

Lauren Nash  
Professor Schilling  
Educ 340  
17 March 2010

Lesson Plan #1

**Lesson: Writing a letter: Book Title: Coming on Home by: Jacqueline Woodson**

**Length: 45 minutes**

**Age or Grade Level Intended: 3rd Grade English/Language Arts**

**Academic Standard(s): English/Language Arts:**

**Writing: Applications (Different types of Writing and their Characteristics):**

3.5.3-Write personal, persuasive, and formal letters, thank-you notes, and invitations that:

- Show awareness of the knowledge and interests of the audience.
- Establish a purpose and context.
- Include the date, proper salutation, body, closing, and signature.

**Writing: English Language Conventions:**

3.6.1- Handwriting: Write legibly in cursive, leaving space between letters in a word, letters in a sentence, and words and edges of the paper.

**Performance Objective(s):**

Students will write a personal letter that includes the correct format of a letter such as: the date, proper salutation, body, closing, and signature.

Students will write their final draft of their personal letter completely in legible cursive writing with 100% accuracy (Teacher will review students' letters and if they can not read them then students have to rewrite the letter).

**Assessment:** After reading the book Coming on Home Soon, students will write a letter to someone who they miss or someone they have not seen for a long period of time. Students will need to write their letter in cursive and in the correct format. The letters will be collected before they are mailed and the teacher will check and see if students have properly arranged the letter. Teachers will also look to see if their cursive is legible, and if it is not, the student needs to rewrite their letter.

**Advance Preparation by Teacher:**

Book: Coming on Home Soon; by Jacqueline Woodson

Example of a letter

Chalk

Overhead

Example of a letter with just the format and the teacher can fill in information

**Procedure:**

**Introduction/Motivation:**

Have students gather around the reading area. Begin the lesson by asking the students some questions, explain that they just need to raise their hand and not talk unless they are

asked to. “Raise your hand if a family member or friend has ever had to move away.” Ask the class to look around and see who raised their hand. “How did this make you feel?” (**Gardner: Verbal/Linguistic**) Call on a few students. “How do you communicate with people who live far away from you?” (**Gardner: Verbal/Linguistic**) Have the class brain storm ideas of how people can communicate with each other. (**Gardner: Interpersonal, Verbal/Linguistic; Bloom: Knowledge**) The teacher writes students ideas on the chalk board. The teacher can stop the brain storming after five ideas. If no one mentioned writing a letter as a way to communicate with someone, then add that to the list. Explain to students that letters were ways for people to communicate with each other before there were telephones and the internet. Tell students that the book we are going to read today is Coming on Home Soon, and it is about a young girl that writes letters to a family member that had to leave home for awhile.

### **Step-by-Step Plan:**

1. Begin reading Coming on Home Soon by Jacqueline Woodson.
2. After reading the book, ask the class questions such as: “How do you think Ada Ruth felt when her mother had to go away?” (**Gardner: Verbal/Linguistic**), “What do you think Ada Ruth wrote in her letters to her mother?” (**Bloom: Application; Gardner: Interpersonal, Verbal/Linguistic**) Ask students if they have ever written a letter to someone.
3. Have students return to their desks.
4. Tell students that today we are going to learn how to write a letter. Ask the class if anyone knows what is supposed to go in a letter. (**Bloom: Knowledge;**)
5. Listen for responses.
6. Show students the correct format of a letter on the overhead. Where the date, proper salutation, body, closing, and signature are located. (**Gardner: Visual Spatial**)
7. Explain to students that you always write the date out in the upper left hand corner. For example, today is March 16, 2010. Model writing the date out on the overhead. (**Gardner: Visual/Spatial**) Have students write on their own piece of paper the date at the upper left hand corner.
8. Next, show students where the salutation is located on the overhead. (**Gardner: Visual Spatial**) The salutation is two lines spaced after the date. Explain to students that the salutation is where the name goes of who you are writing the letter to. If the letter you are writing is a friendly letter, then it is alright to write out the person’s first name. However, if this is a letter to a teacher or someone professional you need to use either “Mrs., Mr., or Miss). The teacher writes out an example name, and the students write down the name also on their paper. Remind students to always have a comma after the name.
9. Next, explain to students what the body part of the letter is. The body is the main part of the letter. Explain to students that the body is the reason why you are writing the person. Point out from the overhead that the body is the largest part of the letter and that it is two spaces after the salutation. (**Gardner: Visual Spatial**)

10. Have the class brainstorm ideas of what the body can be about in their letter. The teacher writes down possible ideas on the overhead. (**Gardner: Interpersonal, Visual Spatial, Verbal/Linguistic**) (Possible ideas)
  - a. How the student is doing.
  - b. What their favorite subject is.
  - c. Write about pets.
  - d. Talk about the weather.
  - e. Write about anything exciting that they have done recently.
  - f. Write about sports.
  - g. Ask how the person is doing.
  - h. Ask the person what they like to do on a typical day.
11. Explain to students that the closing is where you are ending the letter. Tell students there is a comma after the closing. Show students that the closing is two spaces after the body. Give the students examples of closings: (**Gardner: Visual Spatial**)
  - a. Love, (Friendly letter)
  - b. Sincerely, (Professional letter)
  - c. Your friend, (Friendly letter)
12. Write down an example of a closing on the overhead and have the students write the example on their paper.
13. Finally, explain to students that they sign their names after the closing. The signature is normally four spaces below the closing to allow room for the signature. Sign your name on the overhead, and have the students sign their name on their paper. (**Gardner: Visual Spatial**)

**Closure:**

We have just read the book Coming on Home Soon; can someone remind me of what happens in the story? Ask students questions about the story. “Why did Ada Ruth’s mother have to leave? (**Bloom: Comprehension; Gardner: Verbal/Linguistic**) “What did Ada Ruth do to communicate with her mother?” (**Bloom: Comprehension; Gardner: Verbal/Linguistic**) Ask students to explain what the parts of a letter are. (**Bloom: Knowledge**) Explain to students that tomorrow we are going to begin writing the rough draft for our letter. Tell students to think about someone they want to write their letter to.

**Adaptations/Enrichment:**

**Boy with ADHD:** Have student pass out the papers that they are going to use to write their letter on. Have student assist me with writing the students ideas on the chalkboard. The student can sit close to my desk so I can help them stay on task.

**Boy with High Ability:** Student has to write both the rough draft and final draft in cursive.

**Dyslexia:** Work individually with the student. Proofread their letter and help them make corrections to misspelled words.

**Listening Comprehension:** Go over each step to writing a letter individually with the student.

**Self-Reflection: How are you going to evaluate yourself and your teaching?**

- Reflect after you teach the lesson and think about what went well.
  - Did the students seem to understand the format of the letter?
  - Did students make the connection why we read the book Coming on Home?
- Think about what did not go well during the lesson.
  - If students did not understand the format of the letter, perhaps I need to go over it again.
- After teaching the lesson write down ideas for future reference.
  - Were students able to follow along when writing down my examples from the overhead?
- Reflect on whether you think the students enjoyed doing this lesson. Think of ways to make the lesson better or if you think it went well do not change anything.

Example of a letter

March 14, 2010

Dear Uncle Al,

My class recently read a book called, Coming on Home Soon. This book is about a young girl named Ada Ruth whose mother had to go away to work. Her mother was gone for quite awhile, and it made the young girl sad. Ada Ruth decided to write her mother letters to communicate with her. This is why I decided to write you a letter because I do not get to see you often.

How are you and Aunt Ann doing? I am doing pretty well. I enjoy playing volleyball and being around my friends and family. It is now starting to look more like spring and there has been a lot of rain. How is the weather in Nevada? School is almost finished and I can not wait for summer!

I wish I was able to see you and Aunt Ann more because you both are very funny. When is the next time you are planning on visiting Indiana? Over the summer, maybe you both can visit the family. I hope you write me back soon!

Love,

Lauren Nash

## Format of a letter

Date

---

Salutation

---

Body

---

---

---

---

---

Closing

---

Signature

---