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| Lesson Title: ***How to Write a Simple Letter 2*** |
| **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. [Letter Planner](http://choltmasters.weebly.com/letter-planner.html) |
| **Lesson Procedure (1.5 hour class)** |
| **I Do: (20 mins)**  \*remind students that they have 10 – 15 minutes to finish their anchor Charts on Pic Collage. |
| **You Do:**  (30 – 40 minutes all together)  1. Students individually finish anchor charts on Pic Collage for what is needed **How to Write a Personal Letter**.  2. Teacher circulates to monitor progress and check on cooperative groups. Students should be helping each other master different tools in Pic Collage. |
| **We Share: (15 - 25 minutes)**   1. Have students share their anchor charts – discuss as a class. Anything missing? Have 3 students share 2. Allow 10 minutes for students to update and fix anything they need to change on their posters, then have students turn them in on Showbie. |
| **I Do: (5 – 10 mins)**   1. Let the students know that now that they have anchor charts to remind them of their target for a good letter, they need to begin planning a letter to their pen pal in the United States. 2. Give Students the names of their pen pal. 3. Remind students that the [Closings Anchor](http://choltmasters.weebly.com/letter-closings.html) is on our [Showbie](http://choltmasters.weebly.com/language-links.html) Writing class for them to access 4. Post the [Planner](http://choltmasters.weebly.com/letter-planner.html) for the letter - this may only be needed for certain students but it is good to have it projected as they work, and then create hard copies for students with organizational difficulty. |
| **You Do:**  (30 – 40 minutes all together)  1. Students individually plan for their pen pal letter  2. Remind them to look at the points they came up with as well as the important features of a letter.  Hand out [rubric](http://choltmasters.weebly.com/letter-rubric.html) to students or push out to them on iPads through [Showbie](http://choltmasters.weebly.com/language-links.html) - so student are clear about their end goal .  3. Teacher circulates to check on progress, and assist students who have difficulty planning and beginning writing. |
| We Share (5 mins):*Take a few minutes to share how they are doing with their letters. Ask 2 – 3 student to share their letters with the class.*  Through class sharing, ask students to reflect on their letters. Is there anything you would change? What revisions would you make? Have peers and teacher make one or two suggestions on post it notes that students can keep in their notebook to refer to in the revision stage (next class – Revision and Editing). |
| **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. |