

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**Communicating through letters**

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - Third Standard

Chapter Number & Name: 15. Communicating through letters

## **1. OVERVIEW**

### **1.1 OBJECTIVE AND PREREQUISITES**

#### **Objective**

- To communicate without using the language
- To understand the activities of the post office

#### **Prerequisite Concept**

- General awareness about letters (hard copy) that are used for communication

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*Note: The fields marked with \* are mandatory*

## **2. LEARN**

### 2.1 KEY POINTS

A symbol is a mark, sign or word that represents an idea, object or relationship.

Symbols allow people to communicate without using any oral language.

A letter is a written message that can be handwritten or printed in a paper.

Post offices are part of a system which carry written messages, money, goods from one place to another.

### 2.2 LEARN MORE

To understand more about non-verbal communication for visually impaired, visit the links:

<https://www.teachingvisuallyimpaired.com/non-verbal-communication.html>

<https://www.tsbvi.edu/component/content/article/1725-non-verbal-communication-cues-signals-and-symbols>

## **3. ENGAGE**

### 3.1 INTEREST GENERATION ACTIVITY

## **INTRODUCTION TO THE TOPIC**

### **Activity 1: Communicating without language \***

*Materials Required:* NA

*Prerequisite:* NA

*Activity Flow:*

- Make pairs of children and ask them to decide among themselves who is A and who is B.
- Tell all the As to give the following message to B without speaking.

- I am feeling hungry
- Give them 1 - 2 minutes to complete and then tell all the Bs to give the following message to their partners.
  - I am feeling very tired.
- After they complete the activity, ask all the students if they understood what their partner was trying to tell them. Ask some of them to share their experience and what did they do to make their partner understand their message without actually speaking it out. Discuss if they felt any difficulty in doing this activity. Try out more signs like sleeping, walking, up, down, here, there etc.

### 3.2 CONCEPT GENERATION ACTIVITY

#### UNDERSTANDING NON-VERBAL SIGNALS

##### **Activity 2: Identifying symbols used in cricket match and football match**

*Materials Required:* NA

*Prerequisite:* NA

*Activity Flow:*

*Note: The teacher can choose to conduct this activity only if she finds that the students are aware of the game of cricket.*

Ask students if they heard any cricket commentary on the radio or TV. Ask them if they have heard the commentators announcing the umpire's decision of declaring a player out, four runs, six, no ball or a wide ball.

Ask students to think why the umpire, who is in the middle of the cricket ground, raises his hands to show signals for his decisions. Discuss that these places are usually very noisy with spectators shouting and cheering for their team, it becomes essential for the umpire to use hand signals to communicate his decisions.

Briefly discuss some of the signals used by umpire in a game of cricket when a player is:

1. Out – Stretch one hand up above the head with index finger pointing towards the sky.
2. Hits four runs – Right hand and arm swept across the body.
3. Hits six runs – Both arms held above the head with index fingers outstretched.
4. Hits a no ball – Right arm outstretched parallel to the ground.
5. Hits a wide ball – Both arms outstretched on the two sides parallel to the ground.

Similarly, in a game of football, the referee sometimes uses a yellow card or a red card for the players. They do so in order to save their time in talking about why these are used.

What do these cards mean?

Yellow card – A yellow card is used to caution players for any misbehave or foul play.

Red card - Player's dismissal from the field of play.

## WHAT IS A LETTER?

### Activity 3: Getting familiar with a letter\*

*Materials required:* 1-2 sample letters along with envelopes

*Prerequisite:* NA

*Activity flow:*

Ask children if they are familiar with letters or posts that arrive at our home and which are either delivered directly at our doorstep or sometimes dropped in our mail boxes by a postman or a mail man.

Discuss the purpose of writing letters by saying that these are the means of communication from one person to another.

Describe the sample letter along with the envelope in detail. Pass around the sample letter with the envelope to students for a better understanding of its features.

1. Outside of the envelope, the name and address of the person who has to receive the letter is written. In the left bottom corner, the sender's name and address is also written sometimes.
2. The envelope is sealed using glue. Inside the envelope is the letter where the message is written on a paper.
3. Talk about the stamps if there is any.
4. Talk about the standard way of writing the address and the importance of a pin code which helps in speedy sorting and delivery of mails.

Pass around the letter samples and allow students to explore and understand the various features as discussed.

## WRITING A LETTER

### Activity 4: Writing a letter \*

*Materials required:* Materials to write a letter. One sheet for every child.

*Prerequisite:* Comfortable writing in braille.

*Activity flow:*

Divide the class in pairs. Inform students that they are going to write a letter to their friends in the class. They will write addressing their partner. Help the students who have difficulty writing in braille.

Discuss the format for writing the letter with the date on top. Explain what kind of content or message can be written inside a letter. Talk about other details like date, subject and greetings.

The teacher can choose any topic or subject for writing the letter. Example, "One thing I appreciate in you" or "One topic I liked in EVS".

Allow some time to complete the activity and ask some of them to share what they have written for their partners.

## **POSTAL SERVICES**

### **Activity 5: What are the postal services\***

*Materials required:* Sample envelope from different postal services such courier or speed post, sample of a parcel

*Prerequisite:* NA

*Activity flow:*

Pass around the different envelopes and explain the difference between them. Discuss the purpose behind using different types of postal services.

**Speed Post:** A speed post facility is used if there is urgency in sending the letter. It will be sent by an aeroplane. It costs more, but it reaches quickly. Apart from the post office some other organizations also provide speed service.

**Courier:** Courier service is a service that allows someone to send a parcel from one location to another.

**Speed Post:** This is a high-speed delivery service provided by the postal department, while courier services are transportation and delivery services provided by private companies.

**Postcard:** This is a rectangular piece of thick paper which people use for writing a letter without an envelope. There might be a picture on one side of the card and on the other side, people write their messages and the address.

**Money order and Parcel:** Just like we send letters. we can also send money by postal service. Those are called Money Orders. In the same way books and other things can also be sent. It is called Parcel. A parcel is an object wrapped in paper in order to be carried or sent by post.

### **Activity 6: Arrange them in order\***

*Materials required:* NA

*Prerequisite:* NA

*Activity flow:*

Arrange the following sentences in proper sequence.

1. Dropping letter in a post box
2. Carrying letters in an airplane
3. Writing a letter

4. Delivering the letter to the receiver
5. Putting stamp in the post office
6. Postman collecting letters from the post box

The correct order would be: 3-1-6-5-2-4

### **Activity 7: Making an envelope**

*Note: For this activity, it is advised for the teacher to follow the process of making the envelope prior to conducting the same in the class.*

*Materials required:* An A4 size or a rectangular plain paper for every child, glue

*Prerequisite:* NA

*Activity flow:*

1. Lay a rectangular piece of paper down lengthwise
2. Fold the paper in half lengthwise. Match up the edges of the paper to ensure the fold is straight, and press down on the folded edge with your fingers to make a crease. Then, you can unfold the piece of paper, and it will have a crease in the middle.
3. Fold the top right corner along the center crease. When the edge of the top right corner is touching the center crease in a straight line, fold the corner down. This will make a triangle shape with the top right corner.
4. Fold the top left corner along the center crease. Fold the top left corner down as you did the right corner. Remember to smooth out the paper with your fingers to make a straight fold. You will now have two small triangles sitting on top of a rectangle.
5. Fold one inch of the top and bottom edges toward the center crease. The measurement here does not have to be exact, so you can eyeball the fold. Both the top and bottom edges should be folded towards the center, leaving enough room in the center for a letter or card to fit, about one inch.
6. At this point, the paper should still be lying lengthwise. The triangular point of the paper should still be facing left.
7. Fold the right edge of the paper along the bottom of the triangle. The edge of the folded triangle on the left-hand side of the paper should be parallel with the edge of the right-hand side. The triangle itself will still be visible. Smooth out the fold with your fingers, then unfold it.
8. Close the envelope. Fold the right-hand edge of the paper back up to the edge of the triangle. Fold the triangle top towards the center of the rectangle. Now, you will notice the back of your envelope looks like those bought in stores.

Ask students to put the letter they have written in Activity 2 in this envelope and hand it over to their friend.

### **3.3 LET'S DISCUSS: RELATE TO DAILY LIFE**

Have a discussion about what will happen if the postal stamp is not affixed. Discuss that with the advancement of technologies such as phones, the trend for writing letters

especially personal letters has significantly dropped over the last few years. People use electronic mails or phones to communicate.

## 4. EXERCISES & REINFORCEMENT

### 4.1 REINFORCEMENT

#### **Activity 8: A visit to a post office**

*Materials required:* NA

*Prerequisite:* NA

*Activity flow:*

Arrange a tour to a post office. Orient students in advance what to expect there. Discuss the expected behaviour from them.

Introduce children to different sections or counters in the post office. Introduce children to the people working in the post office.

People sitting in the ticket counter-these people give tickets according to the letters/packages.

People sitting in the savings counter – it works similar to the bank where people can save their money

Postman – A postman delivers letters to different places.

Explain that the postman will collect all the letters, parcels and will send them to the address written on them via bus, truck, aeroplane.

#### **Activity 9: Introducing other signs and symbols**

*Materials required:* Tactile diagram of different commonly used signs and symbols

*Note: If TD is not available, the teacher can make students understand by holding the fingers of one hand and trace the signs on the palm of the other hand. However, this can be done only with simple sign designs.*

*Prerequisite:* NA

*Activity flow:*

- Distribute tactile diagrams of symbols to children and ask them to touch the diagrams and guess the meanings.
- Here are some examples for Tactile diagrams of symbols – washroom (For men, women, differently-abled person), School, hospital, lift, male, female, no entry, first aid, zebra crossing, danger.
- Explain the meaning/use of the symbols.
  - washroom (For men, women, differently-abled person)-public places provide washroom facility for all according to their need.
  - School-Nearby school people have to drive cautiously.
  - Lift- Reaching quickly to multi storey floors.

- No entry-the place is prohibited for visiting
- First aid- first aid is the first and immediate assistance given to any person suffering from any injury or illness.
- Zebra crossing -pedestrian crossing is safe while crossing a road.
- Danger - danger sign indicates that the place is unsafe.
- Explain other signs as well according to need.

**Teaching Tips**

NA

**References**

NA

**4.2 IMPORTANT GUIDELINES****Exercise Reading**

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

**Perform Textbook Activity**

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

**Provide Homework**

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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