

OUR CLASSROOM POST BOX (CLASS 4)

Preparation:

Leading Question	Can a classroom post box help us connect better?
Description:	Learners will set up a classroom post box and practice writing meaningful letters. These letters can serve various purposes, such as expressing gratitude, voicing concerns about class or school, or sharing personal stories like travel experiences with peers. This project aims to foster stronger communication and connection within the class. At the end of the project, each group will use the post box to present or read aloud selected letters they have written. This project includes reading Chapter 7: The World's First Post Box on Pg. 25 from the textbook and answering some questions from the textbook. Please complete the remaining questions after the project. Do upload pictures and videos of learners collaborating and showcasing their post box to the project submission form!
Resources required:	Paper, notebook, pen/pencil, colour pens/pencils, cardboard/shoe boxes, old newspapers/magazines, glue and scissors

Day 1 –

Learners will understand the project, read a chapter, and choose a theme for their letter.

Time	Activity and Description
10 minutes	Introduction to the Project: (Whole Class) Teacher says: - I received a letter this morning, and it was addressed to the whole class! - It doesn't have a name, but it's a special message. Want to hear it? Dear Class, Letters are more than just words. A letter can make someone feel noticed, understood, or even smile after a hard day. What if you could be the reason someone smiles? I challenge you to write letters that connect people in your class, to say thank you, share a memory, solve a problem, or just tell a story. Are you ready? Yours,

	<i>A Friend with a Pen</i> - <i>What do you think this letter is trying to tell us? (Take a few responses)</i> - <i>The letter is the start of a special project we are doing this week: Our Classroom Post Box!</i> - <i>Turn to your partner and share:</i> - <i>Have you ever written a letter to someone?</i> - <i>If you could write one now, who would it be for?</i> - <i>What would you want to say?</i> Invite a few learners to share their responses after they have discussed with their partner. Explain that during this project, they will - Build and decorate a classroom post box - Write real letters to classmates, teachers, or even your future self - Share one letter aloud with your group and - Help decide how the post box will be used all year <i>Teacher says:</i> - <i>Throughout this project, we will explore the <u>leading question</u>: Can a classroom post box help us connect better?</i> - <i>Every letter you write will help us find answers.</i> - <i>Letters can express feelings, solve problems, or celebrate something good.</i> - <i>Let's find out how writing can bring us closer, as friends, as classmates, and as a team.</i> - <i>Every letter you write will be:</i> - <i>Written in the correct format.</i> - <i>Include correct grammar and punctuation</i> - <i>Include the use of at least 1 new word from the chapter</i>
10 minutes	Reading the Chapter: (Whole Class and Pair Work) <i>Teacher says:</i> - <i>Now, let's dive into the story that inspired our project!</i> - <i>Please open your textbooks to Pg. 25, Chapter 7: The World's First Post Box.</i> - <i>Follow along as I read the chapter aloud.</i> - <i>Remember to circle any difficult or new words. You can also put a small star (★) next to any sentence you find interesting or important.</i> Note: The teacher reads the chapter aloud with expression. Students follow along silently with their eyes on the text. Pause 1 or 2 times during the reading to ask questions to check if learners have understood the text. Once done with the reading, say:

	- <i>Now, take a minute to quietly think and note down three things you learned from the chapter.</i> - <i>Once you are done writing, turn to your partner and share your three things. Were they the same or different?</i> Invite 2-3 learners to share what they learned. Then ask the whole class: - Do you think the first post box was important? Why/ why not? - Do people write letters these days? Why/ why not? - If you received a handwritten letter or a WhatsApp message, what would you like more and why? - How do letters help people feel heard and connected? After a brief discussion, say: - <i>Just like people long ago used letters and post boxes to stay connected, we are going to use a post box in our classroom to share our stories, show kindness, solve problems, and celebrate each other.</i>
10 minutes	Purpose of the Letters: (Group Work) Divide learners into groups of 4-5 and inform them that they will work in the same groups for the duration of the project. Tip: Ensure each group has a mix of learners with different abilities and learning levels. Teacher says: - <i>Each group will choose a theme for the kinds of letters they want to write. You will be writing letters based on the chosen theme.</i> - <i>Once you choose a theme, you also need to explain why this theme matters to you.</i> - <i>Some fun and meaningful themes include:</i> • <i>Letters of gratitude to friends, classmates, or teachers for kind actions</i> • <i>Letters describing a special event, like a birthday party, family function, or school picnic</i> • <i>Letters sharing a travel story or an imaginary trip to a place they dream of visiting</i> • <i>Letters talking about a problem in the classroom (like a noisy classroom or difficulty sharing materials) and suggesting solutions</i> • <i>Letters to their future selves, one year from now, describing what they hope to have learned, achieved, or something they would feel proud of</i> • <i>Letters advising a new student joining their class</i> • <i>Letters to a favourite book character or superhero, asking questions or sharing thoughts</i> • <i>Letters celebrating classroom achievements, like winning a match, completing a project, or helping someone</i> Once the theme is decided, ask learners to share their theme with the class. Ensure no two teams are writing the same theme.

Homework	- Write the circled new words from the chapter in your notebook and note down their meanings. If you are unsure about the meaning, use a dictionary or ask an adult for help. - Answer Question B and C on Pg. 28 of the English textbook.
----------	--

Day 2 –

Learners will explore types of letters and practice writing one using a given prompt.

Time	Activity and Description										
5 minutes	Recap: (Whole Class) Teacher says: - Let us quickly go over what we did in the previous class! - What was the special project we started? (Take 1-2 responses) - What is the leading question we are exploring? (Leading question: Can a classroom post box help us connect better?) - Now, turn to a partner and check your homework (Question B, Pg. 28). Answer: <table border="0"> <tr> <td>1. find</td><td>c. lose</td></tr> <tr> <td>2. sharp</td><td>e. blunt</td></tr> <tr> <td>3. float</td><td>d. sink</td></tr> <tr> <td>4. first</td><td>a. last</td></tr> <tr> <td>5. modern</td><td>b. Ancient</td></tr> </table> - Today, we will learn the types of letters and then practice writing a letter.	1. find	c. lose	2. sharp	e. blunt	3. float	d. sink	4. first	a. last	5. modern	b. Ancient
1. find	c. lose										
2. sharp	e. blunt										
3. float	d. sink										
4. first	a. last										
5. modern	b. Ancient										
10 minutes	Types of Letters: (Pair Work) Teacher says: - Today, I got two letters, one from a friend and the other from a student. Let's read both the letters and see how they sound. <table border="1"> <thead> <tr> <th>Letter A</th><th>Letter B</th></tr> </thead> <tbody> <tr> <td> Hey <u>(teacher's name)</u>! Guess what? I saw the funniest cat video and thought of you! I hope you are doing well. Let's meet soon for a cup of tea. Your old friend, MJ </td><td> Dear <u>(teacher's name)</u>, I hope you are well. I am writing to ask if you are available for a meeting to discuss next week's project. Please let me know what time works best for you. Sincerely, Jay </td></tr> </tbody> </table> Teacher says: - Turn to a partner and discuss:	Letter A	Letter B	Hey <u>(teacher's name)</u>! Guess what? I saw the funniest cat video and thought of you! I hope you are doing well. Let's meet soon for a cup of tea. Your old friend, MJ	Dear <u>(teacher's name)</u>, I hope you are well. I am writing to ask if you are available for a meeting to discuss next week's project. Please let me know what time works best for you. Sincerely, Jay						
Letter A	Letter B										
Hey <u>(teacher's name)</u>! Guess what? I saw the funniest cat video and thought of you! I hope you are doing well. Let's meet soon for a cup of tea. Your old friend, MJ	Dear <u>(teacher's name)</u>, I hope you are well. I am writing to ask if you are available for a meeting to discuss next week's project. Please let me know what time works best for you. Sincerely, Jay										

	- Which letter feels more relaxed or friendly? - Which one sounds more serious or polite? - What clues helped you figure that out? Invite a few pairs to share their responses with the class. - These are the two types of letters: - The friendly one is called an informal letter. We write it to people we know well, like a friend, cousin, or family member. It can sound fun and casual, you can even use jokes or emojis! - The polite one is called a formal letter. We write to people like a teacher, principal, or librarian, someone we show respect to. It sounds more serious, with polite words. - Now think, will our Classroom Post Box letters be more like Letter A or Letter B? Yes! We will be writing informal letters, friendly, fun, and full of feeling!
15 minutes	Practice Writing A Letter: (Independent/ Pair Work) Teacher says: - Let us practice writing a short informal letter together. - Open Pg. 29 of your textbook and observe the letter given with your partner. - What are the various elements of the letter? Once learners have discussed, invite 2-3 learners to share the elements they have identified with the class. Then explain the elements. 1. Address: Write your address at the top left. Example: Class 5B, MEM School, Dimapur 2. Date: Write the date first, so the reader knows when it was written. 3. Greeting: This is how you start your letter. Example: Dear Akum, or Hi Kevi! 4. Body: This is the main part where you write your message. Use 6–8 sentences to share your thoughts, story, or feelings. Try to write in full sentences using correct grammar and punctuation. 5. Closing: This is how you end your letter. Examples: From, Yours truly, Your friend, + your name Teacher says: - Now that we have understood the parts of a letter, let's practice writing one. - Answer Question E 2 on Pg. 30 of your textbook. - Remember to include all the parts: Address, Date, Greeting, Body, and Closing. - Use complete sentences, punctuation, and try using words from the chapter! Once done, invite 1 or 2 learners to read their letters aloud to the class. Note: Teachers can move around the classroom to observe, support, and encourage students as they write, offering guidance where needed.

Homework	- Complete your practice letter (Question E 2 on Pg. 30) if unfinished and revise it for punctuation and clarity.
----------	---

Day 3 –

Learners will write their final letter and give and receive feedback from peers to improve their writing.

Time	Activity and Description
5 minutes	Recap: (Whole Class) Teacher says: - <i>Let us quickly recall what we did in the previous class. Who remembers the two types of letters we learned about?</i> (Take 1-2 responses) (Formal and Informal) - <i>What are the parts of a letter?</i> (Take 1-2 responses) (Address, date, greeting, body and closing) Remind learners of the project's leading question: Can a classroom post box help us connect better? Today, learners will write their final letter and give and receive feedback from peers to improve their writing.
15 minutes	Writing Letters: (Independent Work) Teacher says: - <i>Now it's time to write your own letter!</i> - <i>Think back to Day 1, when your group chose a theme.</i> - <i>You will write your letter based on that theme. Look back at why you picked that theme, think about who you want to write to and start writing your letter. Try writing to someone within the school so the letters can be delivered.</i> - <i>Remember to follow the structure you practised yesterday.</i> Encourage correct grammar and punctuation, and remind them to use at least one new word from the chapter they read. Note: Teachers should walk around to support, check structure, and encourage students as they write.
10 minutes	Peer Feedback: (Group Work) Teacher says: - <i>Now it's time to help each other make our letters even better!</i> - <i>Sit in your groups and swap letters. Make sure everyone is reading a different person's letter.</i> - <i>While you read, think about these questions:</i> - <i>What did you like about the letter?</i> - <i>Did the letter match the chosen theme?</i> - <i>Did it have all the parts of a letter?</i> - <i>Are there any small grammar or punctuation mistakes to fix?</i>

	- Did they use at least one new word from the chapter? - What's one thing they could add or change to make it even better? After everyone shares feedback, writers will use it to fix or improve their letters on a clean sheet of paper.
Homework	- Improve your letter based on peer feedback if you haven't finished. - Bring materials like cardboard/shoe boxes, old newspapers, magazines, etc., for building your classroom post box tomorrow.

Day 4 –

Learners will design and build a classroom post box, using symbols to represent different types of letters.

Time	Activity and Description
5 minutes	Recap: (Whole Class) Teacher says: - Let's quickly recap what we have done so far. - What is the purpose of our project? (Take 1-2 responses) - What kinds of letters have we written so far? Who are they for? (Take 1-2 responses) - Are you all ready with your improved letters? Remind learners of the project's leading question: Can a classroom post box help us connect better? Today, learners will design and build a classroom post box, using symbols to represent different types of letters.
15 minutes	Brainstorming Ideas for Classroom Post Box: (Group Work) Teacher says: - Now that we have our letters ready, we need a special place to send them—a classroom post box! But not just any post box—we want to design one that represents us as a class. - <u>Step 1: Group Discussion</u> - Let's recall the chapter. What shape was the post box in the chapter? (Take responses) (A shoe) - Now, in your groups, decide on the shape for your classroom post box. - Draw the shape out and think where it would be placed in the class. Would it be hanging from the wall, near a window, outside the classroom, etc. - <u>Step 2: Present and Vote</u> - Each group shares their post box design idea and why they chose it. - Once all groups have presented, the whole class votes to pick one final design for the shared classroom post box. - <u>Step 3: Purpose of the Postbox</u> - We have designed our post box, but before we build it, let's think about why we need it and how we'll use it in the future. - In your groups, discuss the following question: - Why should we have a classroom post box?

	- What kinds of letters could we put in it in the future? - How can it help us grow as a class? After the discussion, invite a few learners to share their ideas with the whole class. If needed, give examples: - We can use it to appreciate someone who helped us. - We can share feelings or solve a small problem. Teacher says: - <i>These are wonderful ideas! A classroom post box can help us listen to each other, understand how others feel, and make our classroom a kinder, more connected place.</i> - <i>Now, let's decide how we will use the post box. Here are a few rules we can agree on. Let's add more if we need to.</i> - <i>Sample rules:</i> - <i>You can post letters in the classroom postbox anytime.</i> - <i>A postman or postwoman will collect the letters on the 10th of every month and deliver them to the right people.</i> - <i>Make sure the envelope has the name of the person you are writing to, so the postman/postwoman knows who to give it to and they won't open the letters!</i> - <i>Since we are building this together, these rules are ours to follow. Let us use the post box in a way that makes everyone feel safe, seen, and heard.</i>
10 minutes	Building the Classroom Post Box: (Group Work) Learners will now work together to create one shared post box for the classroom. Teacher says: - <i>Let's build our very own Classroom Post Box!</i> - <i>Use the recycled materials you brought from home, like cardboard boxes, shoe boxes, or old newspapers.</i> - <i>Remember, the post box should be big enough to hold letters and easy to open and close, so we can post and read them easily.</i> - <i>Let's divide into groups so everyone has a role in building our Classroom Post Box:</i> - <i>One group will shape and build the structure of the post box.</i> - <i>Two to three groups will decorate the post box using colours, drawings, and craft materials.</i> - <i>Two or three groups can make envelopes for the letters.</i> - <i>Two to three groups will draw the symbols for each letter theme, like a heart for gratitude or a star for special stories. We'll paste these on the post box so everyone knows what they mean.</i>

	- Once your group knows what to do, gather your materials and get started! Remember, this is our shared post box. Let's make it creative, clear, and something we are all proud of.
Homework	Complete any pending work on the post box and bring your final letter neatly written and placed inside an envelope.

Day 5 –

Learners will read their letters aloud and reflect on the project.

Time	Activity and Description
25 minutes	Letter Reading: (Whole Class) Teacher says: - Now it's time to share some of the wonderful letters you have written. Instructions: - Each group will come forward one at a time. - One letter will be randomly selected from each group to be read aloud. - The author of the letter will read it aloud to the class. - During the letter reading, make a note of any letters you really enjoyed listening to. After all the groups have presented, teacher says: - Now that we have shared one letter from each group, it's time to post all of your letters. - Fold your letters, put them in an envelope created in the previous class, write the recipient's name on it, and drop it into the post box. Select 1 or 2 volunteers to act as the class postman/postwoman for the week. They will help deliver letters.
5 minutes	Reflection: (Independent Work) Teacher says: - During this project, we explored how letters can help us express ourselves and connect with one another. Now, let's take a few minutes to reflect on what we learned and how we felt during this project. - In your groups, discuss the following reflection questions: - What did you enjoy the most about this project? - How did it feel to write or receive a letter? - Did anything surprise you about the power of letters? - Ensure everyone in the group gets a chance to share their reflection. Invite a few groups to share one insight or takeaway with the whole class.

Additional enrichment activities:	- Learners can create a mini “post office” corner in the classroom with envelopes, stamps, and letter templates. - Read a real letter from history and talk about its impact. - Learners can write letters to historical figures, or even as if they were historical figures themselves.
Modifications for simplification	- Provide sentence starters for learners who need writing support. - I hope you are doing well. I wanted to write to you because... - Something that made me really happy/sad/excited recently was... - If learners are struggling, encourage them to draw and write short, simple sentences. Pair them with a peer buddy who can guide and support them through the writing process.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- ☐ Use the correct structure of a letter (address, date, greeting, body, closing).
- ☐ Write a letter that clearly connects to a chosen theme.
- ☐ Use basic grammar and punctuation correctly.

APPENDIX

Project Details

Leading question:	Can a classroom post box help us connect better?
Subjects covered:	Literacy, Art and Design
Age group:	9-10 year-olds
Total time required:	In class: 40 minutes a day for 5 days
Learning outcomes:	Literacy Outcomes: - Read with understanding simple short stories and descriptive pieces. - Read and solve problems related to the lesson/text. Locate and explain significant details from the text. - Write simple sentences in a paragraph which are grammatically correct. - Use punctuation properly. - Learn to write a letter. - Know the use of a post box and create one for their classroom. Social and Emotional Learning Outcomes: - Take others into account while making a decision. - Demonstrate cooperation and teamwork to promote group effectiveness. 21st Century Skill Outcomes: - Communicate effectively through letters

	- Collaborate with peers to plan, write, and revise their letters. - Think creatively about the design and purpose of the classroom post box.
Previous Learning	NA
Supervision required:	Medium

Chapter Learning Outcomes Mapping Table

Learning Outcomes (Taken from the Textbook)	Coverage
Know the use of a Post Box.	Yes
Identify and use opposite words.	No
Learn paragraph writing.	Yes
Learn to write a letter.	Yes