

The Postmaster

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Understanding how human relationships are built—valuing and maturing them; bonds between people
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, collocation (word combinations); synonyms, use of dictionary, editing
- ▶ Grammar: Adjectives—kinds of adjectives; degrees of comparison of adjectives; order of adjectives; formation of adjectives
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion.
- ▶ Writing descriptions and using your imagination to enhance or create a new story ending
- ▶ Applying lesson learnt about relationships to life

GEAR UP!

- ▶ Discuss the pictures and their names.
- ▶ What is mail, the post office and courier? Why do we use them? The pleasure of writing and reading a letter, sending a parcel, etc. Philately is the collection of stamps, an international hobby and business.
- ▶ Why are we moving away from ordinary mail to SMS, email and the phone, and the internet?
- ▶ A brief introduction to Rabindranath Tagore—poet, writer of novels and plays, painter, theatre artist, educationist—set up Shantiniketan—Writer of India’s National Anthem.

Outcome: Learning about Rabindranath Tagore; post office and couriers; learning about the bond created by letters and mail.

READ AND DISCOVER

- ▶ Ask the students to read the lesson aloud in turns.

- ▶ Explain the lesson and its new words and phrases, e.g., truth be told, their talks more on; double consonants (Indian languages have letters like ‘Jna’, ‘ksha’, etc.); started to prey on the postmaster, etc.
- ▶ Ask in-text questions, e.g., Ratan did so much for the postmaster. What did the postmaster do for Ratan? What memories did Ratan have of her family? How did the postmaster initially while away his time? etc.

Outcome: Reading aloud and understanding words, meanings, spellings and pronunciation.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time and instruct the students to reply in complete sentences. Question 5—explain what is ‘reference to context’, i.e., the words are spoken by a particular person to another, who they are, what is the meaning of what is said, why and with what purpose or outcome, what is the situation in which they have been said.
- ▶ Exercise B: Students can do this on their own. The teacher can announce the correct answers aloud. Students can check and correct their answers.
- ▶ Exercises C and HOTS—Discuss orally first in the class. Then, ask the students to answer questions on their own.
- ▶ The teacher can assess the answers of the students individually. The best HOTS answer (in terms of content, correct usage of vocabulary and grammar) can be shared with the class.

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

GRAMMAR SPOTLIGHT

- ▶ Refresh with the use of blackboard and given examples to explain adjectives.
- ▶ Various kinds of adjectives—use examples from daily life.
- ▶ The degrees of comparison of adjectives: positive, comparative and superlative.
- ▶ The order of different adjectives used to describe one thing.
- ▶ Use the blackboard and given examples to explain how adjectives are formed from nouns by adding suffixes. The teacher can add her own examples too.
- ▶ Exercises A, B, C and D: These exercises can be done in the class orally first. Then, students can do the exercises on their own. The teacher can announce the correct answers aloud and students can check and correct their own work.

Outcome: Knowing about adjectives: types; degrees of comparison; order and formation from nouns.

SPELL WELL

- ▶ Ask the students to do this exercise on their own by selecting words from the Help Box to complete the spellings.
- ▶ The teacher can announce the answers aloud and students can correct their own answers.

Outcome: Learning words, spellings, meanings and pronunciation.

VOCABULARY

- ▶ Use the blackboard, given examples and additional examples to explain collocations—the use of word combinations in a particular manner so that it becomes natural to use it in the same combination always.
- ▶ Exercise A: Ask the students to attempt this on their own. Then, the teacher can announce the correct answers and students can check their own work.
- ▶ Exercise B: Ask the students to do this exercise on their own, using the dictionary wherever necessary. The teacher can announce the answers aloud and students can check their own work.

Dictionary Work

- ▶ Exercises: Students can do this exercise on their own. The teacher can assess the answers of students individually.

Editing

- ▶ The teacher can ask the students to do this on their own. Then, announce/write on the blackboard. Students can correct.

Outcome: Learning about collocations. Discuss synonyms; use of dictionary; make sentences and editing a passage.

LISTEN AND LEARN

- ▶ Read out the passage. Ask the students to listen attentively to it.
- ▶ Ask the question one at a time. Instruct the students to reply orally in complete sentences. Correct them wherever required.

Outcome: Listening attentively; understanding and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact Ravi and Sudhir.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen carefully to the pronunciation, pause, emphasis and inflexion.
- ▶ Involve the students in the assessment of the conversation enacted.

Outcome: Learning to converse—pronunciation, pause, emphasis and inflexion correctly.

WRITING

- ▶ Instruct the students to write a paragraph of ten sentences describing the area around their houses.
- ▶ Some clues are given. Can students add their own ideas?
- ▶ The teacher can correct the students' answers individually.

Outcome: Using imagination and language to write a descriptive paragraph.

PROJECT WORK

- ▶ Divide the class into groups of eight. Give them 10–15 minutes to discuss and come up with other possible endings.
- ▶ Each group can read out its list.
- ▶ Discuss which are the best solutions and why.

Outcome: Using your imagination to create different endings to the story; group work.

VALUE CORNER / LIFE SKILLS

- ▶ Read aloud the sentences.
- ▶ Explain and discuss in the light of the lesson learnt.
- ▶ Make sure the children understand the question in 'Life Skills'. Guide the students in the discussion, encouraging them to voice their ideas openly.

Outcome: Understanding the value of compassion and its application to life.
