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| Lesson Title: ***How to Write a Simple Letter 1*** |
| **Grade: 4**    **Subject: Learning to Write a Letter**  **Unit: Language Arts** |
| **Driving Question: How do I write a letter that someone wants to read and will encourage a response?** |
| **NS Curriculum Outcomes:**  **ELA GCO 2 -** Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.  **ELA GCO 7**: Students will be expected to respond critically to a range of texts,  applying their understanding of language, form, and genre.  **ELA 6.2:** Students will give reasons for their opinions about texts and types of texts and the work of authors and  illustrators.  **ELA GCO 8:** Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.  **ELA 9.1**: Students will create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms.  **ELA 10.3** use technology with increasing proficiency in writing and other forms of representing proficiency in writing and other forms of representing |
| **Learning Targets:**   1. **In partners, students will collaborate to develop an anchor chart on Pic Collage or Word for writing personal letters.** 2. **Students will reflect on their life and events at school and leverage that information to create a friendly letter for a pen pal, and publish it by mailing it to the United States with the rest of the class.** |
| **Resources/AT Tips:**   1. Prior to lesson 1 (flipped video): How to [Write a Letter](https://youtu.be/uRxNCjsChiI) 2. [Letter Closings Anchor](http://choltmasters.weebly.com/letter-closings.html) 3. [Notability](http://www.weebly.com/weebly/main.php) App on all classroom iPads – this app supports UDL as it can used for students wanting to handwrite, draw, and even type. 4. [Quick Rubric](http://choltmasters.weebly.com/letter-rubric.html) for letters 5. Teacher Checklist for [Collaborative Skills](http://choltmasters.weebly.com/assessment-resources.html) |
| **Lesson Procedure** |
| **I Do: (20 mins) \*prior to class distribute the devices so there is one per desk.**   1. At Start of lesson go to the **WILF** (What I am Looking For) sign on the board. Write down: 2. Collaborate to create targets for a good letter. 3. Help develop an anchor chart on **Pic Collage** or **Word** for writing personal letters. 4. Assemble kids at the “meeting place”.   \*bring baskets with clipboards and paper to the meeting place – they will need these for pairing.  Letter Model– project on screen  A) Read and share letter with the class.  B) Ask, “How do you know that this is a personal letter?” “ What is the difference between writing to a friend vs. writing to someone you don’t know well?”   * friendly tone * recalling shared memories * talking about mutual friends * sharing personal information * asking questions about her family  1. How does this letter look different from a story? What are the parts of a letter?   - date  - the address  - the body  - the closing   1. What do you think could be a “recipe” for making an interesting letter for a friend or family member? |
| **We Do: (10 - 15 minutes)**   1. Have students pair and create a list of things that they think need to be included in a letter to keep it interesting and encourage their friend to write back. (they may use clipboards and handwrite, but Notability is available for those who need it) 2. Share ideas – Teacher records important points on the board   - Say Hello – explain why you are writing  - 1-3 paragraphs sharing the important news in your life  - Ask questions about your friend  - Ask friend to write back |
| **I Do: (5 mins)**  **1.** Review the [Parts of a Letter](http://choltmasters.weebly.com/parts-of-a-letter.html) model for the class to remind them of format.  Independent Work on iPads and computer – students may hand-draw on Notability or create their poster on [PicCollage](http://choltmasters.weebly.com/language-links.html).  2. Ask Students to turn in their work in the writing class in [Showbie](http://www.showbie.com/). |
| **You Do:**  (30 – 40 minutes all together)  1. Students individually create an anchor charts on Pic Collage for what is needed **How to Write a Personal Letter**.  2. Remind them to look at the points they came up with as well as the important features of a letter.  Project [rubric](http://choltmasters.weebly.com/letter-rubric.html) on board (quick review) so student are clear about their end goal (see how they progress. They may need to carry this over into next class, so make sure they save the progress the have by going back on the Pic Collage arrow. We Share(5 mins):*Take a few minutes to share how they are doing with their posters.* |
| **Adaptations:**  **Hearing Impairment** – make sure (student names) have their mics in and you are wearing the transmitter.  **ASD** studentscan access assignment from [**Showbie**](http://choltmasters.weebly.com/language-links.html) and work in the break out room (with TA) to create a quiet space. Access the assignment in [**Claro**](http://choltmasters.weebly.com/language-links.html) to use Text to Speech. Speak Select in [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) for the text can be pasted into their document or poster.  **LD –** any LD students will be able to access their work in [**Showbie**](http://choltmasters.weebly.com/language-links.html) **,** then[**Claro**](http://choltmasters.weebly.com/language-links.html) to access the Text to Speech. They can use the Speech Select from [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) and paste text in their document or poster. |