

A Letter from Santa Claus

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning about generosity—the joy of giving; the value of gifts is not in their price or quantity or size
- ▶ Learning about humour; a humorist is not just a funny man—he says things of great importance in a very light-hearted way, as given in this lesson
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; idioms and their correct usage
- ▶ Grammar: Direct and reported speech—how to write each and how to convert one to another
- ▶ Learning to converse
- ▶ Applying what has been learnt in writing creativity
- ▶ Applying lesson learnt to life

GEAR UP!

- ▶ Discuss the pictures. Put down the correct answer for each.
- ▶ Discuss what festivals are and what makes them special occasions. The happiness shared and spread—Discuss.
- ▶ Discuss the two given questions. Also, ask what is the best gift the students have given. What is a gift? Gift of time, effort, care, love, etc.

Outcome: Discussing festivals — an occasion for sharing and spreading happiness.

READ AND DISCOVER

- ▶ Explain who Mark Twain was and his writings. His humour after brought out serious issues, as they did in Tom Sawyer and Huckleberry Finn.
- ▶ Ask the students to read aloud the lesson in turns.
- ▶ Explain the lesson and its new words and phrases, e.g., foreigner, tiptoe, stain, etc. Also, explain the concept of Santa Claus bringing gifts for good children, the secret way he comes and goes; who the real Saint Nicholas was. Also, explain the humorous parts, e.g., Santa Claus understands the scribbles of the children but not letters written by mothers or nurses in English.

- ▶ Ask in-text questions, e.g., Why do you think Santa Claus makes such an elaborate game of reaching Susie and giving her the gift? etc.

Outcome: Reading aloud and understanding words, meanings and spellings; understanding humour and generosity.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply to each question in complete sentences. When the answers are correct, all the students can write them down in their books.
- ▶ Exercise B: Students can write the answers on their own. The teacher can announce the correct answers aloud. Students can correct their own work.
- ▶ Exercise C: Ask and discuss one question at a time. As each correct answer emerges, the teacher can dictate it to the class to write it down.
- ▶ HOTS–Discuss in the class. Ask the students to write the answers on their own. The teacher must assess the students’ answers individually.

Outcome: Understanding and answering the questions orally and in writing.

GRAMMAR AND SPOTLIGHT

- ▶ Use the blackboard and given examples to explain the Direct Speech first. The teacher can use her own examples also (a) subject + said/asked/instructed/exclaimed/enquired/wondered/shouted/wished/whispered, etc., (b) comma, (c) quotation mark, (d) full stop, question mark, exclamation mark, etc.
- ▶ Write five sentences on the blackboard in direct speech without capitals and punctuation marks. Then, punctuate them. Ask the students to copy them down, e.g., he asked why the school is closed today.
- ▶ Use the blackboard and given examples to explain Indirect Speech. What are the changes that are made when we convert Direct into Indirect Speech, e.g., (a) no inverted commas (b) usually add that (c) change to appropriate past tense (d) change in time and place (e) change in verb, i.e., said to told (f) change in personal pronoun (g) change of will to would; shall to should?
- ▶ Examples of each of the above are given in the book. The teacher can add her own examples.
- ▶ Exercises A and B: Discuss each sentence of each exercise, as in the case of examples. When each correct sentence emerges, write it down on the blackboard. Ask the students to write it down in their copies.

Outcome: Learning about direct speech and indirect speech and how to change one to the other.

SPELL WELL

- ▶ Ask the students to do this exercise on their own by selecting words from the Help Box to complete the blanks.
- ▶ The teacher can announce the answers in the class and students can correct their own work.
- ▶ This exercise can be used for dictionary work, Spelling Bee Competition and dictation also.

Outcome: Learning words, spellings, meanings and pronunciation.

VOCABULARY

- ▶ Explain that every language has idiomatic usage — discuss the exercise first in the class. Then, ask the students to do it on their own.
 - ▶ The teacher can announce the answers and students can correct their own work.
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Outcome: Learning idiomatic English.

LISTEN AND LEARN

- ▶ Read out the passage. Ask the students to listen to it attentively. Explain it.
 - ▶ Ask one question at a time. Ask the students to answer it and the teacher can correct it. Instruct the students to answer in complete sentences.
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Outcome: Listening attentively understanding and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact Ruchi and Mahesh.
 - ▶ Enact in the class. Ask the students to listen for correct pronunciation, pause, emphasis and inflexion.
 - ▶ Involve the class in the assessment.
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Outcome: Learning to converse—pronunciation, pause, emphasis and inflexion.

WRITING

- ▶ **Transcription:** Exercise A: The students can do this exercise on their own.
 - ▶ **Composition:** Exercise B: Ask the students to write suitable words to complete each sentence of the conversation.
 - ▶ Correct the work of students individually.
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Outcome: Using creative words to complete an interview between Santa and you.

PROJECT WORK

- ▶ Ask the students to use their imagination well and make lists of (a) people they would like to give gifts to, and (b) the gifts each one would like. Then, put up for display.
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Outcome: Doing creative work based on the lesson learnt.

VALUE CORNER/LIFE SKILLS

- ▶ Read out the sentences and explain them.
 - ▶ Discuss it. Also, discuss difference between ‘price’ and ‘value’ of a gift.
 - ▶ We say ‘Do not look a gift horse in the mouth’ — What does it mean?
 - ▶ Explain the question and the given options in ‘Life Skills’. Help the students make the right choice.
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Outcome: Learning to apply the value of generosity and sharing happiness in life.
