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Master Lesson Plan

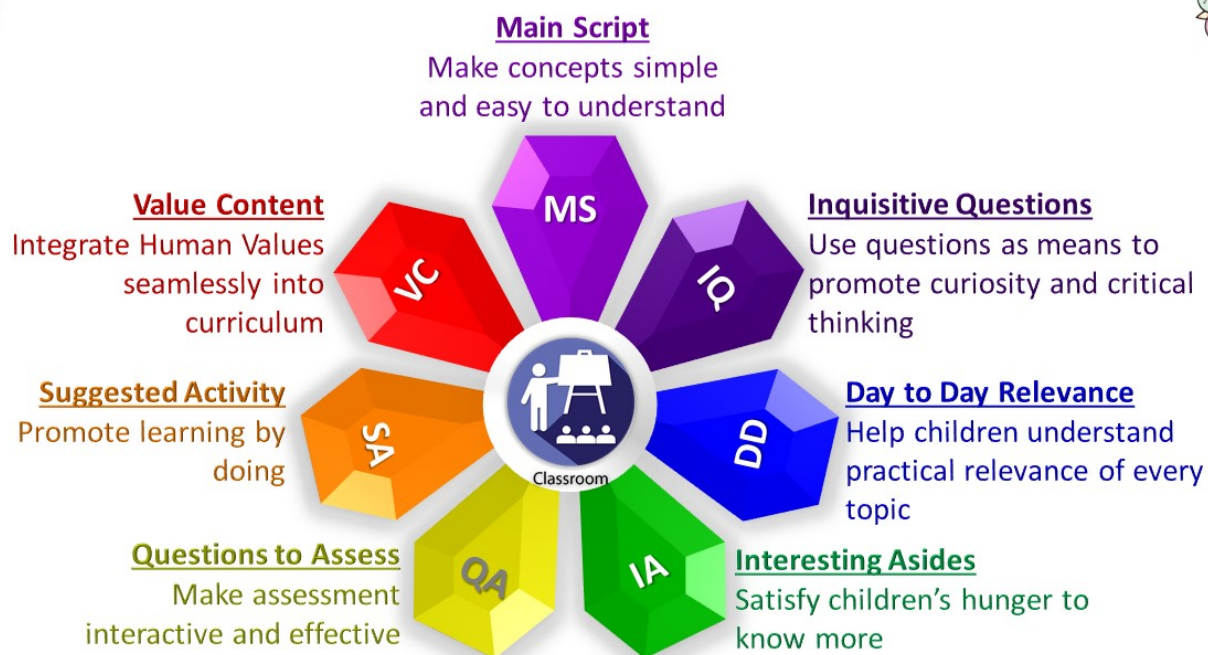
for

Letter Writing - Formal and Informal

Board	Standard	Subject	Chapter	Language	Creation date
APSE	STD V	English	Letter Writing - Formal and Informal	English	03-10-2023 23:51:47



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_IdeationModule_Letter Writing- Formal and Informal

[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- Formal and Informal' 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.

CurriculumExpectation: Students will be able to write informal letters coherently with simple messages and invitations, with a sense of audience.

Learning Outcome: The students will be able to write informal letters or messages with a sense of audience.

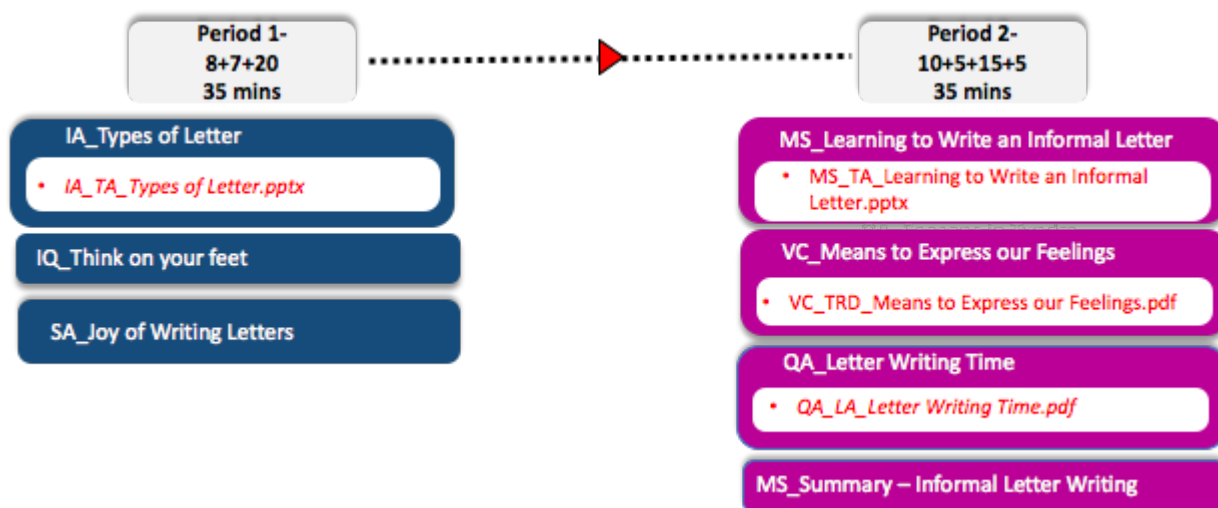
Total Time to transact MLP :70 minutes, 2 periods

Topics in this Chapter : Informal Letter Writing

[Notes to teacher: The chapter on Letter Writing- Formal and Informal 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 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: LetterWriting- Formal and Informal

Time: 8 + 7 + 20 = 35 minutes

Asset Types: Interesting Aside, Suggested Activities

Objectives: Students will be able to:

1. Enjoy the sample letters shown.
2. Give reasons on how the informal letter is different from that of a formal letter.
3. Reproduce a detailed informal letter, collaboratively.

1) IA_Type of Letters

Show the two sample letters provided in the teaching aid PPT [IA_TA_Types of Letters.pptx](#), the attachment for which is provided. In case AV room is not available, write the letters on the board. Allow the children to read the letters silently. Elicit the children's observations by asking questions.

2) IQ_Think on your feet

Sample questions are provided to elicit the students' observations. Refer to the teaching aid PPT [IA_TA_Types of Letters.pptx](#). The observations given by the students can be recorded on the board. Once the children get a sense of how the two letters are different. Attention can be drawn to the steps that go into writing an informal letter.

3) SA_Joy of Writing

Brief Description (Objective): To reproduce a detailed informal letter, collaboratively.

Notes to the Teacher: The children are instructed to bring a postcard or letter-writing sheet with an envelope each to class on the day of the activity. The class may be divided into two groups and will be taught to write a letter, step by step using the guided discovery method. There is an option to write the key words on the board, and using them, each group writes an invitation letter to a friend inviting him or her for their birthday party. After this activity, the letters can be displayed on the notice board making the necessary corrections if there are any. Some letters can be posted too, if needed. **This way the DD seamlessly flows into the SA.**

Aim: Creatively, they will be able to collectively write a letter, penning down their personal feelings in the invitation letter.

Resources Required: Postcard/letter writing sheet with an envelope

Setting for the Activity: Indoor

Type of activity: Group

Procedure:

1. Based on the strength of the class, divide the class into two groups.

2 Guide each group to follow step by step the format of writing the letter.

3. Give the groups different topics to invite friends to the birthday party.

Group 1: Invitation for a birthday party at your house.

Group 2: Invitation for a theme birthday party at your house.

4. Give them time to discuss the topic and then proceed with writing a letter.

5 The step by step guidance helps students to complete writing the letter on the postcard or letter writing sheet.

6. Display on the notice board some letters and post the remaining.

Observation: Students found this group activity very exciting and enjoyable, as they felt connected with their friends.

Conclusion: A Sense of responsibility and eagerness was felt while doing this activity.

Follow-up activity: As a follow up activity the students get encouraged to write letters to their loved ones so that they can express their thoughts and feelings.

Precautions: Discipline should be maintained throughout the activity.

Troubleshooting: If any member of the group is not able to understand the topic, then help by prompting the group to complete the given task.

Period 2

Topic: Letter Writing- Formal and Informal

Time: 10 + 5 + 15 + 5 = 35 minutes

Asset Types: Main Script, Value Content, Question to Assess, MS_Summary

Objectives: Students will be able to:

- 1) Explain the details of writing an informal letter.
- 2) Develop their communication in a professional and respectful manner.
- 3) Write an informal letter independently.
- 4) Summarize the steps involved in writing an informal letter.

1) MS_Learning to write an Informal Letter

Recall and write the steps of writing an informal letter on the board, for which the references are from the SA activity. Refer to the teaching aid [MS_TA_Learning to Write an Informal Letter.pptx](#) for more clarity.

Notes to the teacher: Encourage the children to write such letters to their loved ones.

2) VC_Means to express our feelings

Read the letter to the students or show the letter given as a teacher resource document ([VC_TRD_Being Caring pdf.](#)) and allow them to read the letter silently. Encourage the students to reflect on how important it is to care, and show our love to our dear ones who stay away from us.

3) QA_Letter Writing Time

Use the learning aid [QA_LA_Letter Writing Time.pdf.](#) provided, for assessing the students or as a recapitulation activity. Summarise the steps of letter writing before letting the students write the letter on their own.

4) MS_Summary Informal Letter Writing

Elicit the steps involved in writing an informal letter before allowing the students to write letters on their own.

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

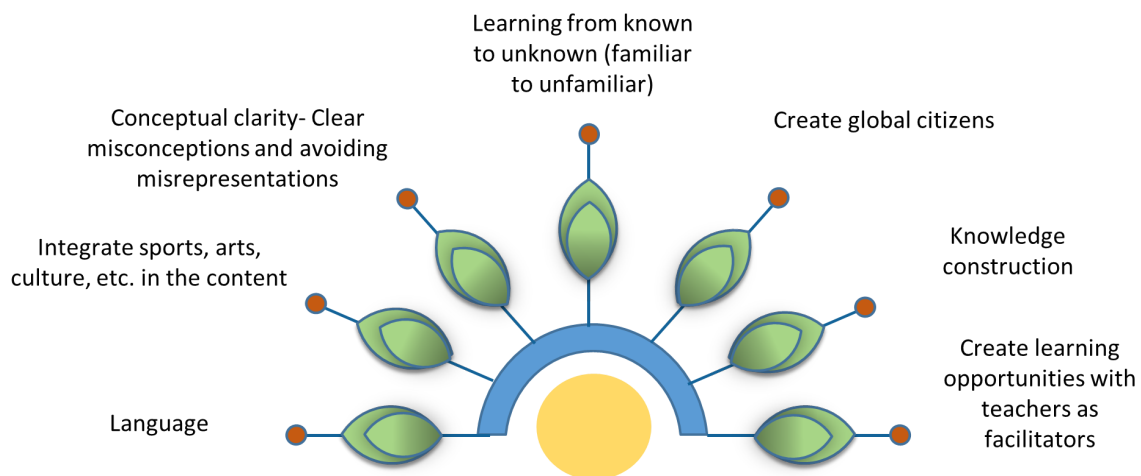
LESSON PLAN DESIGN

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

- ★ activity based learning
- ★ 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 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.

Time to teach	Asset type	Theme	Sub Theme
70 minutes	Main Script	Letter Writing	Formal Letters Informal Letters

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.