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## Master Lesson Plan

for

## Letter Writing - Informal

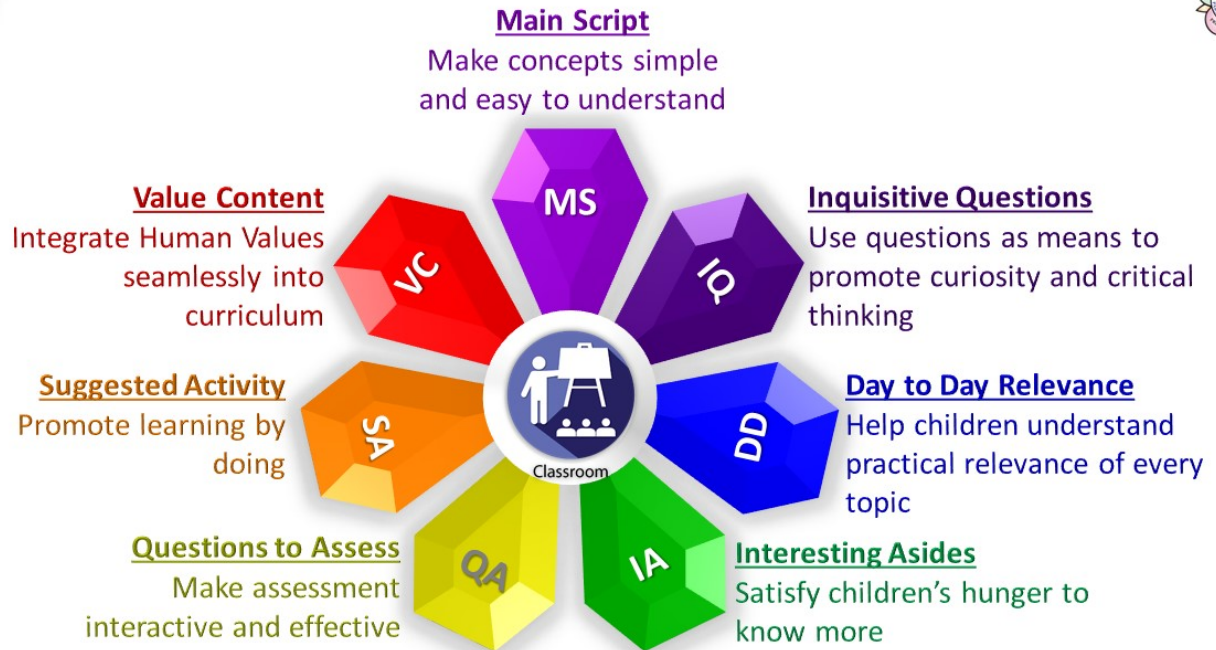
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD IV	English	Letter Writing - Informal	English	07-08-2023 07:55:52

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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.

**[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 'Letter Writing' for grade 4.

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

**Curricular Expectations :** The learner will attain basic proficiency such as the ability to express one's thoughts orally and in writing in a meaningful way in the English language.

**Learning Outcome:** The learner writes informal letters or messages with a sense of audience.

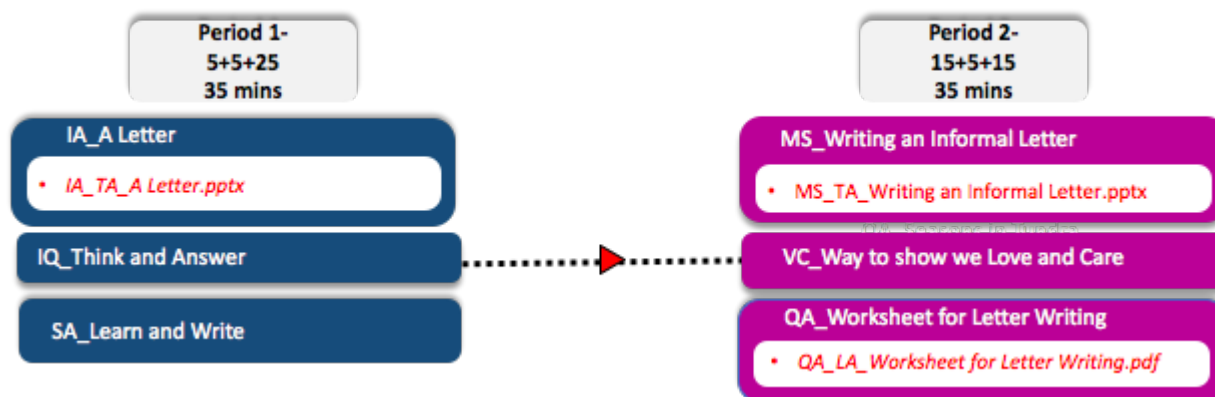
**Topics in this Chapter:** Letter Writing- Informal

**Total Time :70 minutes, 2 periods**

**[Notes to teacher:** The chapter on Informal letter writing 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 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 of 35 minutes**. 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:** Letter Writing- Informal

**Time:** 5 + 5 + 25 = 35 mins

**Asset Types:** Interesting Aside, Inquisitive Questions, Suggested Activities, Day to Day Relevance

Students will be able to:

- 1) enjoy reading a sample letter shown.
- 2) interpret the content of the letter.
- 3) relate to the need of writing a letter.
- 4) write an informal letter, collaboratively.

**1. IA\_A Letter**

Use the ppt [IA\\_TA\\_A Letter.pptx](#) . or write the letter on the board. Allow the students to read it and enjoy it (Silent Reading). Ask probing questions to elicit their understanding of the letter and draw their attention to the information and the mood of the letter.

Thus letting the **IA seamlessly flow into the IQ.**

**2. IQ\_Think and Answer**

Some sample questions to be asked are-

1. Have you seen such writing before? If yes, where?
2. How is this writing different from other written material that you have come across?
3. What do you think such writing is called?
4. Who writes such letters?
5. Who has written this letter and to whom?
6. Where does the writer live? How do you know?
7. When was the letter written?

Some possible answers-

1. Yes, our parents/grandparents writing at home.
2. There is a greeting and a lot of love and concern expressed here. Other writings are very plain or factual
3. Letter writing.
4. Parents, grandparents and elders at home.
5. An uncle is writing to his nephew.
6. The writer is living in Delhi. We can see the address written on top of the letter.
7. On the 29th of March 2023.

From here, you could get a little personal and ask the last question that would give the students the feeling of wanting to write a letter themselves.

**How would you feel if you got a letter like this one? Do you also want to write such a letter to your parents?**

Then, let's write a letter to your parents, thus leading to a hands-on activity where each one writes a letter to their parents.

**3. SA\_Write and Learn**

(Indoor, Group)

- Divide the entire class into four groups.
- Write the steps to be followed on the blackboard.
- Write the reasons/situations to thank their parents, on the blackboard for each group. Eg. Thank them for-
  - Group 1: the summer holiday tour.
  - Group 2: their birthday celebration.
  - Group 3: bringing them a pet.
  - Group 4: doing so much for them everyday.
- Facilitate each group to come up with sentences to express their gratitude to

their parents based on the situation given.

- Give step by step guidance to complete the letter, once the sentences are ready.
- Let the students copy the same onto the postcard brought by them.
- Make any corrections if necessary before displaying a few letters on the notice board, and the remaining letters could be posted.

[Notes to the teacher: Prior to the activity each child is asked to bring a postcard to school and their home address, noted down in their notebooks. The children learn by doing.]

**It is seen that The Day to Day relevance seamlessly flows into the SA.**

## PERIOD 2

**Topic : Letter Writing**

**Time : 15 + 5 + 15 = 35 mins**

**Asset Types: Main Script, Value Content, Questions to Access, Summary**

**Objective:** Students will be able to:

- 1) explain the process of letter writing.
- 2) develop an attitude of expressing their love and concern through writing.
- 3) write an informal letter independently.
- 4) summarise the steps of letter writing.

### 1. MS\_Writing an Informal Letter

Through interaction, elicit as much as possible the reasons for writing an informal letter, the steps of writing a letter and to whom such informal letters are written (based on prior experience).

The template can be written on the board, or the PPT [MS\\_TA\\_Writing an Informal Letter.pptx](#). that is provided as an attachment can be used.

### 2. VC\_Way to show We Love and Care

#### Concept- Value connection

- An informal letter is usually written to a family member, a close acquaintance or a friend to inquire about their health, holiday plans, school etc..
- To express our love and concern through encouraging, inspiring and supportive words.

Read the letter aloud or write the letter on the board and allow the children to read it. Provide a conducive environment to reflect on what was heard or read.

Mumbai

27th April 2023

Dear Kishore

Hope you are doing well. Received your letter and read it. Thank you for appreciating me for my calm nature. Do you also want to know the secret on how I maintain my temperament at all times? In my younger days I would get very angry and fight with anyone and everyone. In my anger I would use foul language and hurt everyone. My grandmother noticed this when she came to visit us, during our vacations. She lovingly

spoke to me and told me that I was a very nice boy at heart but the only aspect that worried my parents and her was my anger.

Then she gave me a bag of nails and asked me to hammer a nail into the wall every time I lost my temper. She also gave me a few tips on how to manage my anger. The first thing she told me was to leave the place and go elsewhere immediately. Secondly, to take a mirror and see my face when I get angry. I felt so miserable seeing my ugly, angry face. But if my anger continued, she asked me to have a glass of water and take a brisk walk for a few minutes. This, she said, would help me to bring down my anger.

Following her advice, on the first day, I had driven 15 nails into the wall. I felt it was not good. Over the next few weeks, I learnt to control my anger and saw the number of nails hammered daily, gradually coming down. And guess what! There came a day when I hit no nails on the wall.

I went and proudly declared this to my grandmother and she told me to remove the nails. When I removed them, I found that they had left permanent holes on the wall. Then, my grandmother advised me that any hurtful words I say out of anger could cause people' hearts to bear a lasting scar, much like the ones on the wall. Then I realized how harsh words and actions impact others. That day, I began a new chapter in my life. Since then, I 've been able to keep my anger under control.

I am sharing this advice and tips with you because, if followed, you will surely be able to overcome your anger and this will be a turning point for you to become a calm and composed person. Take care.

Your loving friend  
Deepak

### **Points to Ponder / reflect upon**

Students! It is very important to share our love with our dear ones who stay away.

It shows you are loving and caring

It helps us to keep a good relationship with them

It makes them feel happy.

### **3. QA\_Worksheet for Letter Writing**

Use the template given as a formative assessment tool or as a home assignment for recapitulation of the concept taught. The PDF [QA\\_LA\\_Worksheer for Letter Writing.pdf](#) is provided as an attachment for easy access to take printouts, if needed.

**[Notes to the teacher: Recapitulate the steps for writing a letter before the students could take up the assessment.]**

Summary - In this chapter we discussed:

1. What an informal letter is .

2. To whom they are written.
3. The steps involved in writing an informal letter.

The steps at a glance

1. Sender's address
2. Date
3. Salutation— Dear \_\_\_\_\_
4. Body of the letter
5. Conclusion
6. Complimentary close— Yours lovingly, Yours affectionately, Yours friendly, or Your loving friend/sister/brother/father/mother/uncle.....
7. Sender's name

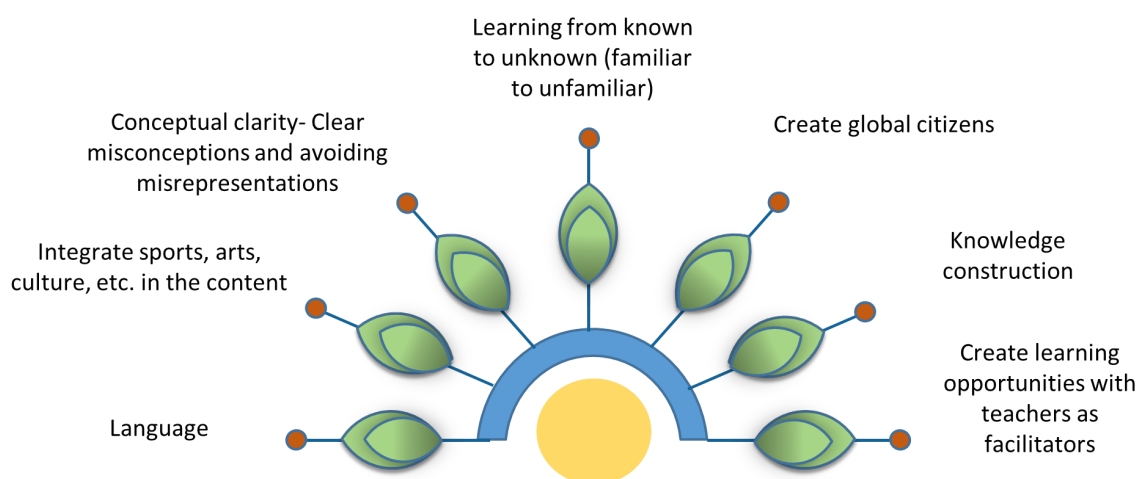
### LESSON PLAN DESIGN

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

- ★ activity based learning
- ★ development of critical thinking skills
- ★ knowledge construction
- ★ relevance and connection of the topic to the real world

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.

## Master Lesson Plan

<b>Seven Asset Methodology for MLP</b>	
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 <sup>th</sup> 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)	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.



Asset?	
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.