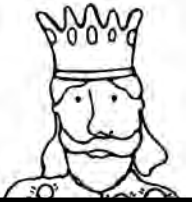


Letter Parts Menu











Lesson Pages: Brainstorm and Letter Pages






Purpose: These two pages are utilized by the students during their writing lessons. Students use these pages to brainstorm, revise, edit, and publish their friendly letters.


Directions: Each writing lesson requires a Friendly Letter Brainstorm page (on the left page), and a Friendly Letter page (on the right page). Fifteen sets of these pages are suggested for each student book, so students will have fifteen lessons to learn how to properly write a friendly letter.



The left page (below) provides students with a brainstorming organizer that clearly identifies each part of the friendly letter, as well as displays the “kid-friendly” characters for each part of the letter. This page is for students to record, revise, and edit all the parts of their letters.

The right page is a template to publish their friendly letters. The Letter Page displays the characters from the short story picture book entitled *The Big Bad Wolf and the Friendly Letter*, so students can easily transfer their work from the brainstorm page to the letter page.

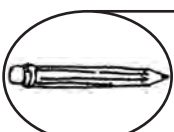
Friendly Letter Brainstorm Page	
	
	
	
	
	
	
	
	

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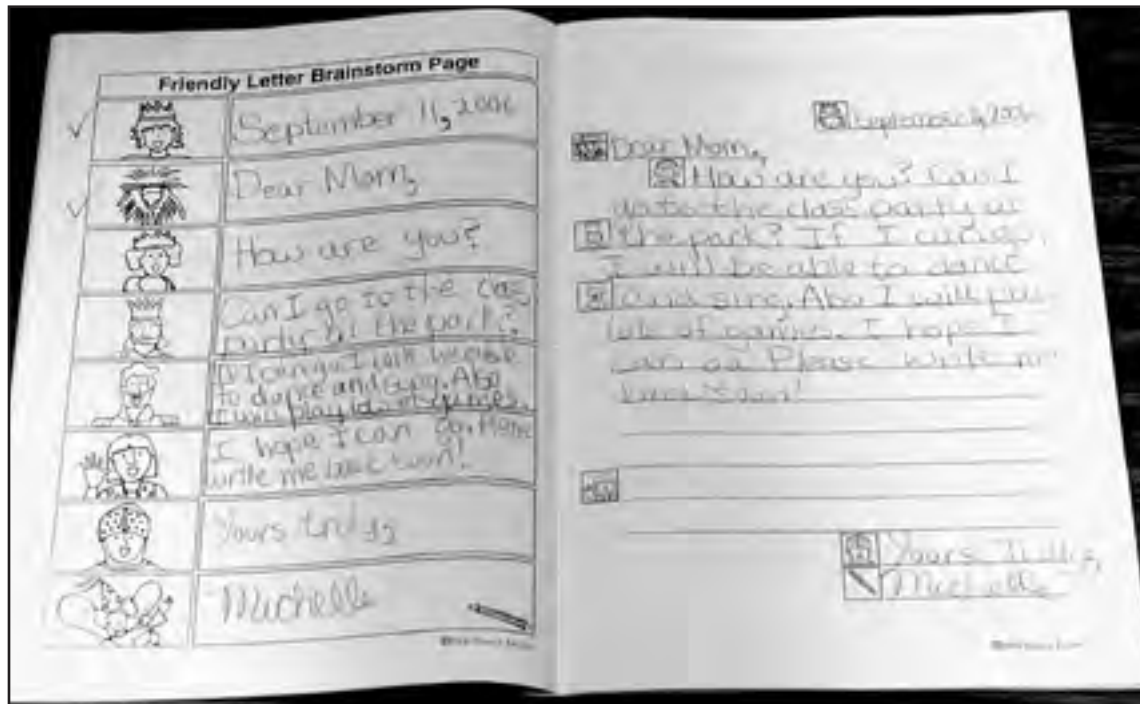
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Friendly Letter Brainstorm Page





Friendly Letter: Sample Lesson



Purpose: To provide step-by-step whole group lessons that systematically teach students how to write a friendly letter. Once students learn the eight steps to write a well-developed, cohesive and coherent letter, they then are released from the direct instruction, to write their own letters independently.

Directions: Students open their lesson books to a new brainstorm and letter page. In this sample lesson, the students are writing a letter to Goldilocks to ask her a question. On an overhead transparency, the teacher models how to fill-in each of the brainstorm boxes as the students fill-in their brainstorm boxes on their organizers. During the lesson, the teacher refers to the Rule page, Letter Parts Menu Page, and the Sentence Strip Books for ideas.

For each part of the letter, the teacher models (through a "think aloud" technique) the rules and examples. After the teacher models ideas, the students then tell their buddies what they will write. The teacher walks the room listening to ideas. Listening to students ideas prior to writing provides the teacher with immediate feedback. She can decide if they are ready to write the letter part, or if she needs to model more examples. Once students verbally demonstrate an understanding of the letter part, the teacher then asks them to write it on their brainstorm organizer. While they write, the teacher records her letter part (with the overhead projector off). Once the students have finished writing their letter parts, the teacher turns on the overhead projector to display her example.













Friendly Letter: Sample Lesson









Directions (continued): Next students check their buddies' work for content, spelling, and mechanics while the teacher simultaneously walks around the room checking student work. After each part is written, the class then is ready to move to the next letter part.

Please note: A highly effective way to give students clear and immediate feedback is to check their work after each letter part is brainstormed.

Step 1: Heading: *I know I need to write the heading first. That's the date. I'll look in the Heading Sentence Strip Book for different ways I can write the date. Also, remember that Prince Heading taught us how to write the date. (Teacher points to Prince Heading on the rule page.) He said we need to capitalize the month, then write the date and a comma, and finally the year.* Teacher and students write their dates/headings in their brainstorm boxes. Teacher walks around the room checking students' work. (See example below for the heading.)

Step 2: Greeting: *We need to decide on appropriate greetings for our letters to Goldilocks. The teacher states: Most Friendly Letters use "Dear _____," as the greeting. Let's remember what Dear Lion taught us about the greeting. (Teacher points to Dear Lion on the rule page.) "Capitalize the first word and all the important words in the greeting, then end with a comma." Let's also look in our Greeting Sentence Strip Book for other ideas: "My Darling _____, Dearest _____, Howdy _____, Hello _____". Since we don't personally know Goldilocks, we should probably choose Dear for our greeting. That's appropriate. Teacher and students write their greetings in their brainstorm boxes. Teacher walks around the room checking students' work. (See example below for the greeting.)*















Friendly Letter Brainstorm Page	
 September 18, 2006	
 Dear Goldilocks,	
	
	
	
	
	
	
	
	
	
	

Friendly Letter: Sample Lesson

Step 3: Opening: We need to decide on a proper opening. Remember Queen Manners taught us to be polite and remember to indent in the opening of our letters. This means we should begin with a polite opening. Let's look in our Opening Sentence Strip Book for ideas: "Hi! How are you? I am fine."; or "Hello! How is the weather? It's been sunny and warm here."; or "Hello! I really miss you! I think about you all the time". Remember, choose an opening that is appropriate for this letter. Teacher and students write their openings in their brainstorm boxes. The teacher covers her opening box, then walks around the room checking students' work. After checking students' work, the teacher then reveals her opening box to show the students her work. (See example below for the opening.)

Step 4: Topic: Next, we need to write the topic. The topic alerts the reader about the contents of the letter. Typically, a friendly letter is written to ask a friend or relative a question or to share some news. We want to ask Goldilocks a question. Let's look at the Topic Sentence Strip Book. There are many sentence starters for questions in our book: "Will you...? or Are you...? or Can you...? or Did you...?" We could use one of these starters to help form a question. For example: Will you ever leave home by yourself again? or Are you feeling better after your dreadful experience? or Did you tell your parents what happened at the Bear's house? Teacher and students write their topic questions in their brainstorm boxes. The teacher covers her topic box, then walks around the room checking students' work. After checking students' work, the teacher then uncovers her topic box to show the students her question. (See example below for the topic question.)

Friendly Letter Brainstorm Page	
 September 18, 2006	
 Dear Goldilocks,	
 How are you? I feel honored that I have the opportunity to write a famous person like you!	 _____
 Are you feeling better after your dreadful experience at the three bears' house?	 _____
	 _____
	 _____
	_____
	 _____
	 _____

















Friendly Letter: Sample Lesson

Step 5: Details: Now that we have asked our topic questions, we need to ask some follow-up questions for our detail sentences. If we were to share news, we would tell our reader more information or details about our news. Many times when a question is asked, more questions are asked to get more detailed answers about the topic question. Sometimes the detail sentences or questions need to flow smoothly together, so I will use my Detail Sentence Strip Book for transition words if I need them.

I asked Goldilocks “Are you feeling better after your dreadful experience at the three bears’ house?”, so now I want to ask a few more follow-up questions to get more answers from Goldilocks. I want to know how she is dealing with this frightful experience. I will ask: Did you find it difficult to sleep after you returned home? Also, are your parents worried you will get lost again? Finally, do you think you could go back and visit the Bear’s, or would it be too difficult?

Teacher and students write their detail questions in their brainstorm boxes. The teacher covers her detail box, then walks around the room checking students’ work. After checking students’ work, the teacher then uncovers her detail box to show the students. (See example below.)

Step 6: Goodbye: After writing our details, we need to say goodbye and bring the letter to an end. Most friendly letters ask the reader to write back, plan what they can do the next time they’re together, or tell the reader that they are missed. Since we are asking question, we probably will ask Goldilocks to write us back. Teacher and students write their goodbyes in their brainstorm boxes. (See below.)

















Friendly Letter Brainstorm Page	
 September 18, 2006	
 Dear Goldilocks,	
 How are you? I feel honored that I have the opportunity to write a famous person like you!	 _____
 Are you feeling better after your dreadful experience at the three bears’ house?	 _____
 Did you find it difficult to sleep after you returned home? Also, are your parents worried you will get lost again? Finally, do you think you could go back and visit the Bear’s, or would it be too difficult?	 _____
 I hope you will write me back soon. I am looking forward to your answers to my questions!	 _____
	 _____
	 _____
	 _____
	 _____

Friendly Letter: Sample Lesson

Step 7: Closing: Now we need to write our closing. Remember what the Knight of Closing taught us: "Capitalize the first word and use a comma at the end of a closing". Let's read some closing ideas from our Closing Sentence Strip Book: "Your friend, or Yours truly, or Yours, or Sincerely, or Lovingly,". Teacher and students write their closing in their brainstorm boxes.

Step 8: Signature: After writing your letters, your signatures are required. This adds a personal touch and verifies that you are the writers. Students sign their names in cursive.

Before students transfer their work onto their Letter Pages, they need to reread all of the parts, check that they make sense, add some fancy words if necessary, then check spelling. Once they have revised and edit, they then write out their letters in neat manuscript or cursive onto their Letter Page. The Letter Page is the publishing step of this lesson.

Friendly Letter Brainstorm Page	
 September 18, 2006	
 Dear Goldilocks,	
 How are you? I feel honored that I have the opportunity to write a famous person like you!	
 Are you feeling better after your dreadful experience at the three bears' house?	
 Did you find it difficult to sleep after you returned home? Also, are your parents worried you will get lost again? Finally, do you think you could go back and visit the Bear's, or would it be too difficult?	
 I hope you will write me back soon. I am looking forward to your answers to my questions!	
 Yours truly,	
 Mrs. Rogler	
	 September 18, 2006
	 Dear Goldilocks,
	 How are you? I feel honored that I
	have the opportunity to write a famous person
	 like you! Are you feeling better after your
	dreadful experience at the three bears' house?
	 Did you find it difficult to sleep after you
	returned home? Also, are your parents worried
	you will get lost again? Finally, do you think
	you could go back and visit the Bear's, or would
	it be too difficult? I hope you will write me back
	soon. I am looking forward to your answers to
	 my questions!
	 Yours truly,
	 Mrs. Rogler