

Writing a Friendly Letter

Lesson Plan



Common Core Standards

W.4.4 & W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Objectives

Students will:

- Draft a friendly letter in which the content and organization are appropriate to the task, purpose, and audience.
- Create a final draft that is a neat, handwritten note to the donor of their Walking Classroom materials.

Procedure

1. Brainstorm with students some reasons a person might write a friendly.
Suggested answers: to share news, to stay in touch with someone, to say thank you, to offer support or encouragement
2. Show students an example of a friendly letter and ask them what they notice about the format of a friendly letter.
Suggested answers: date, greeting (dear ____,), body paragraphs, closing (sincerely,), Signature of name of writer
3. Introduce students to the 5 parts of a friendly letter: heading, greeting, body, closing and signature.
 - Heading: the date
 - Greeting: a way to begin the letter
 - Body: personal message
 - Closing: a way to end the letter
 - Signature: the writer signs his or her name

4. Help students identify the formatting of each part of friendly letter.

- Heading: Capitalize the month and put a comma between the day and year.
- Greeting: Capitalize the first word of the greeting, include the reader's name, and put a comma after the name.
- Body: Indent each body paragraph. Capitalize each sentence and put punctuation at the end.
- Closing: Capitalize the first letter only and put a comma after the closing.
- Signature: Capitalize the name.

5. Brainstorm different greetings that could be used to begin a friendly letter. *Some suggested greetings: Hi, Hello, Dear, Greetings.* Discuss how the greeting you choose often depends on the audience. For example, "hello" and "hi" are more appropriate when writing to a friend or someone you know well. Where as, "dear" and "greetings" are more formal and are more appropriate when writing to someone you may not know as well.

6. Brainstorm different closings that could be used to end a friendly letter. *Some suggested closings: Love, Sincerely, Your friend, Yours truly.* Again this is a good time to discuss choosing a closing that is appropriate for the audience.

7. It might be tempting to show students a sample letter or write one together, however, this often leads to students all writing a very similar letter, rather than something authentic. Instead, brainstorm with students what they might include in the body of **their unique letter**. *Some suggestions: thank the donor, a specific experience, how the program makes you feel, favorite podcast & why, what you like and don't like about the program, something you've learned from The Walking Classroom, etc.*

8. Allow students some time to write the rough draft of their friendly letter. You may want to display an example letter so students remember the correct formatting.

9. Decide how you would like to have students read and revise their letters (checked by a teacher, peer-editing, etc.) and have them use the Friendly Letter Checklist to ensure they have included all of the necessary components.

10. Students neatly handwrite the final draft of their thank you note.