



**Subject Integration:** Language Arts. Social Studies, Geography

**Academic Standards:**

**Reading, Writing, Speaking, and Listening-**

- ◆ 1.4.3. B - Write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant.
- ◆ 1.5.3. A - Write with a sharp, distinct focus, identifying topic, task, and audience.
- ◆ 1.5.3. B - Write using well-developed content appropriate for the topic
  - \* Write a series of related sentences or paragraphs with one central idea.
  - \* Incorporate details relevant and appropriate to the topic.
- ◆ 1.5.3. C – Write with controlled and or subtle organization.
  - \* Sustain a logical order.
  - \* Include a recognizable beginning, middle and end.
- ◆ 1.5.3. D. – Write with an awareness of the stylistic aspects of composition.
  - \* Use descriptive words and action verbs.
- ◆ 1.5.3. E – Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.
- ◆ 1.5.3. F – Edit writing using the conventions of language.
  - \* Spell common, frequently used words correctly.
  - \* Use capital letters correctly.
  - \* Punctuate correctly.
  - \* Use complete sentences.
- ◆ 1.6.3. B – Listen to a selection of literature (fiction or non-fiction)
  - \* Relate it to a similar experience.

**Geography-**

- ◆ 7.1.3. B – Identify and locate places and regions:
  - \* Human features: States

**Materials:** *The Jolly Postman or other peoples letters* (A. Ahlberg & J. Ahlberg, 1986.), letter from pen pal, class mailbox, large envelope, friendly letter poster, writing process poster, U.S. map, yarn, stickers, stamps, lined paper, pencils, large writing paper, dictionaries, marker, laser pen, bell.

**Vocabulary:**

- ◆ **Heading:** The return address that is made up of your street address on one line, followed by your city, state and zip code on the next line. The third line is the date you wrote the letter. The heading is placed in the upper right-hand corner of the letter. (Always include the date, but you do not have to have your address).
- ◆ **Salutation:** This is the greeting of the letter that means “hello”. Most of the time, all of the words in the greeting are capitalized and followed by a comma.
- ◆ **Body:** The body of the letter is where your main information or message is located. The first sentence of every new paragraph is indented.
- ◆ **Closing:** This is the part of the letter after the body is complete. You will skip two lines after the body, and begin in the center of the page. The first word is capitalized and a comma is used at the end. This part of the letter is the “good-bye”.
- ◆ **Signature:** This tells who wrote the letter. It is located on the line directly below the closing.
- ◆ **Rubric:** This is a chart that helps you decide if your piece of writing needs more work. It is a list of what the teacher expects from you in order for you to receive that grade.

**Objectives:**

- ◆ The students will be able to write a friendly letter using the criteria from a rubric.
- ◆ The students will be able to locate and name the state that they will be sending their friendly letter to.
- ◆ The students will be able to address an envelope.

**Procedure:**

- ◆ **Anticipatory Set:** Have the children sit on their carpets on the floor and read the book, *The Jolly Postman or other peoples letters* (A. Ahlberg & J. Ahlberg, 1986.). Activate prior knowledge of writing and receiving letters. We will begin by discussing briefly about letters. We will center discussion around who in the class has received letters, what the students think they look like and the importance of sending and receiving mail. Ask the students how they felt when they received a friendly letter. Ask the students, did you ever have a pen pal? Show an example letter from a pen pal. Ask the students, “How do you think your great-grandmother kept in touch with family that was far away? Tell the students that there was no such thing as e-mail or cell phones. Have a discussion about changes in technology and communication. Ask the students if they would like to have a pen pal. Tell the students that they will be learning the parts of a friendly

letter and composing one in order to make a new friend from another state in the U.S.

### **Developmental Activities:**

- ◆ Ask the children to put their thinking caps on and try to remember the last writing assignment that they did with Mrs. Chalich. Ask them if they remember the writing assignment that they did on their favorite dinner. Ask the students, “Do you remember the steps in the writing process? Point to the writing process poster and review the steps in the writing process.
- ◆ Ask the students if they have ever heard of a rubric (write on the board). Define a rubric and provide an example.
- ◆ Next, teach the parts of a letter by modeling your own friendly letter. Say aloud, “I will start with prewriting, or planning my letter. I will look at my rubric and see that I need to have interesting detail for the reader of my letter. I will make a list of ideas and write what I think about those ideas.
- ◆ I decided that I would write about my sister’s wedding, but then I looked at my rubric and it said that I needed to be organized.
- ◆ I decided to draw pictures of what happened at the wedding to make a **storyboard**.
- ◆ I then used my storyboard to help me write, or draft, my letter. I remembered that the rubric said to make sure I tell what happened first, next and last.
- ◆ Here is my draft.
- ◆ I think I need to revise. Who knows what revise means? It means to change my writing to make it better.
- ◆ The rubric says I need details, or words that describe. I will add more details to my draft.
- ◆ Revising means that you can also take out any unnecessary sentences or words. I will scratch out a few things that are not needed.
- ◆ I will now proofread my letter to make sure to have correct spelling and punctuation. (Because the rubric says I must have these things in my letter. And also I will make sure I have all five parts of the friendly letter. Make sure you write the parts of a friendly letter on the board and illustrate the parts on a poster board.
- ◆ Call on different students to point out different parts of a letter on a blank poster board.
- ◆ Oops, I forgot the heading; can someone help me with this?
- ◆ Next, tell the students that they will be writing their own friendly letters..
- ◆ Tell the students that they will be writing a friendly letter to another child that is in second grade at another school district in another state.
- ◆ Have the children pick a state from the map and explain to them that next week, when the letters are complete, I will bring in an address of a school in the state that each student picked. The student will put a sticker on their state.
- ◆ The teacher will write the state down on a list for reference next week.

- ◆ Have the students go back to their seats and discuss that we will be focusing on Johnstown Pa, and what exciting event happened here recently or what you have done in Johnstown.
- ◆ Have the paper helper, pass out the lined paper to the students, as well as pencils.
- ◆ The students will have 20 minutes to work on their drafts.
- ◆ Remind the students to use their glossary and a dictionary when having difficulty with spelling words.
- ◆ We will collectively come up with great ideas for a friendly letter, while the teacher writes them on the board.
- ◆ Remind the students that they will be using the rubric as a guide while doing the paper, and go over it one more time.
- ◆ Remind the writing process to the students.
- ◆ Go around the class with a notebook to write anecdotal records and help students.

#### **Closure:**

- ◆ Review the parts of a friendly letter again. Have the students present their finished draft orally to the rest of the class. Model how to address an envelope and tell the students that I will be expecting everyone to know their home address and I will provide a school address and stamps.
- ◆ The students will be required to have their final copy by Monday morning.
- ◆ Tell the students that we will see who the first person will be to receive a response back from another school.

#### **Assessment:**

- ◆ Assess the students writing performance with the attached rubric.
- ◆ Assess the students' usage of the writing process by observation and anecdotal records.
- ◆ Assess the student's ability to list topics for the friendly letter.
- ◆ Assess the student's knowledge on the writing process by observing during the lesson.

#### **Extension/Enrichment:**

- ◆ Have a postal worker come in and be a guest speaker in your school area.
- ◆ Have the students write a thank-you letter to the postal worker that came to see them.

**Technology Integration:**

- ◆ Have the students type their letter on Microsoft Word.

**Special Needs Adaptations:**

- The student with selective mutism will have a chance to use the laser pen to point out the correct part of a letter.
- Have the student with selective mutism work with a higher ability level student.