

# Mail Your Persuasive Letter

## Objectives

**In this mini-lesson, students will:**

- Learn strategies for addressing an envelope.
- Work in pairs or groups to properly address envelopes.
- Discuss how to apply the strategies to their own letters.

## Preparation

### Materials Needed

- Chart paper and markers
- Blank business envelopes
- Interactive whiteboard resources

### Advanced Preparation

Gather together different examples of envelopes with addresses. Include some that have labels, some handwritten, and some typed.



## 1. Focus

### Explain Addressing an Envelope

**Ask:** *Have you ever mailed a letter? (Allow responses.) When you mail a letter to someone, you need to tell the post office who sent the letter and who the letter is for. The address of the person to whom you are sending the letter must be included on the outside of the envelope in a certain way. You also need to write your return address on the envelope.*

### Model Addressing an Envelope

Display envelopes with addresses on them. Include formal and informal envelopes, some addressed by hand, some with address labels, and some with typed addresses. You may want to pass them around so that students can look at them more closely.

**Point to the address of the recipient. Say:** *Let's look at these envelopes. They all include the address of the person the letter is being sent to. This goes in the middle of the envelope. What are some important things we need to remember to include in the address? (Allow responses.) That's right. We need to include the name of the person and where this person lives or works. We put the street address under the name. We need to put the city, state, and zip code on the last line. We need to include all the information we need to ensure the letter gets delivered to the right person. For example, if we send our letter to someone in an office downtown, we need to write in which office that person works. If we send a letter to a person who lives in an apartment, we need to make sure to include the apartment number. If there are many, many offices or apartments, the delivery person won't know where to take the letter unless we write it on the envelope. We write this information after the street number.*

**Point to the return address on an envelope. Ask:** *Why do we include our address on the envelope? (Allow responses.) We need to include the return address in case the person we are sending the letter to isn't there or in case we make a mistake writing the address. Then the post office can send the letter back to us.*



## 2. Rehearse

### Practice Addressing an Envelope

Invite students to work with a partner. Give partners envelopes and ask them to work together to address the letter to the person they are writing their persuasive letters to. Remind them to write both the delivery address and the return address. Partners should share their work and discuss any errors they made.

### Share and Discuss

Bring students together and invite students to talk about the process of addressing an envelope. How did learning the process of what to include in the address help prepare them to mail a letter?



## 3. Independent Writing and Conferring

**Say:** *We learned that it is important for us to address our persuasive letters correctly so that they get to the person we want to read them. We also learned we need to put a return address on the envelope so that the post office can bring the letter back if it cannot be delivered. Keep this in mind as you write your letters and prepare them for mailing.*

Encourage students to apply what they have learned in the mini-lesson when they prepare their persuasive letters for mailing. During conferences, reinforce students' use of this and other strategies using the prompts on your conferring flip chart.



## 4. Share

Bring the class together. Invite volunteers to share challenges they encountered as they prepared their persuasive letters for mailing.

## Strategies to Support ELs

### Beginning

Show beginning ELs an envelope with both an address and a return address on it. **Say:** *This is an address. It tells the post office who the letter is for.* Have students point to the address and repeat. Do the same for the return address. For more proficient students, have them point to each part of the address and say what it is. For example, **say:** *This is the person's name. This is the person's street,* etc.

### Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity. Use the beginner activity if students have difficulty identifying different parts of the address.