Lesson Plan by: Megan Bucher

**Sources:** Lesson-original idea

**Lesson:** Letter writing from a different perspective  
**Length** 45 minutes

**Age or Grade Intended:** 3rd

**Academic Standard(s):**
3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
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, and include the date, proper salutation, body, closing, and signature.

**Performance Objectives:** Students will demonstrate their comprehension of multiple perspectives by writing a letter from one character to another from a story scoring at least 80% on the given rubric.

**Assessment:** See rubric.

**Advanced Preparation by Teacher:** Lined notebook paper is the only material the teacher should provide. Review previously learned format of how to write a letter. (5 minutes.) Write the format on the board the following way:

**Dear ________,**  
**Date**

**Intro**

**Body**

**Closing**

Sincerely,

Your name
**Procedure:** Students will write a letter from the perspective of Ut’s mother to Raymond thanking him for his efforts to get her to America scoring at least 80% on the given rubric. They should take into account cultural differences and multiple perspectives when writing their letters.

**Introduction/Motivation:** How many of you remember your first day of school? Have you ever seen a new student who was from a different state or country? How did you treat them? The story we are going to read today is “Angel Child, Dragon Child” by Michele Maria Surat, illustrated by Vo Dinh Mai. Ut is the main character and she has just moved to the United States from Vietnam with all of her family except her mother. Let’s see if her mother gets to come to the U.S. to be with her family. (5 minutes)

**Step-by-Step Plan:**
1. Introduce the story, “Angel Child, Dragon Child”, using the introduction above.
2. Read “Angel Child, Dragon Child” aloud to class. (5-10 minutes)
3. Once the book is read, ask comprehension questions: Do you recall why Raymond made fun of Ut (Bloom’s knowledge)? Describe a time when you made fun of someone because they were different (Bloom’s comprehension). Explain a time when someone made fun of you because you were different than them(Bloom’s comprehension/Gardner’s intrapersonal). (3 minutes)
4. Introduce the idea of multiple perspectives by asking following questions: Interpret how you think Ut’s mother felt while she was still in Vietnam (Bloom’s application/Gardner’s linguistic). What do you think she would say to Raymond if she had the chance? (3 minutes)
5. Tell the class that they will be writing letters answering that very question in their own opinions.
6. Hand students sheets of lined notebook paper. Students will put into practice writing from a different perspective (Bloom’s application/Gardner’s interpersonal). Tell them they are to use the format written on the board to write a letter from the perspective of Ut’s mother to Raymond (Bloom’s synthesis). (15-20 minutes)
7. Let students know they are welcome to write whatever they think Ut’s mother might say to him, whether it is thanking him for helping her come to the U.S. or scolding him for making fun of her little girl.
8. Use the rubric below to assess how the students did with their letters.

**Closure:** Now that we have written our letters, we will display them on the bulletin board so we can read what each other wrote. Next we will learn why we can see the moon during the day.

**Adaptations/Enrichment:** For students who struggle with this assignment due to their abilities, they can partner up with someone to write their letter. If they are having trouble with their organization or their writing, the teacher or a fellow student can help guide them. For students who have mastered writing letters, they can help other students with the organization of their ideas. They can also write another letter from a different character’s
perspective if they choose. For example, they could write a letter from Raymond to Ut’s mother explaining what he did to help her come to the U.S.

**Self-Reflection:** Was this lesson successful? Did the students understand what multiple perspectives are and demonstrate their knowledge? Was there enough time for them to formulate their ideas and write their letters? What could I do differently next time to improve the lesson?

### Letter Writing Rubric

<table>
<thead>
<tr>
<th>Structure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Letter lacks paragraphs and correct letter form.</td>
<td>Developing understanding of paragraphing but lacks consistency.</td>
<td>Letter form is correct - paragraphing still needs work.</td>
<td>Letter has correct form and number of paragraphs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Makes more than 4 errors.</th>
<th>Makes 3-4 errors.</th>
<th>Makes 2-3 errors.</th>
<th>Makes 1 or less errors.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Forgets to use basic punctuation.</th>
<th>Makes 1-2 errors with capitalization error.</th>
<th>Makes 1 error.</th>
<th>Punctuates correctly all the time</th>
</tr>
</thead>
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<thead>
<tr>
<th>Audience</th>
<th>No awareness of audience</th>
<th>Is aware of target audience but doesn't address them.</th>
<th>Understands target audience however drifts away at times</th>
<th>Information is clearly appropriate for audience.</th>
</tr>
</thead>
</table>

Structure total: ________
Spelling total: ________
Punctuation total: ________
Audience total: ________
Grand total: ________