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Master Lesson Plan

for

Letter Writing - Leave Application

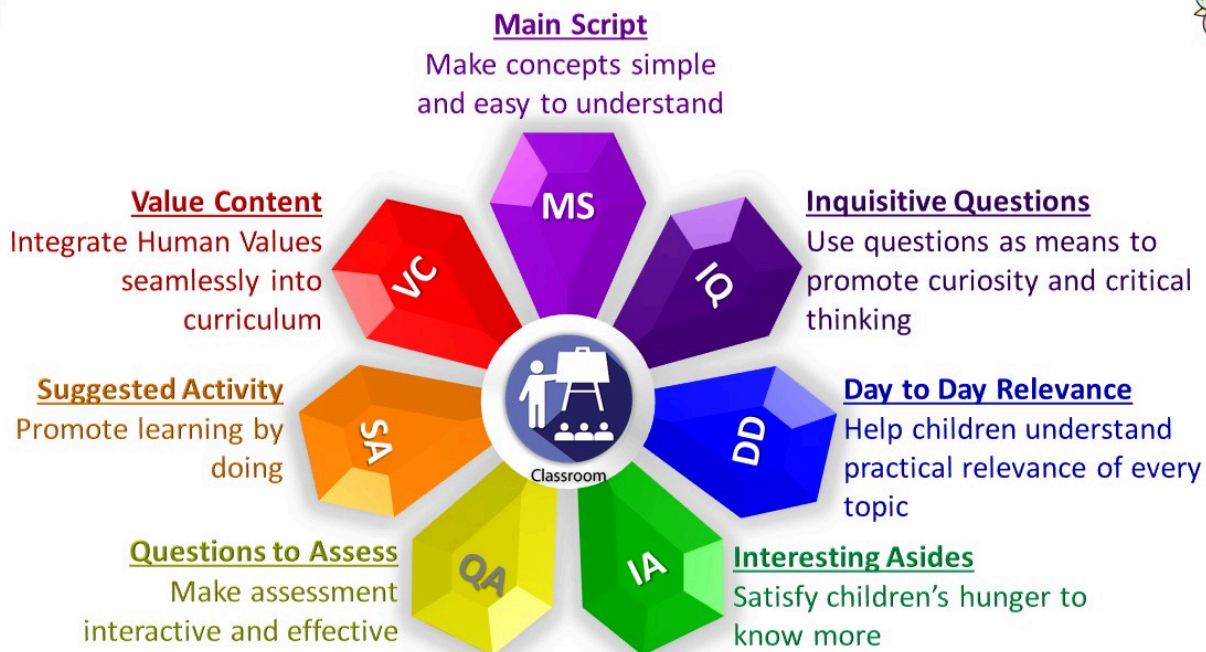
| Board | Standard | Subject | Chapter | Language | Creation date |
|-------|----------|---------|------------------------------------|----------|---------------------|
| CBSE | STD VI | English | Letter Writing - Leave Application | English | 14-02-2024 07:37:14 |

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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_Letter Writing-Leave Application

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-Leave Application' for grade 6.

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

Curricular Expectations : Students will be able to write formal leave applications to the principal, coherently with the reason for leave and a sense of audience.

Learning Outcome: The students will be able to write a formal leave application with a sense of audience.

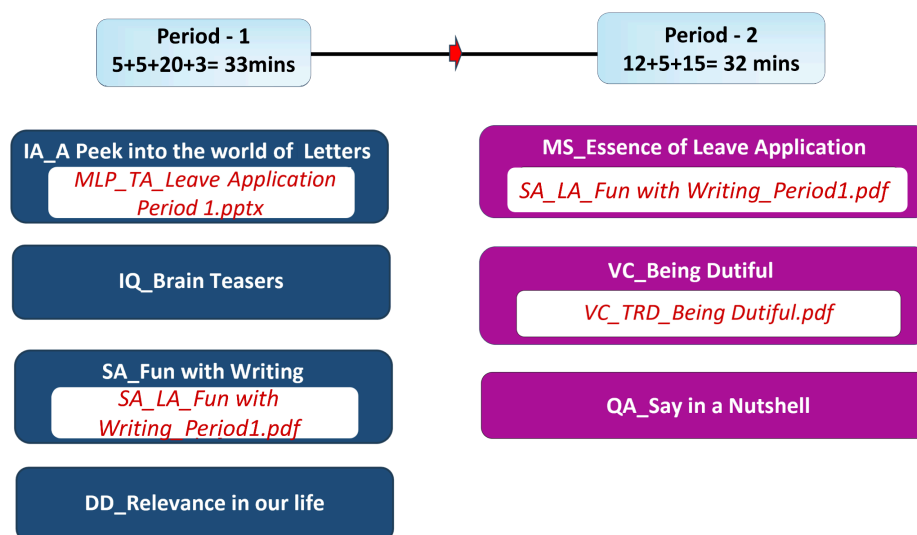
Total Time to transact MLP: 65 minutes, 2 periods

Topics in this Chapter: Letter Writing-Leave Application

Notes to the teacher: The chapter on Letter Writing-Leave Application 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 meet curricular expectations.

This lesson plan is designed for two periods, considering each period to be 35 minutes. An 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-Leave Application

Time: 5 + 5 + 20 + 3 = 33 mins

Asset Types: Interesting Aside, Inquisitive Questions, Suggested Activity, Day-to-Day Relevance

Objective: Students will be able to

- 1) Take delight in reading the letters shown
- 2) Indicate the difference in the sample letters
- 3) Reproduce a leave application collaboratively
- 4) Relate to the use of formal letter- writing

1) IA_A Peek into the world of Letters

Show the three sample letters provided in the teaching aid, PPT

MLP_TA_LeaveApplicationPeriod1.pptx the attachment for which is provided. In case the AV room is not available, write the letters on the board. Allow the children to silently read all the letters so that they can compare and contrast the letters shown and perceive the difference between them.

2) IQ_Brain Teasers

Students can be asked questions like, Have you come across such writings? If yes, where? What is the tone of the letters? Why? The question can be written on the board for better understanding and to trigger their thinking. Once the children get an understanding of formal letter writing, their attention can be drawn to the steps that go into writing a formal letter.

3) SA_Fun with Writing

Brief Description(Objective): To reproduce a leave application collaboratively

Notes to the Teacher: The children are given Multiple Choice Questions (MCQ) based questionnaires. **SA_LA_Fun with Writing_Period1.pdf** (Please print the questionnaire, the answers for which are as follows- 1. c, 2. c, 3. b, 4. b, 5. a, 6. c). Based on their observations of the letters shown to them, instruct the children to bring an A4- Lined sheet to the class on the day of the activity. The class may be divided into four groups. Based on this information and the template provided, students in the group write a leave application collaboratively using the guided discovery method. Students will be able to relate and will understand the importance of formal letter writing in their daily lives. This way, the DD seamlessly flows into the SA.

Aim: Collectively, they will be able to write a leave application, keeping in mind the tone used to write a formal letter.

Resource Required: A4 lined sheet

Setting for the activity: Indoor

Type of activity: Group

Procedure:

1. Students are given Multiple Choice Questions (MCQs) to solve based on the letters shown.
2. Based on the strength of the class, divide the class into four groups.
3. Template is provided to the students to follow in the format of writing the leave application.
4. Give the groups different topics to write a leave application to the principal.
Group 1: Selected to participate in an event or competition representing the school
Group 2: To attend a family event
Group 3: Travel plans
Group 4: You are unwell and advised to take rest
5. Each group can discuss the topic and proceed with writing the leave application.
6. The template that is provided helps the students complete the leave application on the A4 lined sheet.
7. The leave applications written are interchanged with those of the other groups.
8. A review sheet is circulated in the class, and ratings are given by the students to their partnering group that they have reviewed.
9. The best application can be displayed on the notice board in the corridors, and the remaining leave applications can be displayed on the class notice board.

Observation: Students enjoy doing the activity collaboratively.

Conclusion: Students will be able to collaboratively write a leave application based on the observations made.

Precautions: Discipline should be maintained throughout the activity.

Troubleshooting: If any group finds it difficult to begin, the teacher can prompt.

DD_Relevance in our life

In the SA activity, the students learn to write a leave application based on situations from their daily lives and understand the importance of formal letter writing. This way, the **DD seamlessly flows into the SA.**

PERIOD 2**Topic: Letter Writing-Leave Application****Time: 12+5+15=32 mins****Asset Types: Main script, Value content, Questions to assess****Objective:** Students will be able to

- 1) Explain the steps for writing a leave application.
- 2) Develop the habit of carrying out their duties as students towards their teachers and school.
- 3) Write a leave application independently.

1) MS_Essence of Leave Application

Summarise the topic by developing the GO on the board and stressing the correct format and its importance in our lives. References are from the SA activity. Refer to the teaching aid **SA_LA_Fun with Writing_Period 1.pdf** for more clarity.

Notes to the teacher: Encourage the children to write such formal letters.

2) VC_Being Dutiful

When writing a formal letter for leave, the teacher can ask the students to list five duties that they should perform in school. The teacher can discuss and explain that there are many duties students need to follow and practise, or show the teacher a resource document. **VC_TRD_Being Dutiful.pdf**

- 1) Being punctual and respectful
- 2) Obey all the teachers
- 3) Maintain discipline
- 4) Keep school neat and clean
- 5) Follow the rules and regulations of the school
- 6) Finish the assignments on time

3) QA_Say in a Nutshell

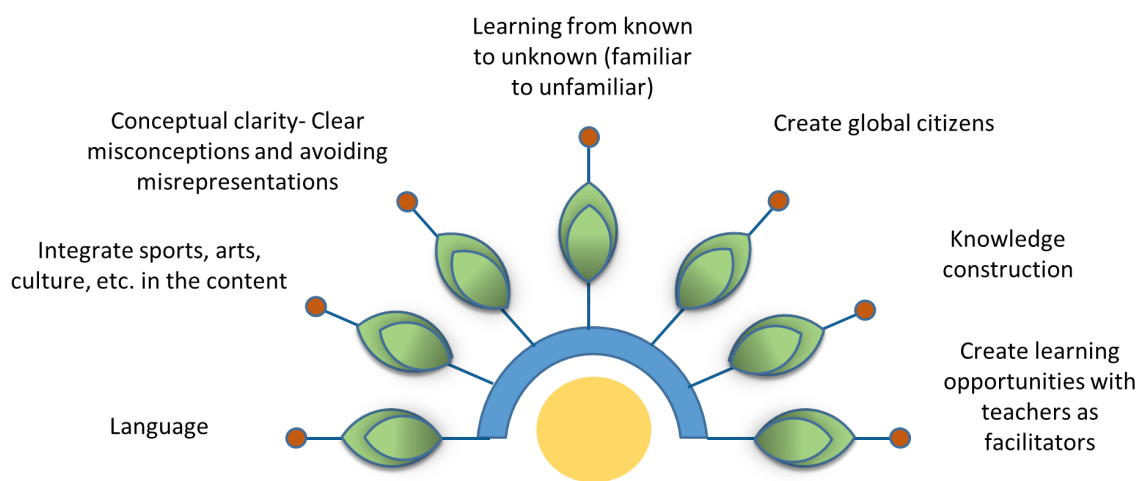
Summarise the steps of letter writing before letting the students write the letters on their own. Peer review and feedback can be encouraged to bring out the best in the exchange of letters. A few good leave applications can be read out in the class.

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
- ★ problem solving
- ★ 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 |

Master Lesson Plan

| Seven Asset Methodology for MLP | |
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| 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 |

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| | 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. |