

WRITING A FRIENDLY LETTER

Grade: 2

Subject/Content Area(s): Language Arts

NCSCOS Goal(s): Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

NCSCOS Objective(s): Objective 4.08: Write structured, informative presentations and narratives when given help with organization.

Lesson Content:

- Friendly letters are written to someone that you know. (Friends, Family, Classmates)
- A friendly letter is made up of five parts.
 - Heading, Greeting, Body, Closing, Signature
- Each part of the friendly letter has a certain place that it belongs on the page.

Materials: 1. Mailbag with a letter the teacher has written for each student.
2. Larry the Letter Man Chart
3. Worksheet for making a letter (1 for each pair of students)
4. Scissors (1 for each pair of students)
5. Glue Stick (1 for each pair of students)
6. Construction Paper (1 for each pair of students)

My visuals are letters that the teacher has written for each student, the Larry the Letter Man Chart, and the worksheet that students will complete with a partner.

Multiple Intelligences: This lesson incorporates the interpersonal intelligence by having the students work together in pairs. It also incorporates the visual/spatial intelligence by having the students cut out parts of the letter to rearrange them on another sheet of paper. This will be done in the Guided Practice section of this lesson.

Instructional Modifications: I will provide modification for John, the student with a broken arm by having him dictate his letter to me, telling me where to place the parts.

Lesson Objective: At the end of the lesson, the student will write a friendly letter that includes all five parts of the letter with the proper placement, with the body being at least four sentences long and including one question.

Procedures:

1. **Focus and Review:** "Today I have a surprise for all of you! In my mailbag, I have a letter for everyone. (*pass out letters*) Wait until everyone has their

envelope to open and read your letter. Be sure to keep your letters out, because we will be using them in a few minutes. ”

2. **Statement of Objective:** “Today we are going to learn how to write a friendly letter. We are going to learn about all of the parts of the friendly letter and where they should go.”

3. **Teacher Input:**

- “Friendly letters are written to communicate with people that we know personally. Can anyone give me an example of a person that you might write a friendly letter to? (*Responses should include people like: family members, teachers, friends, classmates*) I wrote you a friendly letter because we know each other and I wanted to communicate with you.”
- “I am going to introduce you to a special friend of mine. His name is Larry the Letter Man. He is going to tell us about all the parts of friendly letters.” (*Show Larry the Letter Man*)
- “The first part of a friendly letter is the heading. (*Point to the heading on Larry the Letter Man*) The heading of the letter includes the address and date. This is at the top of the page, in the right corner. Can I have a volunteer read me the heading of their letter from the teacher? (*have a student read the heading on their letter*) Everyone circle the heading of their letter and label it ‘heading.’”
- “The next part of a friendly letter is the greeting. (*Point to the greeting on Larry the Letter Man.*) The greeting is the opening part of the letter. This lets us know who the letter is written to. The greeting can have a word like “dear” at the beginning. At the end of the greeting, we always use a comma when writing a friendly letter. Can someone read me the greeting of your letter from the teacher? (*wait for response*) Everyone underline the greeting on your letter from the teacher and label it ‘greeting.’”
- “The biggest part of the letter is the body. Larry the Letter Man says that the body of a letter is the heart of the letter. (*Point to the body on Larry the Letter Man.*) The body of the letter is where the message goes. When you are writing the body, make sure that it is clear and easy to read. Always indent the first line of the body, because you are writing a paragraph. Also, remember who you are writing the letter to. Who wants to read the body of the letter from the teacher? (*Wait for response*) Everyone draw a box around the body of your letter from the teacher and label it ‘body.’”
- “The fourth part of a friendly letter is the closing. It goes at the foot of the letter, on the right side. (*Show the closing on Larry the Letter Man*) The closing is the end of the letter, and is usually one or two words like “Sincerely” or “Your Friend.” The closing is followed by a comma. Who would like to read the closing of their letter from the teacher? (*Wait for response*) Everyone draw a cloud around the closing of your letter from the teacher and label it ‘closing.’”
- “The last part of a friendly letter is the signature. This goes at the very bottom of the friendly letter, under the closing. (*Point to signature on Larry the Letter Man.*) The signature is where you sign the letter with your name so that the reader will know who the letter is from. What does the

signature say on your letter from the teacher? (*Wait for response*) Draw a squiggly line under the signature on your letter from the teacher and label it 'signature.'

4. **Guided Practice:** Students will work in groups of two. Each pair will be given a worksheet that has the parts of a friendly letter in scrambled order. They will have to cut out each part of the letter and rearrange it to form a friendly letter in the correct order. They will glue the parts onto a piece of construction paper so that it will form a complete friendly letter. (Worksheet attached)
5. **Independent Practice:** Students will write a friendly letter to their teacher, responding to the letter that was given out at the beginning of the lesson. Each letter should contain all five parts of the letter, in the correct place on the paper. The body of the letter should contain four sentences. Letters will be collected so that they can be checked for accuracy.
6. **Closure:** "Today we learned about writing friendly letters. Can you give me an example of a person that you would write a friendly letter to? We also learned about the parts of a friendly letter. How many parts are there? Which part is the biggest? What order do the parts go in?"

Lesson Plan Reflection (to be completed after you teach)

1. **Student Performance:** How did the students react to the lesson? Did they learn the material? How do you know?

The students responded well to this lesson. When I introduced Larry the Letter Man, they were really excited. I think with this lesson, the students will need more instruction. I know that Mrs. Riggs is going to be doing more with letters this year, so I think that she was using my lesson as an introduction. We did not get to the Independent Practice section of the lesson, so I was not able to tell if the students learned the material. We did do the guided practice in pairs, and some of the students were able to place all the parts of the letter in the proper place, but some of them were not. This activity was a little rushed, so I'm not sure if that was a factor in the letters that were not in the correct order.

2. **Teacher performance:** Reflect on how well you delivered instruction. What went well and what did not? Why? What would you change? What would you keep the same? Which parts of the lesson were confusing and/or not helpful for the students?

Overall, I think this was probably the weakest of the three lessons that I taught. It seemed like I was allowed even less time to complete this lesson, so that might be a factor. This lesson, with all of the activities probably needs about 45-50 minutes to be completed. I spent a good portion of the time that I was given on the Teacher Input section. I modified the lesson plan on the spot a little bit as

well. I utilized the Smart Board to display the letter from the teacher and had the students come up and label the parts, just like they were doing on their own papers. This classroom did not have a Smart Board when I wrote my lesson plan, so this was a last minute decision. I do think that it added to the lesson, because it made it more interactive. I think that these students learn best if they are interacting with the material that is being taught. I feel like if I had more time, this lesson would have gone really well. I would be interested in reading the letters that the students wrote in response to the letter from the teacher. With this lesson being at the end of the day, we had to allow time for the students to pack up and get ready to go home, so that part of the lesson was cut out all together.

123 School Rd.
Greenville, NC 12345
November 15, 2011

Dear Student,

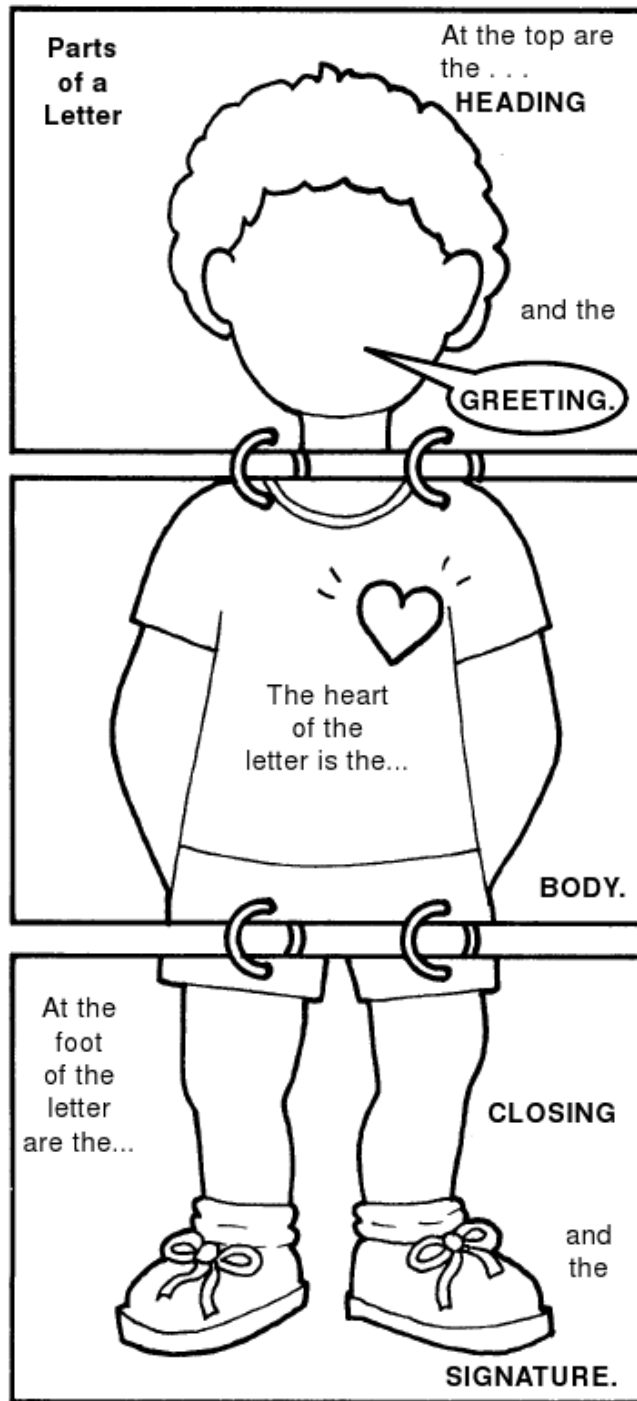
I am excited to be working in your classroom. I am a student at ECU. When I graduate, I will be a teacher, just like Mrs. Riggs. I love working with children like you. When I was your age, I wanted to be a teacher. What do you want to be when you grow up?

Your Student Teacher,

Ms. Dunn

Larry the Letter Man

(Make on poster board, so it is large enough for all the students to see)



Source: <http://mrsnielson-2ndgrade.blogspot.com/>

Parts of a Friendly Letter

These are the parts of a friendly letter, but they are all mixed up. With a partner, cut out each part and arrange them in order to form a completed friendly letter. When you have the correct order, glue them onto a piece of construction paper.

When I was in first grade, we took a field trip to the zoo. We saw a lot of different kinds of animals. My favorite animals at the zoo were the monkeys. Have you ever been to the zoo?

Dear Suzy,

Your Friend,

Bob Smith

123 Main St.
This Town, NC 12345
April 2, 2011