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Master Lesson Plan

for

Adverbs - Comparative and Interrogative

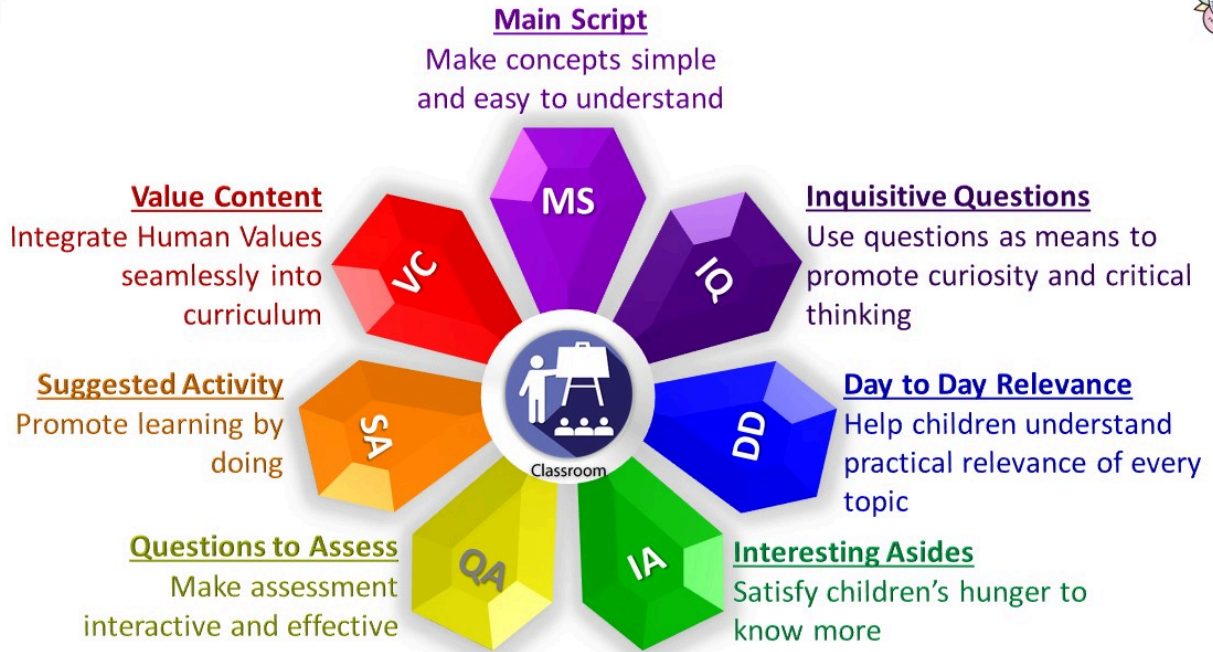
Board	Standard	Subject	Chapter	Language	Creation date
TELANGAN A	STD V	English	Adverbs - Comparative and Interrogative	English	17-10-2023 04:44:26

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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_Adverbs-comparative and interrogative

[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 'Adverbs-Comparative and Interrogative' for grade 5.

This ideation module for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by CBSE.

Curricular Expectations: Students will go through an integrated development of English language skills, including speaking, reading, writing and listening.

Learning Outcome: Students will be able to use the comparative and interrogative adverbs to make meaningful, grammatically correct sentences, both in oral and written forms.

Total Time to transact MLP : 70 minutes, 2 periods

Topics in this Chapter :

- Notice the use of Adverbs- Comparative and Interrogative through an activity about the Mauryan rulers.
- Probe to understand the use of Adverbs for comparison and questioning.
- Value connect to the topic using role play.
- The definition and usage of Adverbs - Comparative and Interrogative.
- Highlight the practical usage of Adverbs - Comparative and Interrogative - with an interesting audio clip.
- Reinforce the concept with suitable exercises.

[Notes to teacher: The chapter on Adverbs - Comparative and Interrogative 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.]

Lesson Plan Flow



SA_LA_Comparing The Mauryas
SA_LA_Comparing The Mauryas.pdf

MS_Awesome Adverbs

IQ_Looking for new Adverbs

IA_TA_Working untiringly pays.
IA_TA_Working untiringly pays. mp3

VC_TRD_One day at a time
VC_TRD_One day at a time.pdf

QA_Choose the best

PERIOD 1

Topic : Comparing the Mauryas, Looking for new Adverbs, One day at a time

Time : 15 + 10 + 10 = 35

Asset Types: Suggested Activity, Inquisitive Questions, Value Content

Objective: Students will be able to

- 1) **Notice** the use of Adverbs for comparison and questioning.
- 2) **Discover** the use of adverbs for comparison and questioning.
- 3) **Appreciate** that comparison with one's own self is the best way to improve one's skills.

1) SA_LA_Comparing the Mauryas

{Notes to the teacher: The activity has been provided to aid assessment for learning. The questionnaire given in the worksheet will promote collaborative and experiential learning. The passage in the worksheet uses the interdisciplinary approach to create interest and curiosity.}

PROCEDURE

- Divide the class and seat them in groups of four.
- Distribute the worksheet provided in [SA_LA_Comparing the Mauryas.pdf](#) (copies to be made in advance.- one per group)
- Allow 10 minutes to complete the task.
- Facilitate and help (if required) in comprehending the passage.
- Observe the students’ understanding and participation while the activity is in progress.
- Fill in the rubrics provided based on the observations made.

ROLE OF THE TEACHER: Observer and facilitator

THE GREAT MAURYANS- CHANDRAGUPTA AND EMPEROR ASHOKA

Chandragupta Maurya became king after defeating the Nandas successfully at the young age of 19. Can you guess why the people of his kingdom were extremely happy with his rule? Simply because when famine struck, he would come forward to give away food most willingly before anyone else.

His grandson, Emperor Ashoka, was more interested in architecture than Chandragupta Maurya. The Ashoka pillar with the four lions is the national emblem of India. But how did he change suddenly? After his victory in the war of Kalinga, Emperor Ashoka saw bloodshed all around and became sad. This changed him totally, and he gave up violence completely.

While Chandragupta Maurya was more involved in war and conquests, Ashoka fully practiced nonviolence. But when it came to people’s welfare, both were equally concerned.

Answer the questions given below based on the passage:

S.no.	Questions	Sample Answers
1.	What is the above passage about?	About Chandragupta Maurya and Emperor Ashoka.
2.	Are the two rulers being compared? Yes / No	Yes
3.	Which part of speech do the underlined words show? Verb / Noun / Adverb	Adverb
4.	When are words like ‘more’ and ‘most’ used?	While comparing
5.	When are words like ‘how’ and ‘why’ used?	While questioning
6.	Which words in the passage show degrees of comparison? Are they Adverbs? Yes / No	extremely, more, most, totally, completely, fully, equally. Yes
7.	Which words in the passage show questioning? Are they Adverbs? Yes / No	How and why. Yes
8.	What is your understanding about the underlined words in the passage?	They are Adverbs.
9.	What is the role/function of these words in the passage?	They have been used for comparing and questioning.
10.	Try to define Adverbs as used in the above passage.	Adverbs are words that are used for comparing and questioning with reference to verbs.

OBSERVATIONS TO BE MADE BY THE TEACHER WHILE FACILITATING THE ACTIVITY

Sl.no.	Question	Observation of groups ☑	A	B	C	D
1.	Were the students able to comprehend the passage?	All could/Only a few/None				
2.	Were the students able to notice the use of Adverbs in the passage?	All could/Only a few/None				
3.	Were the students able to connect to the role of Adverbs in the passage? (as degrees of comparison and questioning)	All could/ Only a few/None				
4.	Were all the students in the group participating?	All / A few				
5.	Which question did the students find difficult to answer?	Q. no.				

INFERENCE / CONCLUSION:

Based on the questions where the answers are - 'only a few' or 'none' in the rubrics, emphasize those areas of the concept for clarity while transacting the Main Script with more examples and exercises.
{Notes to the teacher: The rubrics to be used only to understand the understanding of the students. The answer to a few questions may be 'none'.}

<< Type suggestions/content >>

2) IQ_Looking for New Adverbs

{Notes to the teacher: This asset continues to provide scope for assessment and learning. The probing questions posed will create curiosity to discover the use of Adverbs for Comparison and Questioning.}

Begin by asking about their knowledge of the Mauryan rulers. (The history lessons have dealt with this topic) Now, based on the inference from the rubrics, use probing questions to draw the students' attention to the use of Adverbs for comparison and interrogation.

How can we use adverbs to compare?

He runs fast. He runs faster than his friend. He runs the fastest.

She sings melodiously. She sings more melodiously than she used to as a child. She sings most melodiously when she sings for concerts.

(Ask students to identify the adverbs that have been used for comparison.)

What are adverbs of interrogation?

How did you reach the shop before it closed?

Where did you find this book?

(Ask students to identify the adverbs that have been used for questioning.)

There could be confusion regarding the use of some adverbs of comparison being used as adjectives of comparison as well.

Examples:

He is taller than his brother. Adjective of comparison

The boy grew taller than his brother. Adverb of comparison

Help the students understand the difference between the two and observe if the comparison is for the noun or the verb to decide whether it is an adjective or adverb.

Now guide the students to highlight the adverbs used for comparison and questioning in the questionnaire given in the SA.

VC_TRD_One day at a time

{Notes to the teacher: This asset connects the topic to the value of keeping a positive attitude while working towards a goal. The role play given in the Teacher's Resource Document can be presented in the school assembly or at any school function, thereby taking the topic to the campus domain. The interdisciplinary approach used here will make the asset more interesting.}

Comparing ourselves with others is necessary to grow, while too much of it leads to low self-esteem. To focus on the goal to be achieved, it is best to self-compare and self-evaluate.

Use the resource material provided in [VC_TRD_One day at a time.pdf](#) to highlight this value.

PERIOD 2

Topic : Awesome Adverbs, Working Untiringly Pays, Choose the best

Time : 15 + 10 + 10 = 35 mins

Asset Types: Main Script, Interesting Aside, Questions to Assess + Day to day relevance

Objective: Students will be able to

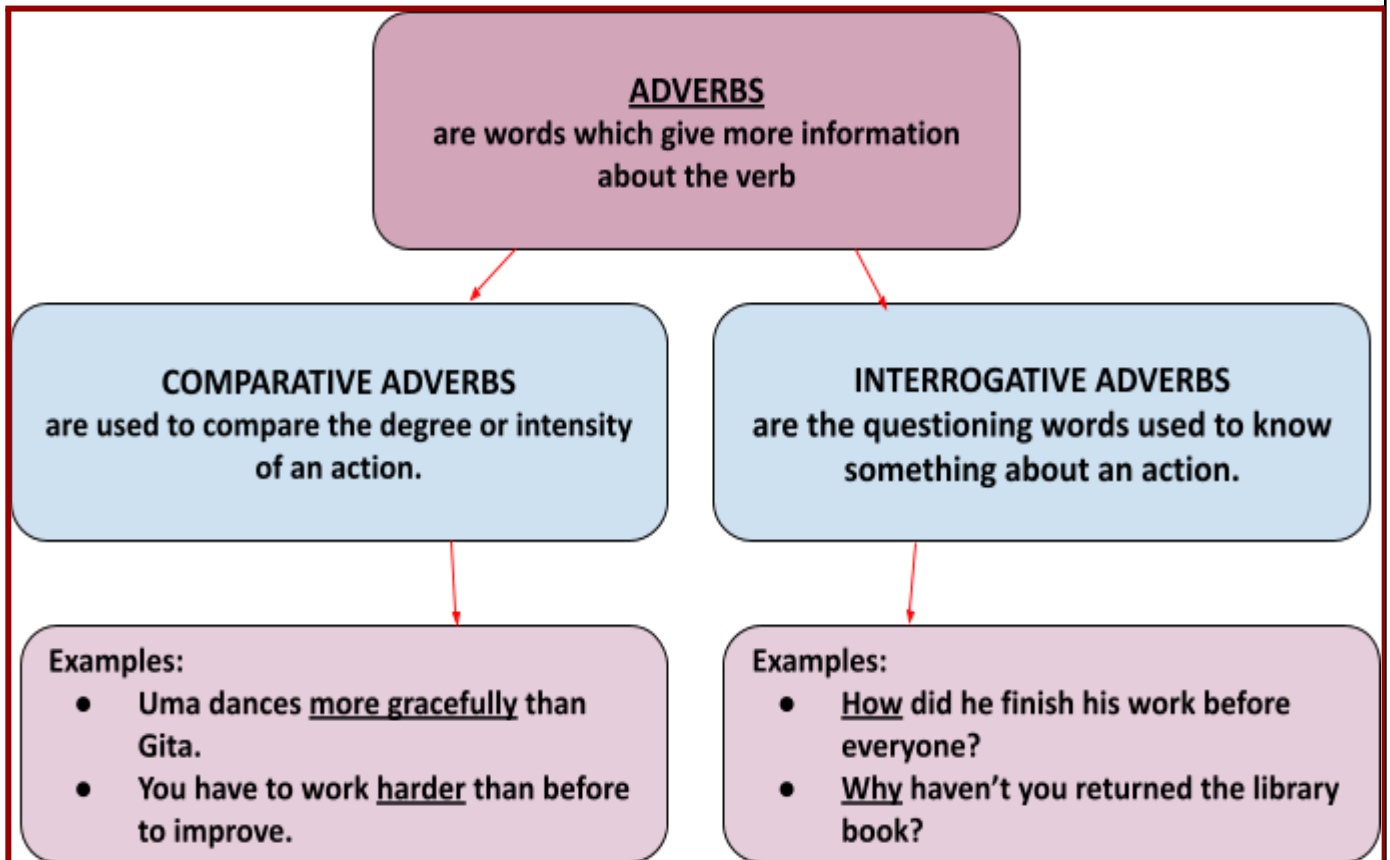
- 1) **Explain** the Comparative and Interrogative Adverbs
- 2) **Take Delight** in knowing about Praggnananda's feat
- 3) **Choose** the right adverbs in the given exercises

1) MS_Awesome Adverbs

{Notes to the teacher: This asset is aimed at assessment as learning through guided discovery.}

Help the students to develop a GO on the board thereby summarizing their understanding of Adverbs- Comparative and Interrogative.

A sample of the GO is given below.



1. Words with single syllable-take er and est to express the degree of comparison.
1. Words with 2 or more syllables use more and most to express the degree of comparison.

IA_TA_Working Untiringly Pays

{Notes to the Teacher: This asset aims to promote the students' listening skills.

The audio clip provided in the teaching aid [IA_TA_Working untiringly pays.mp3](#) will play the passage twice. During the first reading, allow the students to enjoy the chess champion's story. During the second reading, emphasize the need to observe the use of comparative and interrogative adverbs.}

This story of the chess sensation Master Praggnanandhaa is something every child loves to read **most willingly**. Can you guess **when** he developed an interest in chess? He was just 3 years old when his parents saw him observe his sister Vaishali playing chess **very keenly**. He learned the moves of the game **very quickly**, and by the time he was four he could play **much better** than anyone of his age. His parents encouraged him **wholeheartedly** and enrolled him in coaching classes. As he grew up, he started playing **amazingly well**. At school, his teachers supported him **completely**, but Praggnananda never wanted to be treated **any differently** from his peers. **How** he managed his academics and the game is everyone's question. But he says, **most humbly**, that his interest in the game motivates him to work hard. This is **probably the** reason for him winning the runner-up title at the World Chess Championship Meet at the age of eighteen.

Follow up with a few questions

- Did you notice the use of comparative and interrogative adverbs?
- Which one did you find? (Ask students, at random, to pick out at least one adverb noticed by them)
- Encourage the students to learn more about this young achiever.

QA_Choose the Best

{Notes to the teacher: This asset has been provided as an assessment of learning to gauge and reinforce students' understanding of the concept.}

Begin with a synopsis of the topic.

Write out the following sentences on the board (as many as possible) and select students at random to answer.

1. Our school won the football match because we were able to score goals _____ than the other team. (faster, quickly, fastest)
2. My sister can cook _____ than her friends. (good, better, best)
3. The tree that we planted has grown _____ than we expected. (tallest, taller, more tall)
4. Rekha spoke _____ than the others in the debate. (convincingly, most convincing, more convincingly)
5. _____ did you return from your vacation? (Where, When, What)
6. _____ was the movie? (Why, What, How)
7. _____ were you absent from school yesterday? (Why, How, When)
8. The teacher was _____ satisfied with our project. (fully, full, fullness)
9. Renu gave _____ than Sonu. (generously, more generously, most generously)

10. My daughter dances ----- to classic beats, than to any other music. (more happily, happily, happier)

Now draw the attention of the students to the fact that adverbs of comparison and interrogation are commonly used in our day to day conversations as we can see in the above examples. **Let DD seamlessly flow into the QA.**

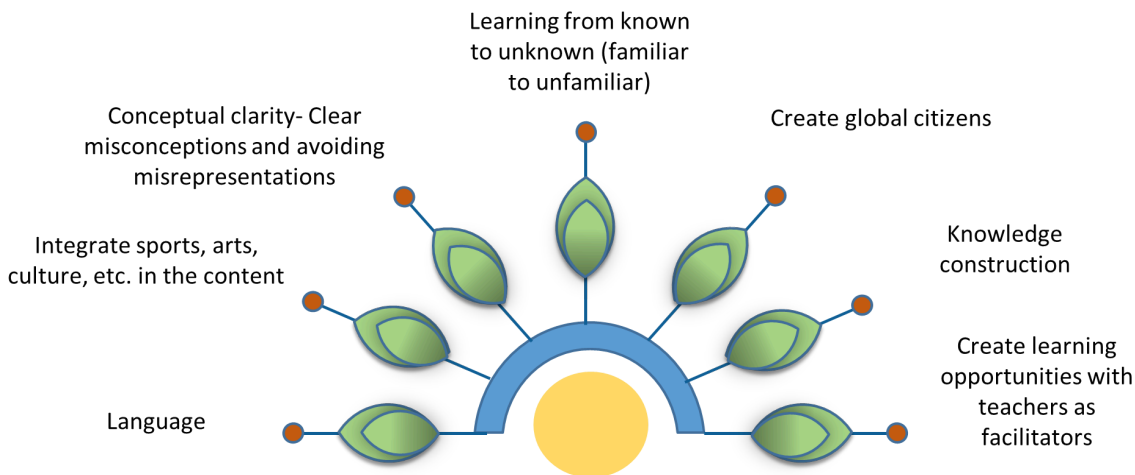
LESSON PLAN DESIGN

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

- ★ activity based learning
- ★ interdisciplinary approach
- ★ guided discovery
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ collaborative and experiential learning
- ★ 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	Adverbs	Comparison of Adverbs Interrogative Adverbs

VC_TRD_One day at a time

Concept- Value Connection: Comparative adverbs are used to compare the degree or intensity of an action or state between two things.

It is important to compare the quantity, size and weight of things or people but it is not good or healthy if we keep comparing ourselves with others for our overall growth and development. Each and every one of us is born with unique qualities that help us shine. We need to identify that special quality, talent, or skill within and start improving by comparing ourself every day.

Type: Group Activity (Role play)

Characters:

Narrator

Caterpillar

Butterfly

Crow

Sparrow

Parrot

Bumble bee

Narrator: Once, a little larva came out of the egg. As soon as he stepped into the world, he felt hungry. He ate some leaves. But soon he felt hungry again. As he ate over and over again, he grew in size and became an ugly- looking, fat caterpillar. All the birds around started making fun of him.

Some children dressed as birds: Ohhoo! Look at that ugly creature. He eats all the time and does nothing.

Caterpillar: All are laughing at me! Am I so ugly? Should I stop eating? (sobs) But it's ok. (He wipes his tears) They do not know that I'm working hard to achieve my goal.

Day 2

Bumble bee: Did you see the caterpillar today? He has become fatter. I am always busy and look at him so lazy.

Crow: I saw him eating two apples all by himself. I always share whatever I eat.

Parrot: No wonder he is so fat and ugly.

Sparrow: Yesterday, I saw him eating the mulberry leaves. The bush was almost bare. He will never be as slim and cute as me!

(All the birds laugh)

Caterpillar: (smiling) I should not be bothered by their criticisms if I have to reach my goal.

Narrator: In this way, the birds kept gossiping about the ugly and hungry caterpillar. But the caterpillar was neither upset nor angry. He only focused on eating and growing fat. One fine day he went into a deep sleep and spun a cocoon around himself.

Sparrow: Now look at that ugly caterpillar; he has become so fat that he cannot move around. He has gone to sleep.

Crow: He feels awkward and does not want us to see him sleeping. So, he has hidden himself inside that dirty cocoon.

Narrator: One fine day, when all the birds gathered together to tease the ugly caterpillar, the cocoon broke and out came the most beautiful and colourful butterfly.

Parrot: oh! Look at that caterpillar turning to a beautiful butterfly.

Crow: I have never seen such beautiful colours on the wings. I wish I had them too.

Bumble bee: I love the grace with which those colourful wings flutter while he flies around all day.

Caterpillar: My dear friends I put your comments and criticisms aside and focused on my goal, which was to become this beautiful butterfly. The transformation took me a long time, and I had to be patient.

Narrator: Change never comes easily. Success begins when we stop comparing ourselves to others. Our only focus should be to work to be better than what we were yesterday and to assess ourselves. If the ugly caterpillar had stopped eating because the birds teased him, he could never have become the beautiful butterfly.

Take one day at a time to become better.

Points to reflect:

It is by comparing and competing with your own selves every day

- you can improve your skills, talents and goodness.
- will make you better and confident.
- helps you to become a better version of yourself.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Value Content	Peace	Self confidence / esteem

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.