

Manchester College
Education Department
Chase Estepp

Lesson: ___ **Writing A Letter** _____

Length: ___ **35 Minutes** _____

Age or Grade Level Intended: ___ **1st Grade** _____

Academic Standard(s):

English 1.5.5 Write for different purposes and to a specific audience or person.

English 1.6.2 Sentence Structure: Write in complete sentences.

Performance Objective:

The student will write a letter to the Tooth Fairy using complete sentences and a minimum of 2 sentences.

Assessment: I will collect their papers and check to see that they used complete sentences and wrote towards the purpose of writing to the Tooth Fairy.

Advanced Preparation by Teacher:

- Find the book *No Tooth, No Quarter*
- Prepare the easel for instruction
- Copy off a page from the book

Introduction/Motivation: Has anyone ever received money from the Tooth Fairy? Has anyone ever written a letter to the Tooth Fairy? What do you think you should write to the Tooth Fairy to make sure you receive money for your tooth that fell out?

Step-by-Step:

- 1.) Ask the students to join you at the meeting area for a mini lesson on how to write a letter to the Tooth Fairy. We are going to talk about the different types of things we will put in the letter, how to address the letter, and what we should sign at the bottom.

- 2.) Does anyone know what we would write at the very top of the letter if we were going to write to the Tooth Fairy? What about Hey Mr. Tooth Fairy? Or Howdy Mr. Tooth Fairy? Or what about Dear Tooth Fairy? That sounds a lot better.
- 3.) Next we need to figure out what we are going to write about to the Tooth Fairy. Should we be writing to him about what we want for Christmas? Or telling him what our favorite food is? Probably not because that is not important to him.
- 4.) We need to write for a purpose and that is to explain to him why we should receive money for our tooth that we lost. We need to explain that we have been good children and deserve the money for our tooth.
- 5.) While writing these reasons we need to make sure that we are using complete sentences and using a capital letter at the beginning and a period, question mark, or exclamation mark at the end of the sentence. Don't concentrate so much on the spelling of words but I do want to make sure we are writing good sentences to the Tooth Fairy.
- 6.) After explaining this I am going to get out the easel and model for the students how to address the letter and write a couple sentences so they can see how to write the letter. After writing the sentences I am going to talk to the students about how we are going to sign the letter at the end. (Yours Truly, Your Friend)
- 7.) The students are then going to head back to their seats and we are going to pass out paper that is setup for writing a letter and I am going to ask the students to remember the purpose of the letter and to use their best writing and remember to use good sentences.
- 8.) I will then collect these letters and check them to make sure that each student has addressed the letter correctly, wrote 2-3 complete sentences, and also signed the letter correctly. I also will post the letters in the hallway.

Closure: Okay boys and girls now that we have wrote our letters remember what you wrote so that the next time you lose a tooth you can possibly write a letter to him and put it underneath your pillow with your tooth. Also remember to always behave properly so that the Tooth Fairy will leave you money.

Adaptations/Enrichments:

Girl with OHI: Allow the student to tell the teacher what she would write to the Tooth Fairy and have the teacher write the sentence on the white board. Then have the student look off the white board and copy the sentence onto the paper.