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## Master Lesson Plan

for

## Letter Writing- emails, formal letters

Board	Standard	Subject	Chapter	Language	Creation date
KSSE	STD VII	English	Letter Writing- emails, formal letters	English	03-07-2024 01:40:46



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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



### Main Script

Make concepts simple and easy to understand

### Value Content

Integrate Human Values seamlessly into curriculum

### Suggested Activity

Promote learning by doing

### Questions to Assess

Make assessment interactive and effective

### Inquisitive Questions

Use questions as means to promote curiosity and critical thinking

### Day to Day Relevance

Help children understand practical relevance of every topic

### Interesting Asides

Satisfy children's hunger to know more



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.



## IM\_Letter Writing- e-mails, formal letters

**[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- Email, Formal letters for Grade 7.**

*This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by CBSE.]*

<b>CURRICULAR GOALS</b>	CG-1 To develop the capacity for effective communication using language skills for description, analysis, and response.
<b>COMPETENCIES AS PER NCF/NIPUN BHARAT</b>	C-1.4 Write different kinds of letters using appropriate style and registers for different audiences and purposes.

<b>Strategies as per NEP</b>	Experiential Learning
<b>Learner Centric Techniques used</b>	Peer Learning
<b>Teacher's Tool Kit</b>	T Chart
<b>SDG(Sustainable Development Goals)</b>	SDG- 4 To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
<b>Inter/Multidisciplinary elements</b>	NA

**Total Time to transact MLP : 56 minutes, 2 periods**

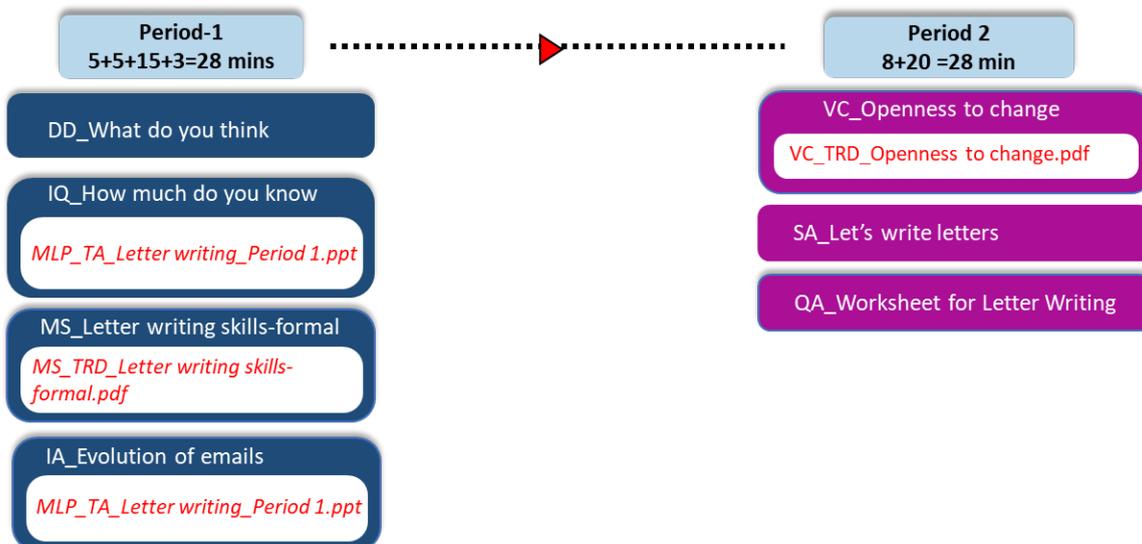
**Topics in this Chapter : Email and Formal letters**

**[Notes to the teacher:** The chapter on Letter Writing- Email, Formal letters- 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 towards the attainment of curricular goals and competencies.

*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- Emails, Formal letters

**Time:** 5 + 5 + 15 + 3 = 28 minutes

**Asset Types:** Day to Day Relevance, Inquisitive Questions, Main Script, Interesting Aside

#### DD\_What do you think ?

**Specific Learning Outcome:** Students will be able to realise the need of emails and business letters in their everyday life.

➤ Fulfills **Competency Code- C-1.4**

**Duration:** 5 minutes

The teacher elicits from the children their understanding of business letters and emails posing the following questions:



1. Who uses business letters?
2. Why are business letters written?
3. Can business letters be also written as emails?
4. How can we write an email?
5. Have any of you written or received an email?

Some expected answers from the students:

1. Businessmen ( people working in offices, banks, post offices, ministry)
2. To communicate officially
3. Yes
4. We need to open an email account
5. Yes/No

**Notes to the teacher:** Encourage as many children as possible to answer.

### IQ\_How much do you know ?

**Specific Learning Outcome:** Students will be able to identify the errors in the two letters shown.

- Fulfills **Competency Code-C-1.4**

**Duration: 5 minutes**

**Teaching Aids/Learning Aids: PPT**

**Notes to the teacher:** Use the PPT **MLP\_TA\_Letter writing\_Period 1.pptx**

given to show the two letters. Ask the children to point out the errors in the two letters shown (slide 3,4,5 and 6). After the students come up with the errors do write them on the board.

### MS\_Letter Writing skills-formal

**Specific Learning Outcome:** Students will be able to get familiar with the right formats for emails and formal letters.

- Fulfills **Competency Code- C-1.**

**Duration: 15 minutes**

**TeachingAids/Learning Aids: TRD**

**Notes to the teacher:** Develop a template on the board with the correct format for better understanding. Pose questions to highlight the important points. TRD **MS\_TRD\_Letter writing**



**skills-formal.pdf** attached for reference.

**Points to remember while writing-**

**A business letter**

- Use the correct format
- Formal language to be used
- Date should always be written
- Subject and reference should be mentioned
- Greetings and salutations
- The letter content should be concise

**An email**

- Use the correct format
- Use the correct email address
- Formal language to be used
- Subject to be mentioned concisely and clearly
- The sender's email address to be checked
- Use the correct greeting and salutation
- Greetings and salutation

**IA\_Evolution of Emails**

**Specific Learning Outcome:** Students will be able to appreciate the evolution of email writing.

- Fulfills **Competency Code -C-1.4**

**Duration: 3 minutes**

**Teaching Aids/ Learning Aids: PPT**

**Notes to the teacher :** Use the PPT **MLP\_TA\_Letterwriting\_Period1.pptx** to show the first email written by Ray Tomlinson in 1971 to students ( slide 11 )

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**PERIOD 2**

**Topic : Letter Writing-emails,formal letters**

**Time : 8+20 = 28 minutes**

**Asset Types: Value Content, Suggested Activity**

**VC\_ Openness to Change**



**Specific Learning Outcome:** Students will be able to accept changes in life

- Fulfills **Competency Code- C-1.4**

**Duration: 8 minute**

**Teaching Aids/ Learning Aids: TRD**

**Notes to the teacher:** Use the attached TRD, **VC\_TRD\_Openness to Change.pdf** and follow the instructions to highlight the value.

### SA\_Let's write letters

**Specific Learning Outcome:** Students will be able to create 3 different types of letters.

- Fulfills **Competency Code- C-1.4**

**Duration: 20minute**

**Notes to the teacher:** This is an 'As Learning' assessment tool. Please allow the children to work collaboratively and complete writing the letters as instructed. The class can be divided into 3 groups and each group to be given the topics as mentioned below. The template and points to be remembered can be written on the board to assist the children. The letters can be read out in class by the respective groups and others will share their views on the same ( peer assessment) . Two separate rubrics are provided for the student and teacher. This can also be used as an assessment tool. **The QA seamlessly flows into the SA.**

**Aim:** Collectively the students will be able to write a letter and also assess it

**Setting for the Activity:** Indoor

**Type of activity:** Group

### Procedure

- Based on the strength of the class, divide the class into 3 groups.
- Guide each group, with the help of the template provided, to follow step by step the format of writing an email and a letter.
- Each group is given the topic:  
Group1: Write an email to the Manager of a publishing house seeking information on the availability and pricing of certain categories of books for the school library.  
Group 2: Write a formal letter to the Manager of a publishing house seeking information on the



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availability and pricing of certain categories of books for the school library.

Group 3: Write an informal letter to a friend sharing the experience of writing to a publishing house.

- Give them time to discuss the topic and then they can proceed with writing the letters and emails.
- Once written the letters and emails are read out in the classroom .
- Rubrics are provided to students and teachers .
- Using the rubrics they can assess each group's approach and understand the nuances of writing better letters.

**Observation:** Students found this group activity creative , exciting and enjoyable

**Conclusion:** A sense of responsibility, eagerness to learn and collaborative learning was seen.

**Follow-up activity:** All students were told to open their email ids and share them with each other for future communication and they were also encouraged to use the email.

**Precautions:** Discipline should be maintained throughout the activity.

**Troubleshooting:** If any member of the group is not able to understand the topic then the teacher can prompt and help to complete the given task.

Rubrics

### Peer Assessment

	Very Good	Good	Needs Improvement
1. Format			
2. Language (Formal and informal as required)			

### Teacher Assessment

	Very Good (4 marks)	Good (3 marks)	Needs Improvement (2 marks)
1. Format			
2. Language (expression)			
3. Accuracy (Grammar and spelling)			



4. Adheres to the topic			
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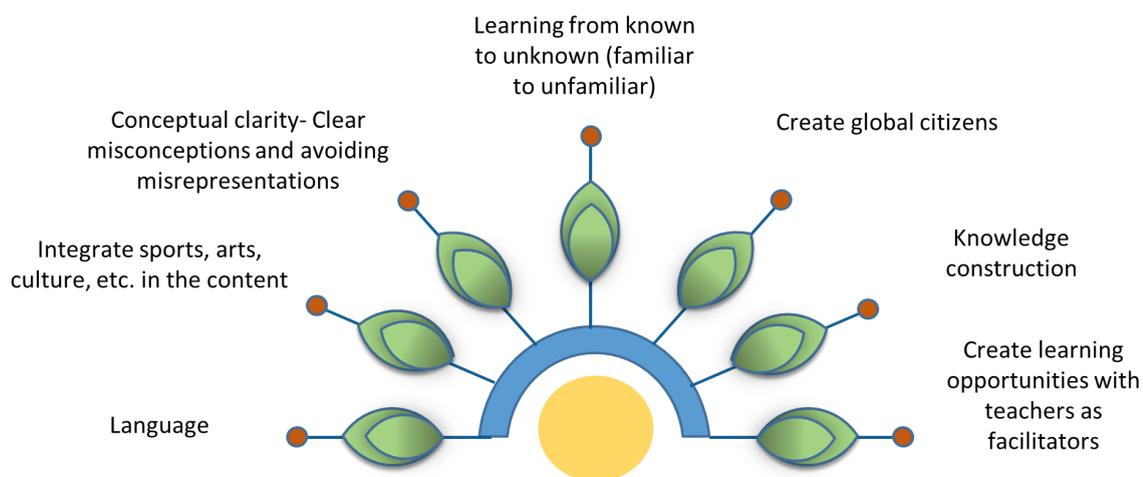
**LESSON PLAN DESIGN**

You would have noticed that the lesson plan design 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 attachments.

**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
56 minutes	Ideation Module	Letter Writing	Formal Letter- complaint, Inquiry, Placing Order, Letter



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			to the Editor
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### 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 $n^{\text{th}}$ 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



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	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.



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