

Writing a Friendly Letter – Unit Overview

Unit Length: 9-10 days

Lesson Length: 30-45 minutes

DAY 1: Purpose of a friendly letter

DAY 2: Parts of a friendly letter

DAY 3: Parts of a friendly letter, con't.

DAY 4: Arranging the parts of a friendly letter

DAY 5: Parts of a friendly letter assessment

DAY 6: Prewriting for a friendly letter using a graphic organizer

DAY 7: Draft a friendly letter

DAY 8: Edit a friendly letter using editing marks

DAY 9: Write a final copy of a friendly letter

DAY 10: Cross-curricular enrichment

UNIT THEME: Writing a Friendly Letter

DAY 1

STANDARDS	ESSENTIAL QUESTION(S)	OBJECTIVE	MATERIALS
AZ.2.W.4 AZ.2.RL.1	What is a friendly letter? Why do we write friendly letters?	TSW summarize the purpose of a friendly letter.	K-W-L Chart <i>The Jolly Postman</i> by, Allan Ahlberg Blank paper Post-It Notes
			VOCABULARY Friendly letter
ANTICIPATORY SET	<p>I Do: Ask students to recall a time when they or someone they know received a letter in the mail.</p> <p><i>Who was the letter from?</i></p> <p><i>What was the letter about?</i></p> <p><i>How did you feel when you read the letter?</i></p> <p><i>Did you write back?</i></p> <p>Tell students that today they will learn what a friendly letter is and why we write them.</p>		
ACTIVITY #1 <i>Prior Knowledge</i>	<p>We Do: Class completes portions “K” and “W” of K-W-L Chart. “K” indicates what students already know about friendly letters. “W” indicates questions for which students would like answers.</p>		
ACTIVITY #2	<p>I Do: Read aloud <i>The Jolly Postman</i>.</p> <p>Check for Understanding: <i>What do notice is written at the beginning (or end) of every letter?</i></p> <p><i>Are the characters writing to friends or strangers?</i></p> <p><i>What is the character (specify as needed) trying to do in his/her letter?</i></p> <p><i>What do you think makes this letter (specify as needed) a friendly letter? How do you know?</i></p> <p>*Technology: <i>The Jolly Postman</i> read aloud online- http://www.youtube.com/watch?v=rQVYLU153uM</p>		
ACTIVITY #3	<p>I Do: Distribute paper divided into four sections, numbered 1-4.</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. <i>What can you write about in a friendly letter?</i> 2. <i>When might you write a friendly letter?</i> 3. <i>To whom can you write a friendly letter?</i> 4. <i>What do you notice at the beginning (or end) of every friendly letter?</i> <p>You Do: Write your best answer for the following questions.</p>		

	We Do: Review student responses to each question.
ACTIVITY #4	I Do: Distribute one Post-It Note to each student. You Do: Write one sentence summarizing why you would write a friendly letter. We Do: Students read response aloud and post to bottom of “L” on K-W-L Chart. I Do: Update “L” section of K-W-L chart with what students have “Learned” today.

UNIT THEME: Writing a Friendly Letter

DAY 2

STANDARDS	ESSENTIAL QUESTION(S)	OBJECTIVE	MATERIALS
AZ.2.W.4 AZ.2.RL.1	What are the parts of a friendly letter?	TSW identify and label the parts of a friendly letter.	<p><i>Friendly Letter Francis</i> poster & labels Butcher paper <i>Friendly Letter Francis</i> BLM <i>Sample Friendly Letter</i> BLM <i>Friendly Letter Song Lyrics</i> BLM</p> <p style="text-align: center;">VOCABULARY</p> <p>heading body signature greeting closing</p>
ANTICIPATORY SET	<p>I Do: Tell students that today they will continue learning about friendly letters. We Do: Review what has already been learned about friendly letters from Day 1. I Do: Tell students that today they will learn about the five parts of a friendly letter.</p>		
ACTIVITY #1	<p>I Do: Display <i>Friendly Letter Francis</i> and poster-sized butcher paper. Explain: <i>There are five parts in a friendly letter. Friendly Letter Francis will help us identify those parts so that we can write friendly letters. As you label each part of Francis, display Sample Friendly Letter to show what each part actually looks like.</i></p> <ol style="list-style-type: none"> Point to Francis' head. <i>What part of Francis am I pointing to? (head) The first part of a friendly letter is the heading. Label.</i> -<i>What do you think is written in the heading?</i> Explain that the heading is used to write the return address and date. -Show students that the <i>heading</i> is located at the top of Francis and at the top of the sample letter. <p>*Engagement Strategy: Ask student helpers to label <i>Francis</i> for you.</p> <ol style="list-style-type: none"> Repeat Step 1 above for all remaining parts of a friendly letter. -<i>What do you think is written in the _____?</i> Explain for which each remaining part is used. 		
ACTIVITY #2	<p>I Do: Distribute a copy of <i>Friendly Letter Francis</i> to each student. Tell students that now it's their turn to label <i>Francis</i> and take notes. You Do: <i>Using your copy of Friendly Letter Francis, label the five parts of a friendly letter and what they are used for.</i> I Do: Model how to label "Heading" and write "Return address and date". Students complete remaining parts independently using your sample from "Activity #1".</p>		
ACTIVITY #3 <i>Closure</i>	<p>I Do: Ask students to turn their <i>Friendly Letter Francis</i> paper over so they cannot see notes. Display image of <i>Francis</i> and prepare printed labels and descriptions. We Do: Students take turns labeling <i>Francis</i> with correct parts of a friendly letter and descriptions.</p> <p>*Engagement Strategy: Students show agreement/disagreement with label placement by showing thumbs up/down.</p>		

ENRICHMENT ACTIVITIES & ONLINE RESOURCES	Friendly Letter Song- http://www.youtube.com/watch?v=DNKy4hV6WnA Friendly Letter Creator- http://www.abcya.com/friendly_letter_maker.htm Letter Generator- http://www.readwritethink.org/files/resources/interactives/letter_generator/ Parts of a Friendly Letter Video- http://www.youtube.com/watch?v=DqJs5am0m7c
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UNIT THEME: Writing a Friendly Letter

DAY 3

STANDARDS	ESSENTIAL QUESTION(S)	OBJECTIVE	MATERIALS
AZ.2.W.4	What are the five parts of a friendly letter?	TSW review the parts of a friendly letter using a graphic organizer.	<p><i>Friendly Letter Flipbook</i> BLM <i>Friendly Letter Flipbook Instructions</i> Index cards</p> <p style="text-align: center;">VOCABULARY</p> <p>heading body signature greeting closing</p>
ANTICIPATORY SET	<p>We Do: Refer students back to K-W-L Chart from Day 1 and review what has already been learned about friendly letters. Identify any questions in “W” section which have been answered. Write answers in “L” section along with any other new information.</p>		
ACTIVITY #1	<p>I Do: Tell students that they will use a graphic organizer to help them remember the five parts of a friendly letter. Distribute <i>Friendly Letter Flipbook</i>.</p> <p>We Do: Teacher models how to use <i>Friendly Letter Flipbook</i>. Fold along center line. Students draw themselves on front cover (head, body, legs). Cut along dotted lines. On the inside, students write notes for each part of a friendly letter (See <i>Friendly Letter Flipbook Instructions</i>). Complete inside of foldable as a class.</p> <p>*Modification Strategy: Prefill sections of <i>Friendly Letter Flipbook</i> as needed.</p> <p>You Do: Students will finish drawing and coloring cover of foldable independently.</p> <p>I Do: Review students’ graphic organizer for accuracy and completion. Correct misunderstandings as needed.</p>		
ACTIVITY #2	<p>We Do: Think-Pair-Share Activity- Students take turns explaining the five parts of a friendly letter to on another (2 minutes).</p> <p>I Do: Ask students to share one important thing their partner had to say about the parts of a friendly letter.</p>		
ACTIVITY #3 <i>Closure</i>	<p>I Do: Distribute one index card to each student. Tell students they will have three minutes to write down the five parts of a friendly letter.</p> <p>We Do: <i>Label your index card with the heading ‘Five Parts of a Friendly Letter’. Next, write the numbers 1-5 on the left side of the index card.</i></p> <p>You Do: Students write the five parts of a friendly letter in the correct order.</p> <p>*Enrichment Strategy: Ask students who finish early to use the back of the index card to show an example of a greeting, closing, and signature.</p>		
ENRICHMENT ACTIVITIES & ONLINE RESOURCES	<p>Friendly Letter Creator- http://www.abcya.com/friendly_letter_maker.htm</p> <p>Letter Generator- http://www.readwritethink.org/files/resources/interactives/letter_generator/</p>		

UNIT THEME: Writing a Friendly Letter

DAY 4

STANDARDS	ESSENTIAL QUESTION(S)	OBJECTIVE	MATERIALS
AZ.2.W.4 AZ.2.RL.1	In what order is a friendly letter written?	TSW arrange and assemble a friendly letter.	<p><i>Dear Mrs. LaRue: Letters from Obedience School</i>, by Mark Teague <i>Friendly Letter Mix-Up</i> BLM Construction paper Scissors Glue</p> <p style="text-align: center;">VOCABULARY</p> <p>heading body signature greeting closing</p>
ANTICIPATORY SET	<p>We Do: Using the <i>Friendly Letter Flipbook</i> from Day 3, review the five parts of a friendly letter. I Do: Tell students that today they will be arranging the mixed up parts of a friendly letter.</p>		
ACTIVITY #1	<p>I Do: Read aloud <i>Dear Mrs. LaRue: Letters from Obedience School</i>. Check for Understanding- Ask: <i>What do notice is written at the beginning (or end) of every letter? Are the characters writing to friends or strangers? What is the character (specify as needed) trying to do in his/her letter? What do you think makes this letter (specify as needed) a friendly letter? How do you know?</i></p>		
ACTIVITY #2	<p>I Do: Tell students that today they will be taking the mixed up parts of a friendly letter and arranging them in the correct order. Distribute <i>Friendly Letter Mix-Up</i>. Explain to students that they will cut out the pieces of the letter. Then, they will arrange them in the correct order on their desk. Once the letter is arranged, students will glue the correctly arranged parts onto a piece of construction paper.</p> <p>We Do: Model for students how to cut out pieces. Ask students to help find the first part of a friendly letter and show them how to arrange the piece on their desk.</p> <p>You Do: <i>Cut out the friendly letter parts and arrange them on your desk. Once they are in the correct order, glue them to your construction paper.</i></p>		
ACTIVITY #3 <i>Closure</i>	<p>We Do: Peer review. Students trade letters and review for accuracy.</p>		
ENRICHMENT ACTIVITIES & ONLINE RESOURCES	<p><i>Dear Mrs. LaRue: Letter from Obedience School</i> Video- https://www.youtube.com/watch?v=kaBvntxITSo</p>		

UNIT THEME: Writing a Friendly Letter

DAY 5

STANDARDS	ESSENTIAL QUESTION(S)	OBJECTIVE	MATERIALS
AZ.2.W.4	In what order is a friendly letter written?	TSW assess their knowledge of the five parts of a friendly letter.	<p data-bbox="1522 203 1969 261"><i>Friendly Letter Test</i> BLM <i>Dear Peter Rabbit</i>, by Beatrix Potter</p> <p data-bbox="1522 300 1969 384">VOCABULARY heading body signature greeting closing</p>
ANTICIPATORY SET	<p data-bbox="485 467 1409 493">I Do: Tell students that today they will take a test on the five parts of a friendly letter.</p> <p data-bbox="485 500 1549 526">We Do: Review the five parts of a friendly letter using any of the graphic organizers from Days 1-4.</p>		
ACTIVITY #1	<p data-bbox="485 565 1430 591">I Do: Distribute <i>Friendly Letter Test</i>. Give students ample time to complete assessment.</p> <p data-bbox="485 630 1209 656">*Engagement Strategy: Allow students to correct their own paper.</p>		
ENRICHMENT ACTIVITIES & ONLINE RESOURCES	<p data-bbox="485 727 1129 753">Read <i>Dear Peter Rabbit: A Story with Real Miniature Letters</i></p>		

UNIT THEME: Writing a Friendly Letter

DAY 6

STANDARDS	ESSENTIAL QUESTION(S)	OBJECTIVE	MATERIALS
AZ.2.W.4	How do I write a friendly letter?	TSW use a graphic organizer to prewrite a friendly letter.	<p><i>Friendly Letter Review</i> BLM <i>Friendly Letter Graphic Organizer</i> BLM</p> <p style="text-align: center;">VOCABULARY</p> <p>heading body signature greeting closing</p>
ANTICIPATORY SET	<p>I Do: Tell students that today’s lesson will begin with a review of the five parts of a friendly letter. Distribute <i>Friendly Letter Review</i>. You Do: Students complete <i>Friendly Letter Review</i> independently. We Do: Review answers as a class. Address any misunderstandings.</p>		
ACTIVITY #1	<p>I Do: Tell students that they will use a graphic organizer to prewrite a friendly letter to a friend or relative. We Do: Teacher models how to complete the <i>Friendly Letter Graphic Organizer</i>. Provide school’s address to be used as return address. You Do: Use the <i>Friendly Letter Graphic Organizer</i> to finish organizing your ideas for your friendly letter.</p>		
ACTIVITY #2 <i>Closure</i>	<p>I Do: Review students’ graphic organizer and address misunderstandings as necessary. We Do: Students share their ideas for what they will write in their friendly letter. I Do: Check for understanding by asking students in which part of the letter these ideas are located.</p>		
ENRICHMENT ACTIVITIES & ONLINE RESOURCES	<p>Friendly Letter Creator- http://www.abcya.com/friendly_letter_maker.htm Letter Generator- http://www.readwritethink.org/files/resources/interactives/letter_generator/</p>		

UNIT THEME: Writing a Friendly Letter

DAY 7

STANDARDS	ESSENTIAL QUESTION(S)	OBJECTIVE	MATERIALS
AZ.2.W.4 AZ.2.L.3 AZ.2.SL.6	How do I write a friendly letter?	TSW draft a friendly letter using a graphic organizer as a guide.	<i>Friendly Letter Template</i> BLM VOCABULARY heading body signature greeting closing
ANTICIPATORY SET	I Do: Tell students that they will draft a friendly letter to a friend or relative using their graphic organizer from Day 6.		
ACTIVITY #1	<p>I Do: Distribute <i>Friendly Letter Template</i>. Explain that students will use the template to draft their letter. Ask students to notice the labels in each part to help guide their writing.</p> <p>We Do: Model writing the heading and complete this section as a class.</p> <p>You Do: <i>Write a friendly letter to a friend or relative. Be sure to include questions you would like to ask and fill in all five part of the letter.</i></p> <p>I Do: Monitor students' progress. Address misunderstandings as needed.</p>		

UNIT THEME: Writing a Friendly Letter

DAY 8

STANDARDS	ESSENTIAL QUESTION(S)	OBJECTIVE	MATERIALS
AZ.2.W.4 AZ.2.SL.6 AZ.2.L.3 AZ.2.W.5	How can I edit a friendly letter?	TSW edit friendly letter drafts using proofreading marks.	Friendly Letter drafts Red pen <i>Editing Marks</i> BLM <i>Mystery Marks</i> BLM <i>Sample Friendly Letter (Editing)</i> BLM VOCABULARY editing
ANTICIPATORY SET	I Do: Tell students that they will be editing their friendly letter using proofreading marks. Explain to students that before writing a final copy of their letter, it is important to reread it and check for mistakes. As mistakes are found, editing marks are used to highlight those errors so they can be fixed on the final copy.		
ACTIVITY #1	I Do: Post <i>Editing Marks</i> and review with students. OR I Do: Post or display <i>Mystery Marks</i> activity. Ask students to identify the editing mark for each description.		
ACTIVITY #2	I Do: Display <i>Sample Friendly Letter (Editing)</i> . Demonstrate to students how to read and mark their letter when an error is found. We Do: Continue editing the sample friendly letter as a class. *Engagement Strategy: Ask student helper(s) to write editing marks as they are found by the class.		
ACTIVITY #3	You Do: Now you will have a chance to revise your own friendly letter using editing marks. I Do: As students revise their letter, check students' letters for understanding and address mistakes as needed.		
ENRICHMENT ACTIVITIES & ONLINE RESOURCES	Editing (Proofreading Marks) Interactive Game: https://www.spellingconnectionsonline.com/game3		

UNIT THEME: Writing a Friendly Letter

DAY 9

STANDARDS	ESSENTIAL QUESTION(S)	OBJECTIVE	MATERIALS
AZ.2.W.4 AZ.2.SL.6 AZ.2.L.3	How do I publish a friendly letter?	TSW write the final copy of their friendly letter.	Friendly Letter drafts Lined paper
ANTICIPATORY SET			
	I Do: Tell students that today they will be using their edited draft from Day 9 to write their final copy.		
ACTIVITY #1			
	I Do: Distribute lined paper to students. You Do: Students will write final copy on lined paper using their edited draft as a guide.		
ENRICHMENT ACTIVITY			
	Send Your Letters! Provide an envelope to each student. Assist students with writing delivery and return addresses. Mail letter.		

UNIT THEME: Writing a Friendly Letter

Cross-Curricular Connections

STANDARDS	ESSENTIAL QUESTION	OBJECTIVE(S)	MATERIALS
AZ.2.W.4 S4 C2 PO1-4	How can we learn about different cultures?	TSW write a friendly letter to a student in another country.	Lined paper
SOCIAL STUDIES	<p>Letters to Japan (1-2 Days): Divide the class into two groups. Group 1 will represent American students. Group 2 will represent Japanese students. Pair one American student with one Japanese student. American students will write a friendly letter to Japanese students, and Japanese students will write a friendly letter to American students. After exchanging letters, students will write a letter in response.</p> <p>Students will include the five parts of a friendly letter. In the body of the letter, students should include questions/responses about one another's culture (geography, art, music, school, language, family, architecture, etc.).</p> <p>*Background Knowledge- Students will need background knowledge about Japanese culture to complete assignment effectively. *Modification Strategy- Countries may be changed to reflect the countries students are currently studying or have studied.</p>		
STANDARDS	ESSENTIAL QUESTION	OBJECTIVE(S)	MATERIALS
AZ.2.W.4 S2 C1 PO1	What contributions have scientists made to our way of life?	TSW research the contributions of a famous scientist. TSW write a friendly letter to their favorite scientist	Internet or Library access Lined paper
SCIENCE	<p>Letter to a Scientist (1 Day): Students choose a scientist they admire most and research their contributions to the field of science. Students will use their knowledge of the five parts of a friendly letter to write the scientist a letter. Students should include information about why the scientist is their favorite as well as questions they would like to ask the scientist.</p> <p>Suggestions: <i>Albert Einstein</i> <i>Marie Curie</i> <i>Galileo Galilei</i> <i>Alexander Graham Bell</i> <i>B.F. Skinner</i> <i>Benjamin Franklin</i> <i>Wilbur & Orville Wright</i> <i>Francis Bacon</i> <i>Thomas Edison</i> <i>Nikola Tesla</i> <i>Gregor Mendel</i> <i>Virginia Apgar</i></p>		

**ENRICHMENT ACTIVITIES &
ONLINE RESOURCES**

Online Writing Detective: Friendly Letter- http://www.harcourtschool.com/activity/trophies/writing_detective/WD_E_2_2.HTM
Write to an Author Extension: http://www.superteacherworksheets.com/writing/author-letter_WDZQR.pdf