

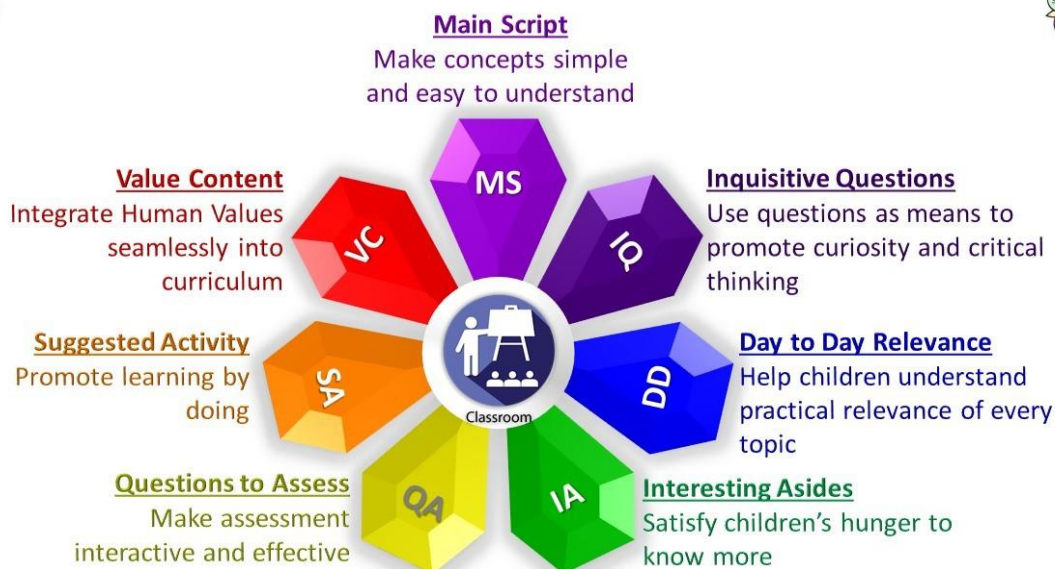


Master Lesson Plan for Adverbs Level 1

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD III	English	Adverbs Level 1	English	20-09-2022 21:01:21



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_Objectives-Adverbs

Notes to the teacher:

This asset lays down the proposed plan for transacting this chapter. It states the asset objectives of the MLP. This asset is for the teacher's reference and need not be taught to the students.

At the end of the chapter, the students will be able to:

- know the importance of using adverbs in various contexts
- explain the types of Adverbs and their usage in sentences
- understand that using adverbs enhances the meaning of sentences
- apply their learning on adverbs appropriately
- understand the use of adverbs in daily life scenarios
- practice their learning of adverbs through various types of questioning
- realise that any extra skill or knowledge acquired is always valuable and useful
- summarise the topic - Adverbs.

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Adverbs	Adverbs of Manner Adverbs of Time

IQ_Importance of Adverbs

Brief Description (Objective): Students will be able to know about the importance of using adverbs in various contexts.

Teaching Aids Provided: PPT

Teaching Learning Material (TLM): NA

Notes to the teacher: The PPT will have the story without the adverbs first. Then the story with the adverbs will be shown after questioning the children.

STORY without ADVERBS

The Leopard and the Zebra

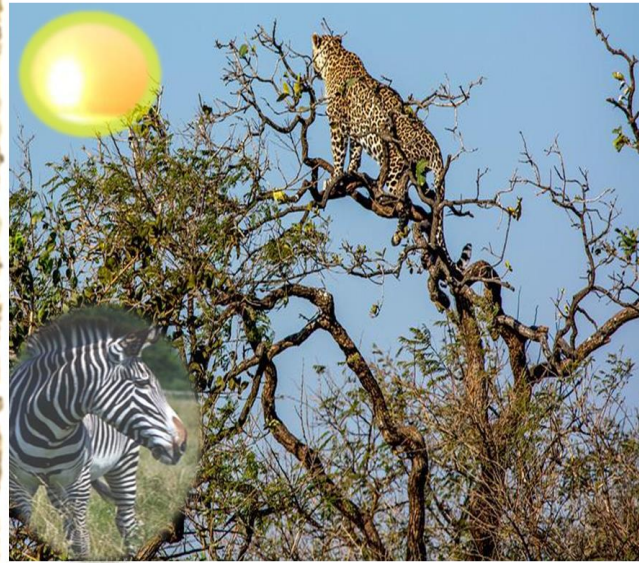
It was a beautiful day. The Sun was shining. Ronnie, the Zebra walked in the park enjoying the sunny weather. He heard a crying sound from a nearby tree. He ignored the cry and kept walking. He thought to himself, "Maybe someone is in trouble." Though he was scared, he walked towards the tree and looked up to find out who was crying. He saw a leopard on the tree. Ronnie began to walk away from the tree. "Please help me," cried the leopard that was up on the tree. "I am afraid to jump down. Please stand under the tree so that I can jump on your back." Ronnie replied, "I will help you but you must promise me that you will not eat me up after you land on my back." The leopard replied, "I promise you; one day, I shall repay your kindness."

The teacher could ask the follow up questions before showing the story with adverbs added.

1. Do you like the story? Answer: Yes or No
2. Did you understand the story? Answer: Yes or No
3. Did you find anything missing in the sentences? Answer: Yes. The passage does not contain any descriptive words like brightly, quickly etc.
4. Why should we add words like brightly, quickly etc? Answer: They tell us how the Sun shines etc.

These words that tell us more about a verb or an adjective are called **'Adverbs'**.

It was a beautiful day. The Sun was shining. Ronnie, the Zebra walked in the park enjoying the sunny weather. He heard a crying sound from a nearby tree. He ignored the cry and kept walking. He thought to himself, "Maybe someone is in trouble." Though he was scared, he walked towards the tree and looked up to find out who was crying. He saw a leopard on the tree. Ronnie began to walk away from the tree. "Please help me," cried the leopard that was up on the tree. "I am afraid to jump down. Please stand under the tree so that I can jump on your back." Ronnie replied, "I will help you but you must promise me that you will not eat me up after you land on my back." The leopard replied, "I promise you; one day, I shall repay your kindness."



1. Leopard: pixabay.com/photos/leopard-tiger-wildlife-travel-3670069/
2. Zebra: pixabay.com/photos/grass-nature-mammal-zebra-park-3222285/
3. Sun: pixabay.com/photos/sun-nature-gratitude-dawn-979325/
4. Scroll: pixabay.com/illustrations/paper-stationery-parchment-old-68833/

STORY with ADVERBS

The Leopard and the Zebra

It was a beautiful day. The Sun was shining **brightly**. Ronnie, the Zebra, walked **slowly** in the park enjoying the sunny weather. **Suddenly**, he heard a crying sound from a nearby tree. **First**, he ignored the cry and kept walking. **Then**, he thought to himself, "Maybe someone is in trouble." Though he was scared, he **bravely** walked towards the tree and looked up to find out who was crying. He saw a leopard on the tree. Ronnie began to **quietly** walk away from the tree. "Please help me," cried the leopard that was up on the tree. "I am afraid to jump down. Please stand under the tree so that I can jump on your back." Ronnie replied, "I will help you **happily** but promise me that you will not eat me up after you land on my back." The leopard **quickly** replied, "I promise you; one day, I shall repay your kindness."

Time to teach	Asset type	Theme	Sub Theme
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5 minutes	Inquisitive Questions	Adverbs	Adverbs Adverbs of Manner Adverbs of Time
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MS_Types of Adverbs

Description (Objective): Students will be able to explain the types of Adverbs and their usage in sentences.

Teaching Aid: PPT

Notes to the teacher: The teacher may use the PPT to teach 'Adverbs'.

Adverbs of Manner

What do the words written in **bold** mean to you?

1. Ram ran **quickly**.
2. Anita smiles **sweetly**.
3. Rahul played the flute **beautifully**.
4. Rani dances **gracefully**.

(Note: The teacher can ask the children to come up with answers before showing the answer.)

- The words **quickly, sweetly, beautifully, and gracefully** tell us more about the verbs ran, smiles, played and dances. They are called 'Adverbs'. These adverbs also tell us 'how' something happens or happened and are hence called 'Adverbs of Manner'.
- Adverbs are placed after the main verb or after the object.

Did you observe this?

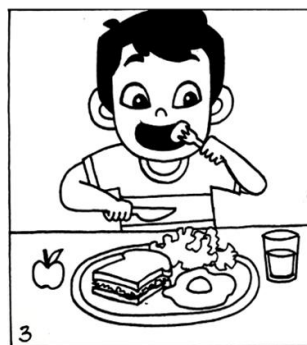
1. Sentence 1: Adverb 'quickly' tells us how Ram ran and is placed after the verb, 'ran'.
2. Sentence 2: Adverb 'sweetly' tells us how Anita smiles and is placed after the verb, 'smiles'.
3. Sentence 3: Adverb 'beautifully' tells us how Rahul played the flute and is placed after the object, 'flute'.
4. Sentence 4: Adverb 'gracefully' tells us how Rani dances and is placed after the verb, 'dances'.

Adverbs of sequence**Arjun's daily routine**

First, he brushes his teeth.



Then, he takes a bath.



After that, he has breakfast.



Finally, he goes to play with Akshay.

1. Boy: Images from SSSVV Image Bank, Search Keyword "boy"

- First, then, after that and finally are called '**Sequence Adverbs**'. They describe the order in which two or more actions happen.

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Main Script	Adverbs	Adverbs Adverbs of Manner Adverbs of Time

IA_Adverbs-The Enhancers

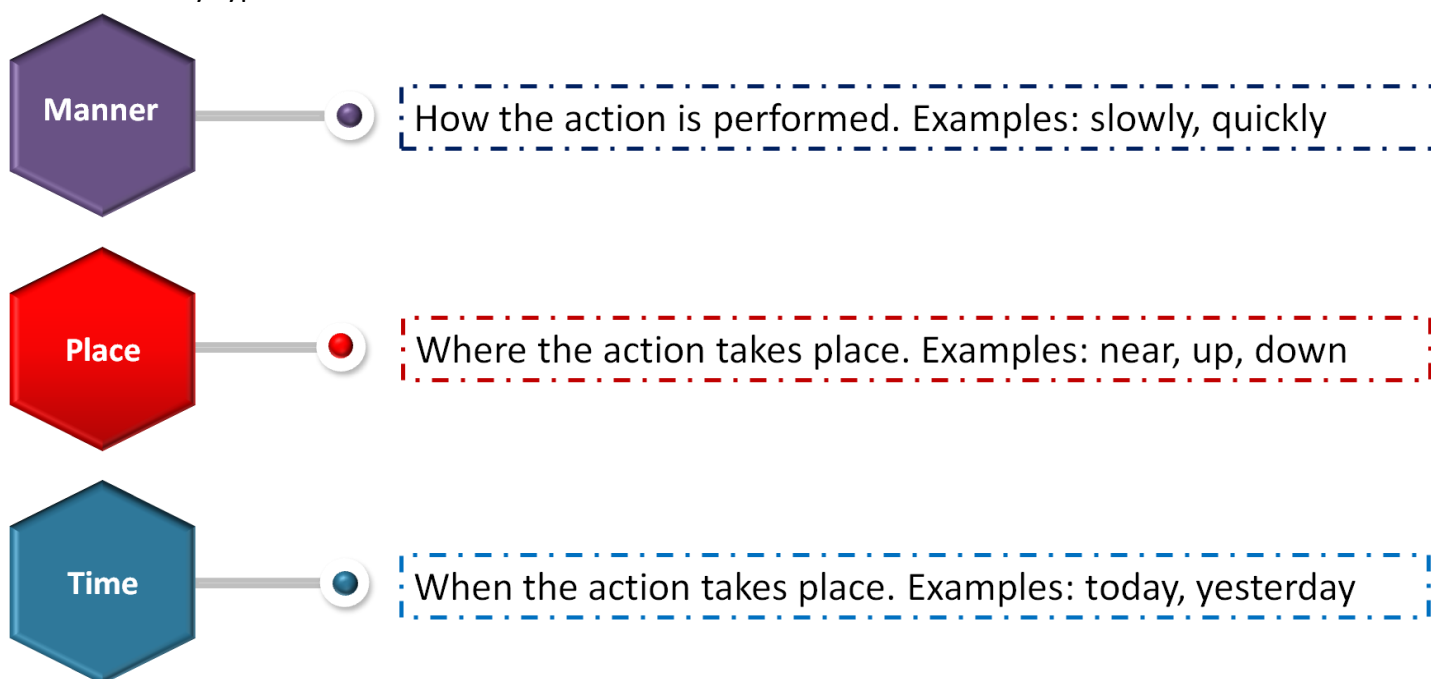
Description (Objective): Students will be able to understand that using adverbs enhances the meaning of sentences.

Teaching Aid: PPT

Note to the teacher: The teacher can explain to the students that there are many types of adverbs that enhance the meaning of sentences. Though they have learnt only adverbs of manner and sequence, the teacher can now show the ppt to give the names of other adverbs.

An adverb is a word used to tell more about a verb, an adverb or an adjective. It answers the questions - How? When? Where? How often? and In what way? Adverbs usually, but not always end in -ly.

There are many types of adverbs.

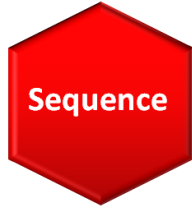




Frequency



How often the action takes place. Examples: never, always



Sequence



In what order the action takes place. Examples: first, next



Degree



To which extent the action is performed. Examples: nearly, hardly

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Interesting Asides	Adverbs	Adverbs Adverbs of Manner Adverbs of Time

SA_A Game with Adverbs

Description (Objective): Students will be able to apply their learning on adverbs appropriately.

Teaching Aids Provided: PPT

Notes to the Teacher: The teacher can use the ppt to play the game.

Aim: Students will be able to apply their learning on adverbs appropriately.

Resources Required: N.A.

Setting for the Activity: Indoor

Type of Activity: Game

Preparation of Activity: PPT

Role of the Teacher: Facilitator

Procedure:

- The teacher divides the class into 5 teams.
- Each team decides on a team name.
- Each team gets 5 seconds to answer the given question.
- If the team fails to answer, the question goes to the next team and so on.
- If the first team answers correctly, it gets 5 points. If it fails to answer and the next team answers correctly, it gets 3 points.
- If the first team answers incorrectly, it gets zero points and the teacher gives the correct answer.
- The team that gets the maximum points is the winner.
- If a team answers out of turn, one point is deducted.

Questions: These are of 2 types.

1. Fill in the blanks.
2. See the image and fill the blanks.

1. Fill in the blanks

angrily

slowly

first

quickly

suddenly

happily

honestly

easily



As soon as my friends left, I quickly opened my birthday gift.



It started raining suddenly and I did not even have an umbrella.



My sister happily played in the garden the whole day.



The teacher looked angrily at all of us.



The cat was not in a hurry. It walked slowly across the street.

2. See the Image and fill the blanks

first

heavily

friendly

politely

neatly



It rained heavily yesterday. We all danced in the rain.



Varun, the boy with spectacles is friendly with everyone in class.



The books in the library are neatly arranged.

1. Rain: pixabay.com/illustrations/rain-children-joy-pleasure-summer-4363454/
2. Friends: Children: pixabay.com/photos/school-children-classroom-school-7047131/
3. Books: pixabay.com/photos/library-books-read-bookstore-4317851/

Continued...See the Image and fill the blanks

first

gracefully

loudly

politely

patiently



My English teacher always speaks politely.



After waking up at 6 o'clock, Raju brushes his teeth first of all.



Mala is dancing gracefully to the music.

1. Teacher: SSSVV Gallery (Key word teacher , mother)
2. Boy: [freepik.com/free-vector/set-happy-children-different actions_5874504.htm](https://www.freepik.com/free-vector/set-happy-children-different-actions_5874504.htm) (Attribution:brgfx)
3. Brush: Image from SSSVV Image Bank: Search Keyword "boy"
4. Dance: pixabay.com/photos/india-to-dance-child-349/

Continued...See the Image and fill the blanks

correctly

silently

loudly

sweetly

patiently



My father counted the money correctly.



People pray silently in the temple.



The cat waited patiently for the rat to come out.



All the children smiled sweetly for the photograph.

1. Money: pixabay.com/photos/india-rupee-occupation-3887567/

2 .Pray: pixabay.com/photos/the-brahmanas-varanasi-india-pray-3735328/

3. Cat: pixabay.com/photos/katz-mouse-animal-cute-fun-catch-2821316/

4. Children: pixabay.com/photos/children-infants-india-mangalore-298679/

Observation:

Children in each team participate enthusiastically.

Conclusion:

Children know when to use adverbs.

Follow-up activity: Discussion

Precautions: N.A.

Troubleshooting:

The Teacher has to instruct the students that discipline is to be maintained throughout the activity.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Adverbs	Adverbs Adverbs of Manner Adverbs of Time

DD_Adverbs in daily life

Description (Objective): Students will be able to understand the usage of adverbs in daily life scenarios.

Teaching Aid: PPT

Content:

At School

Teacher: Arun, please read this paragraph **loudly** so that everyone can hear.

Arun: Miss, should I read it **slowly** or **quickly**?

Teacher: Read it the way you **normally** do.

In the library

Teacher: Children, you are in the library. Please read your books **silently**. Do not speak **loudly**. If you wish to

leave the library, do so **quietly**.

Children, you are in the library.
Please read **silently**.

Do not talk **loudly**.
If you want to leave the library, do so **quietly**.



1. Teacher: SSSVV gallery

2. Boys: pixabay.com/photos/children-classroom-grade-school-7047132/

At home

Mother: Rani, please write the English answers **neatly** in your notebook.

Rani: Okay Mother. If I finish my homework **quickly**, can I go and play?

Mother: **First**, finish all your homework. Think **carefully** and do your maths sums **correctly**.

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Day-to-day Relevance	Adverbs	Adverbs Adverbs of Manner Adverbs of Time

QA_Recalling Adverbs

Description (Objective): Students will be able to practice their learning of 'Adverbs' through various types of questioning.

Teaching Aids: PPT

Notes to the teacher: There are 4 sections.

1. Choose the correct adverb.
2. Look at the picture, choose the correct adverb and fill in the blanks.
3. Put the sentences in the correct order.
4. Underline the adverbs in the word box. Use them correctly to complete the sentences.

1. Choose the correct adverb:

- a. The ants_____gathered food for the winter. (**busily**, heavily)
- b. Mona solved all the puzzles _____. (**correctly**, bravely)
- c. The teacher stopped talking_____. (lazily, **suddenly**)
- d. The Sun is shining _____today. (**brightly**, slowly)

2. Look at the pictures, choose the correct adverb and fill in the blanks:

neatly	carefully
happily	finally



Rain: pixabay.com/photos/car-rain-gloomy-raindrop-water-2150838/

- a. It is raining. Drive_____. (carefully)



.Children: cdn.pixabay.com/photo/2022/05/10/09/49/children-7186580_340.jpg

- b. The children are playing _____. (happily)



Shirts: pixabay.com/photos/jacket-fashion-male-style-suit-1868990/

- c. The shirts are folded _____. (neatly)



Football: pixabay.com/photos/football-sports-soccer-7047125/

- d. Team B _____ won the game. (finally)

3. Put the sentences in the correct order:

- After that, add 2 tablespoons of sugar and stir well.
- Finally, pour into glasses and add two ice cubes into each glass.
- Then, squeeze out their juice. To the juice add 4 glasses of water.
- First, take four lemons and wash them well. Cut them into halves.

Sequence: d-c-a-b

4. Identify the adverbs in the word box. Use them correctly to complete the sentences:

cute	big	<u>slowly</u>	<u>softly</u>	<u>neatly</u>
nice	<u>politely</u>	jump	<u>beautifully</u>	fat

- My father dressed up neatly for the parent teacher meeting.
- Anita and Anju speak softly in class so that the teacher cannot hear them.

- c. My grandparents walk **slowly** because they are very old.
d. Raju plays the flute **beautifully**.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Adverbs	Adverbs Adverbs of Manner Adverbs of Time

VC_Learning Always Helps

Brief Description (Objective): The students will be able to realise that any extra skill or knowledge acquired is always valuable and useful.

Teaching Aids (Provided): PPT

Concept-Value Connection

- An adverb adds value to an action verb.
- Likewise in life, any additional skill or knowledge always adds value to our life.

Activity: Role-Play

Characters: Grandmother, Grandfather and Rohan

Narrator: It is a relaxing Sunday afternoon. Rohan's grandparents have come home to meet him. They have brought a bag of home-grown vegetables and some home-made tomato jam for him. Rohan loves his grandparents and is excited to see them.

Rohan: Grandpa, did you buy all these in the town market?

Grandfather: No Rohan. These are home-grown vegetables. This tomato jam was prepared by your grandma using home-grown tomatoes.

Rohan: Wow! Is gardening your hobby, grandpa?

Grandfather: Yes Rohan! I started learning gardening as a hobby, but it has really been useful to me in many ways.

Rohan: Other than growing one's own vegetables, how is it useful?

Grandfather: Gardening taught me to love nature and care for plants. It keeps me healthy and active. It also taught me the virtue of patience because plants take time to grow. I also share the excess home-grown vegetables with my neighbours, and that has helped me to make lots of friends, instead of throwing the vegetables away.

Grandmother: Rohan! The subjects like Science and Geography that you learn in school actually

help you to get a better understanding of plants and their needs.

Grandfather: Gardening makes you a responsible person as you start caring for the environment. Moreover, you become creative and try to grow different varieties of fruits and vegetables according to the season.

Points to ponder:

- Learning something new is never a waste of time.
- It keeps your mind engaged and body active.
- It adds more value to whatever knowledge or skill you already have.

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Value Content	Truth	Quest for knowledge

MS_Summary-Adverbs

The teacher may summarise the topic ADVERBS using the ppt.

Adverbs of Manner



Tell us 'how' something happens or happened.



They are placed after the main verb or object.

Adverbs of Sequence



First, then, after that and finally are sequence adverbs.



They describe the order in which two or more actions happen.

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Adverbs	Adverbs Adverbs of Manner Adverbs of Time

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 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.