

Identifying the Parts of a Letter – An English Lesson Plan for Years 2/3

Introduction:

The lesson begins with the teacher asking the question, 'What do you notice about the format of a letter?' This question is asked as revision and re-connection to the previous lesson where the students were introduced to letter writing through the format; what is a letter, the structure of a letter, and the components of a letter.

Content:

At this point in the lesson, a sample lesson is read while the student's follow and listen (Fig 1). A discussion ensues as the class is asked to identify the parts of the letter (Fig 2). At this point, the class is given an activity to work on in pairs (Fig 3).

After this exercise, the students brainstorm all the kinds of friendly letters they might write along with the different purposes for writing letters:

- To tell about a good book they have read
- To send news about themselves
- To share what they are learning
- To give news of an upcoming event
- To provide information about their hobbies
- To reveal something that happened in school
- To share something from home
- To ask questions
- To request something

Another activity comes into play here where students complete a letter-writing guide. This is a pre-writing and planning activity (Fig 4).

Closure:

At this juncture, a revision of the lesson is made. 'What is a letter? What are the components of a letter? What are the various descriptions of the parts of a letter? What are some purposes for writing a letter?'

Evaluation:

The evaluation here will be for the class to write a letter to a friend. This evaluation can be done in class. However, having it done at home will ensure that the students take the time to write the letter and that they have taken into consideration what was done during the lesson.

Resources:

- Sample letters of letters to friends and family.
- Writing materials (pens/pencils and paper)
- Examples of words used to describe friends and family.
- Fig 1 – Sample Letter to Friend
- Fig 2 – Student Direction
- Sample Letter to Friend – Dear Andrea
- Fig 3 – Friendly letter partner activity
- Fig 4 – Letter Plan

Comment [1]: *** I am sorry that it is electronic notes but I did not have access to a printer/scanner to be able to make handwritten notes. ***

Comment [2]: If students became "stuck" then I would provide prompts as to what some possible answers may be. This caters to learning differences and may provide students with some other ideas as well as allow them to feel confident and comfortable enough to contribute their ideas.

Comment [3]: Read through the sample lesson with the students, however I would also provide a printed out copy of the lesson plan for each student as this provides a visual for students and caters to those with different learning styles and abilities. It also allows students to annotate and make their own notes on their work that would assist them later.

Comment [4]: Pair students with different learning abilities together to allow peer assistance for EAL/D students. This also allows EAL/D students to feel like other students rather than being singled out and receiving help from the teacher. Also allows teacher the time to walk around and assist other students.

Comment [5]: Allow students to work with a partner while brainstorming. This would assist students by having someone they can bounce their ideas off, as well as possibly creating new ideas that would have never been thought of previously.

Comment [6]: If students became "stuck" then I would provide prompts as to what some possible answers may be. This caters to learning differences and may provide students with some other ideas as well as allow them to feel confident and comfortable enough to contribute their ideas.

Comment [7]: Provide students without a written breakdown of how to write a letter that they can keep referring back to. Whether this is written out on the board, is a handout, or comes in the form of a poster on the wall.

Comment [8]: I would provide plenty of time to write the letter in class rather than at home. The classroom environment allows students for students to ask for and receive help, where they might not be able to depending on home situations. It also allows students who would not have completed the activity at home the same opportunity to complete their work.

Comment [9]: Making this a take home activity does not always "ensure" that the activity will actually be done in some cases.