

MERUVAMBAYI M U P SCHOOL

TEACHING MANUAL

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NAME OF THE SUBJECT: ENGLISH (V)

UNIT: 2

NAME OF THE UNIT: A LETTER TO GOD

A LETTER TO GOD

The entry to this unit is a poem in which a girl speaks to the clouds emerging in the sky.

The main reading text is a story written by Gregorio Lopez Fuentes. It is a story about a man who has unflinching faith in God. He tries to carry a correspondence with God.

The text for Extended Reading is the letter written by Jawaharlal Nehru to his daughter Indira Priyadarshini. His faith in certain values is very much evident in the letter. The poem I wrote myself a letter is about a man who wrote a letter to himself but only to find that he has not learned to read it.

THEME:

- Faith, culture and values.

LEARNING OUTCOMES:

The learner

- Reads and appreciates stories and poems given in the Reader.
- Understands the theme of the given story and poem.
- Narrates events and completes the given story.
- Writes a personal letter appropriate to the context, following a particular format.
- Prepares a newspaper report.
- Identifies different expressions used in a story/poem.
- Identifies describing words and uses them before head words.
- Uses I wish to express a strong wish.
- Uses appropriate degrees of describing words to compare two objects/persons.
- Combines sentences using when and because.
- Edits a passage which has errors.
- Undertakes simple projects on words related to farming

LEARNING ACTIVITY

Topic 1: Introductory interaction

Teacher begins the class by showing pictures of clouds in different shapes and asks learners, What they see in the picture?

Do you feel that the clouds have the shape of any objects? List them.

Thus teacher leads the learners to entry activity (Text book page no.37, the poem by Christina Rossetti).

Teacher asks the following questions to help the learners understand the poem.

Who is the poet talking to?

What is the colour of the sheep mentioned in the poem?

Who does the poet address as 'white sheep'?

"You all stand still", when?

What does the child finally ask the cloud?"

Topic 2: Picture interaction:

The Pleasure of Rain

After an informal talk teacher shows the picture from text book page no.38 on the screen (ICT)

Teacher asks following questions:

What do you see in the picture?

What is the man doing?

Is it raining?

After giving a narration about the picture, teacher guides the learners to the story given in the TB. The teacher asks the learners to read "The Pleasure of Rain" silently. Asks them to put a question mark against the sentence/words they do not understand and an exclamation mark against the sentence they like most. (Teacher asks scaffold questions given in the textbook in order to lead them to think critically) Loud reading by the students (Individual). Teacher corrects the mistake. Loud reading by the students in the group. Then Teacher reads. Helps low proficient learners. Teacher asks few questions like;

Who are the characters in the story?

What was the old man waiting for?

When did the rain begin? Etc.,

Show the video of a hailstorm (ICT)

A Night of Sorrow

The teacher asks the learners to read "A Night of Sorrow" silently. Asks them to put a question mark against the sentence they do not understand and an exclamation mark against the sentence they like most. (Teacher asks scaffold questions given in the textbook in order to lead them to think critically)

Lencho was happy when it started raining. But the happiness didn't last long. What was the reason?

Pick out the expressions which tell you that Lencho was sad.

What changes did the hailstorm bring to the valley?

Loud reading by the students (Individual). Teacher corrects the mistake. Loud reading by the student in groups helps low proficient learners.

What happens suddenly during the rain?

How long did it hail?

"The corn was totally destroyed". How?

Why was Lencho sad?

_____ was the only hope for Lencho and his family."

Newspaper report

A news report will contain the five W's. **W**hat was the event, **W**here did it happen, **W**hen did it happen, **W**ho were involved, and **W**hich was the most important event or **W**hich would make news if there were more than one event and one **H** that is **H**ow did it happen

Let the learners analyse a few news reports and identify their salient features.

- A news report has a heading.
- The place of occurrence is given in the beginning.
- The event should be clear from the first two or three sentences itself.
- Comparatively less important details are given towards the end.
- Style of reporting varies from newspaper to newspaper.
- Every newspaper has its own version of the event.

PROCESS

- Let the students write the news report individually.
- Let them refine their works in groups.
- Let the groups present their news reports.
- Present the teacher's version of the report.
- Select one or two group products for editing.

Sample newspaper report

HAILSTORM DESTROYS CROPS

27 April 2016: A terrible hailstorm completely destroyed the field of ripe corn in the Sundew valley last evening. Farmers who were working in their fields got frightened and ran away. Not a leaf remained on the valley trees. The corn was totally destroyed. No death has been reported yet. The farmers are afraid that they may go hungry in the year to come. The central government will take urgent measures to relieve the valley fields destroyed by the hailstorm.

At the post office

- The focus of this part of the story is Lencho's letter to God.
- 'Because of the hailstorm you sent, everything is lost' says Lencho in his letter to God. Lencho is justifying his demand for money.
- After processing the reading, draw the attention of the learners to the sentence. 'What faith I wish I had the faith of the man who wrote this letter'.
- Pose a few questions like: what does the postmaster mean by this? Why does the postmaster think like that?

God replies

- The focus of this part of the story is Lencho's second letter to God.
- The narrative and the postmasters reply to Lencho's second letter can be processed after reading this section.

Processing a narrative

- Fix the first event – Lencho reached home'.
- Elicit other events by negotiating with the learners and list them in a chart.
- Develop the first event into a meaningful part of a narrative. For this you may need to ask questions like the following.
 - Where does the event take place?
 - Who are the characters involved?
 - What do they speak?
 - What do they see/smell/hear?

How does nature reflect their mood?

- Assign the other events to the groups.
- In the groups let them attempt the task individually and then refine their work seeking help from within the group and present them.
- Edit one or two group products.

Processing the letter

The postmaster writes a reply to Lencho after reading his second letter to God. The teacher may interact with the learners using the questions given below.

- ✓ Who writes the letter?
- ✓ Who is it addressed to?
- ✓ What will be the content of the letter?
- ✓ How will the postmaster begin the letter?
- ✓ What will he tell Lencho?
- ✓ What will be the mood of his letter?
- ✓ Will he tell Lencho how he got the money he had sent him?
- ✓ Will the postmaster be angry to Lencho?
- ✓ '.....the post office employees are a bunch of crooks'. How will the postmaster respond to this statement written by Lencho?
- ✓ Won't he be annoyed on reading Lencho's letter?

Sample letter

Dear Lencho,

First of all, I appreciate your faith in God. It was I who sent you 70 pesos. I collected it from my friends in the post office. Do not think that we are a bunch of crooks. We could collect only that much. Was it helpful to you? I am sorry that I put the signature of God. Please do not misunderstand me. Actually I was helping you. Go on with your cultivation. You will get a nice harvest. May God bless you.

With love

Postmaster

Extended Reading: Birthday letter

This is the letter written by Jawaharlal Nehru to his daughter Indira Priyadarshini.

AIMS:

- To foster reading habits in children.
- To introduce famous pieces of literature.
- To improve and assess reading comprehension.

PROCESS

- Individual reading proceeding to the collaborative reading.
- Let the learners read the passage individually at first and then in groups.
- Let the groups present the ideas they have gathered from their reading.
- You can contribute to their presentation.
- The second and third paragraphs of Nehru's letter may be a bit difficult for the learners to understand. So teacher may narrate it in the class.

POEM: I Wrote Myself A Letter (Kenn Nesbitt)

PROCESS

- Let the students read the poem individually.
- Let them share the ideas they got in small groups.
- Give them a chance to raise their doubts regarding theme, expressions etc. in the whole class.
- Lead a discussion so as to clear their doubts.
- Explore the possibilities for reciting the poem in the class.

ACTIVITIES

Activity 1:

_ Adding beauty to language: sensory perceptions

AIMS

- To give insight into figurative language.
- To identify words that add beauty to narratives/writings.

PROCESS

- Teacher reads out the introductory part.
- Teacher clarifies the task.
- Learners go through the text and find out similar expressions.
- They write the expressions in their notebook.
- Teacher can contribute missing expressions if any.

- *Not a leaf remained in the trees*
- *The flowers had disappeared from the plants.*
- *Lencho went out to have the pleasure of feeling the rain on his body.*
- *The corn was totally destroyed*

Activity 2:

AIMS

To identify describing words and use them appropriately.

PROCESS

- Write the expressions given (a good harvest, new coins, a strong wind) on a BB.
- Initiate a discussion on the function served by the underlined words.
- The teacher may ask- which are the headwords in the word pyramid?
Which words describe the headwords?
- Let the learners write such words in relevant column of the given table.
- Let them find more such headwords and describing words.

Activity 3, 4&5:

On occupations

AIM

- *To bring home the idea that all professions are noble and worthy.*

PROCESS

- *Ask the learners to read the poem and identify different occupations.*
- *Let them list out different occupations in their notebook.*
- *Now teacher may ask the questions*
- *What do you wish to be when you are grown up?*
- *Accept all answers and ask 'Why'?*
- *Before proceeding to Activity 4, let the learners go through the pictures first. Then let them read the names of occupations given in the box. Identify them and write them below each picture.*
- *Proceed to Activity 5.*

Activity 6:

AIM

To familiarise the learners with the expression I wish I had to express a strong wish

STRATEGY

- *Read aloud the introductory part.*
- *Clarify the doubts.*
- *Invite the learner's attention to the contexts given.*
- *Let them complete the sentences individually.*
- *Let them refine it in groups, if necessary.*

Activity 7:

AIM

- *To assess whether the learners know the degrees of comparison.*
- *To provide chances to use them in meaningful contexts.*

PROCESS

- *Invite the learner's attention to the introductory part.*
- *If needed, read it aloud and clarify their doubts.*
- *Let the learners work individually.*
- *Support weak learners with specific interactions.*
- *Let them refine it in groups.*
- *Edit their work*

Activity 8:

AIM

- To assess the learners ability to read pictures and speak about them in English.
- To assess their ability to complete sentences using 'because'.
- To enhance logical thinking.

PROCESS

- Read aloud the introductory part and clarify their doubts.
- Draw their attention to the written part and the picture part of the activity.
- The first part shows what happened. The pictures gives the reason as to how it happened.
- Draw their attention to the examples given in the introductory part.
- Expression like it rained the nurse gave an injection and a dog chased me are to be elicited through proper interaction.
- The teacher may ask questions like:
- What do you see in the picture?
- What is the boy doing?
- What is the nurse doing?

Activity 9:

AIMS

- To check the ability to use when and to give more chances to use it.
- To state sequence of events.
- To promote logical thinking.

STRATEGY

- Invite the learner's attention to the first sequence of pictures.
- Let them analyse the pictures and understand the ideas.
- Make them read and analyse the questions and answers given along with picture.
- Make sure that the learners are able to describe the pictures.
- Support the slow pace learners with more specific questions.
- Let the learner's write the answers to the questions given.
- Modify the answers while they are in groups.
- Edit the group work in negotiation.

Activity 10:

THE SCHOOL POST OFFICE

AIM

- To provide opportunities to the learners use language in meaningful situations.
- To provide chances to use language in a free and fearless atmosphere.
- To enhance writing skills.

PROCESS

- *Let the learners visit a post office.*
- *Lead a discussion on the employees in a post office, name boards seen there counters etc.*
- *Develop a concept map on post office.*
- *Let the learners sit in groups.*
- *Assign different jobs like setting the counters, post box name boards etc. to each group.*
- *Let the learners take turns and enact the roles of employees.*
- *Each learner can write letters.*
- *The postmaster and other employee's sort the letters and the postman distributes them.*
- *You can also write letters to some of the learners.*
- *The learners prepare replies, buy mock stamps, affix stamps and post them.*
- *Edit samples.*

EDITING

- *Let the learners read the passage.*
- *The teacher may clarify their doubts.*
- *Draw their attention to the underlined words.*
- *Lead a discussion on why they are underlined.*

PROJECT

The project has two parts. In the first part, the learners have to develop a concept map on the theme, 'farming'.

- *Supply the learners with picture charts, pamphlets on farming, agricultural journals, advertisement of agricultural equipment etc.*
- *Let them gather words from the material provided and complete the word web.*
- *Conduct a visit to a nearby farm or show a documentary on farming.*
- *Let them write about the farming activities.*