

# A Letter to Son

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Understanding that true education is based on truth, duty, service and non-violence, all-round growth–training in the three virtues: a true knowledge of yourself, your soul and God
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; phrasal verbs and their usage; using the dictionary; editing; making sentences
- ▶ Grammar: Conjunctions—Coordinating, subordinating and correlative conjunctions and their usage. Voice—Active and passive voice; use of passive voice
- ▶ Learning to write a dialogue
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Applying what has been learnt through group work and in life

### GEAR UP!

- ▶ Give a brief introduction of Mahatma Gandhi—the foundation of his philosophy was truth and non-violence. Place it in the National and International Context—the influence of his life and thinking on people in India and abroad, e.g., Nelson Mandela, Martin Luther King Jr, Aung San Suu Kyi, etc.
- ▶ Let them do exercise on their own.
- ▶ Discuss—Do you think simple living and high thinking are appropriate? Why or Why not?

**Outcome:** Understanding the guiding principles of Gandhiji; truth and non-violence.

### READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns. Correct them wherever required.
- ▶ Explain the lesson and its words and phrases, e.g., burden on your shoulders; greater personal guidance; amusement; age of discretion; etc.
- ▶ Explain that education does not mean a knowledge of letters but it means character building. It means a knowledge of duty.

- ▶ The teacher will find it advisable, while reading the lesson, to jot down on the board all the points that are found to be part of a sound education in this letter. It is about all-round growth: a knowledge of letters (formal education), especially Mathematics, Sanskrit; wide reading of philosophy including the Upanishads; character building; duty; service to mother, brothers, sisters, sister-in-law and others; Brahmacharya—training to take up responsibilities, not merely amusement; practising continence; practising the virtues of duty, service and continence; uses of poverty; physical activity such as gardening; music; cultivating the habit of being clean and methodical; keeping accurate account of expenditure and having a balanced attitude and not getting agitated. Truth and Non-violence are fundamental.
- ▶ Ask the students in-text question relating to the above list—Do they agree or disagree with any of the ‘learnings’? Why? Do their parents teach them any of these things?

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

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences.
- ▶ Exercise B: Students can do this on their own. The teacher can announce the correct answers aloud. They can check their own work.
- ▶ Exercises C and D; HOTS—These can be discussed in the class first. Then, ask the students to write the answers on their own. The teacher can assess the work of the students individually along with the other written work.

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

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### **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and given examples to explain about conjunctions—joining words, e.g., and or and but.
- ▶ Types of conjunctions—used to join words or groups of words that are equally important—and, as well as, both, but, yet, either, or, neither, nor, so, therefore, hence, for—join equal statements, opposite statements, or those that involve a choice, and cause and effect.
- ▶ Subordinating conjunctions—used to join one noun/adjective/adverb clause with the main clause of the sentence, i.e., the clause is dependent on another clause.
- ▶ Use the blackboard and the given examples to explain when a verb is said to be in active voice or passive voice.
- ▶ Only transitive verb (i.e., one with an object) can have passive voice; intransitive verb cannot.
- ▶ Subject (door) important—active voice, action important—subject; verb followed by + door.
- ▶ Tense changes: All examples are given
- ▶ Exercise A—E: Do them orally in the class. Then, ask the students to do them on their own. The teacher can announce the answers aloud.

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**Outcome:** Learning conjunctions—coordinating, subordinating and correlative and their usage. Also, learning active and passive voice—change and usage.

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## SPELL WELL

- ▶ Ask the students to do the exercise on their own.
- ▶ The teacher can announce correct answers aloud. Students can check and correct on their own.
- ▶ This exercise in all units can be used for Spelling Bee Competition, dictation or to make sentences.

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**Outcome:** Learning words, spellings, meanings and pronunciation.

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## VOCABULARY

- ▶ Use the blackboard and given examples to explain about phrasal verbs: verbs + adverbs/prepositions—they mean something other than the literal meaning of the words used.
- ▶ Go through all the examples given from page 109 to page 111.
- ▶ Exercises A and B: Students should do both the exercises on their own. The teacher can ask the students at random to give answers. The students' work can be checked in pairs to get the correct answer ascertained by the partner.

### **Dictionary Work**

- ▶ Ask the students to do the Exercise C on their own. The teacher can assess their work along with the other written work.

### **Editing**

- ▶ Exercise D: Students can do this on their own. Alternately, the teacher can have an interactive session, putting down the corrected passage on the blackboard and asking students to transcribe it in their books.

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**Outcome:** Learning phrasal verbs—verbs + adverbs/prepositions—to mean something different from the verbs and their usage.

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## LISTEN AND LEARN

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

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

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## CONVERSE AND CONNECT

- ▶ Select two students to enact Samridhi and Tina.
- ▶ Enact the conversation in the class. Correct them wherever required.
- ▶ Ask the students to listen attentively to pronunciation, pause, emphasis and inflexion.
- ▶ Involve the class in the assessment of the conversation enacted, on the basis of the four parameters above.

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

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## WRITING

- ▶ Ask the students to write on the given topic themselves.
- ▶ Teacher can check the work of each student individually.

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**Outcome:** Writing a dialogue.  
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## PROJECT WORK

- ▶ Form groups of five. Discuss how important Gandhiji's principles are today. Do we need a leader like him today? Jot down the points.
- ▶ The teacher can ask random groups and have a class discussion.

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**Outcome:** Group work—discussion on relevance of Gandhiji's principles today.  
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## VALUE CORNER

- ▶ Read the quotation.
- ▶ Discuss on the basis of what has been learnt in the lesson.
- ▶ The question in 'Life Skills' can be discussed. Teacher can encourage the students to openly express their views.

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**Outcome:** Learning that true education is based on truth and non-violence; helping others in the family.  
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