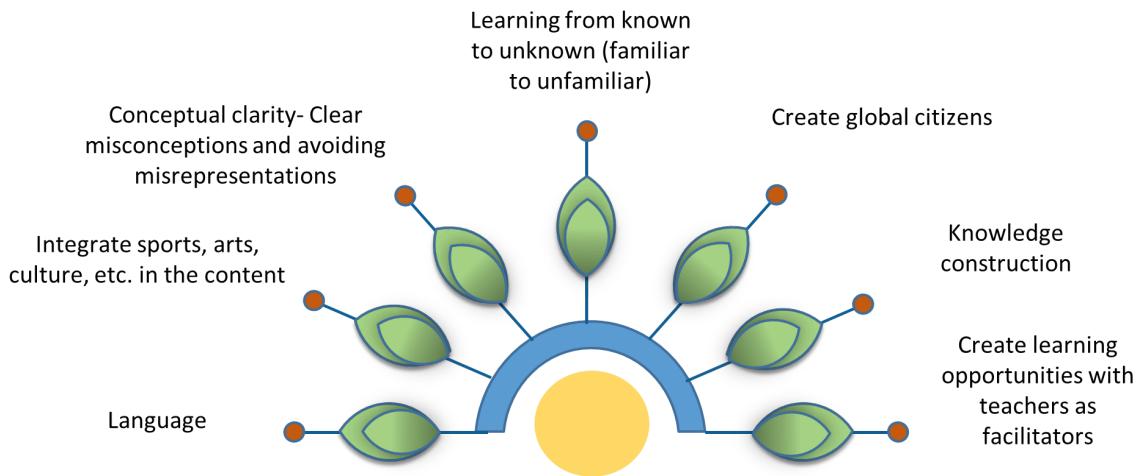
LESSON PLAN DESIGN

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

- ★ activity based learning
- ★ interdisciplinary approach
- ★ experiential and collaborative learning
- ★ guided discovery
- ★ 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 separate folders.

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	Prepositions	Prepositions of Measure Prepositions of Possession

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.