Second Grade
Letter Writing

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3. Lesson 1 Letter Writing Word Bank
4. Lesson 1 Letter Writing Sample Letter
5. Lesson 1 Sample Envelope
6. Lesson 1 Practice Letter Stationary (with helps)
7. Lesson 1 Practice Letter Stationary (without helps)
8. Lesson 1 Practice Envelope (with helps)
9. Lesson 1 Practice Envelope (without helps)
10. Lesson 1 Letter Writing Rubric
11. Lesson 2 Lesson Plan Letter Writing Practice 2
12. Lesson 2 Letter Writing Word Bank
13. Lesson 2 Letter Writing Sample Letter
14. Lesson 2 Sample Envelope
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16. Lesson 2 Practice Letter Stationary (without helps)
17. Lesson 2 Practice Envelope (with helps)
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19. Lesson 2 Letter Writing Rubric
20. Assessment Lesson Plan Letter Writing
21. Assessment Letter Writing Word Bank
22. Assessment Letter Stationary
23. Assessment Envelope
24. Assessment Rubric Letter Writing
25. Letter Writing Teacher’s Form
26. Letter Writing Principal’s Form
Topic: Letter Writing

Grade: 2

Unit Essential Questions: How will I write a letter to a friend?

Optional Instructional Tools:
Word bank

Concept: Practice 1
Letter Writing

Concept: Practice 2
Letter Writing

Concept: Assessment
Letter Writing

Lesson Essential Questions:
How do I write a letter to my friend?

Lesson Essential Questions:
How do I write a letter to my friend?

Lesson Essential Questions:
How do I write a letter to my friend?

Vocabulary: see word wall page

Vocabulary: see word wall page

Vocabulary: see word wall page

Vocabulary:

Additional Information:

Grade level: first grade

Participants:
**Essential Question:**

How do I use commas and periods when writing a letter, and addressing an envelope? Practice 1

**Activating Strategies:**

(Learners Mentally Active)

Read a book about letter writing. Listed below are names of books: *Good-bye Curtis* by Kevin Henkes (Harcourt Brace reading series/4th Book) *Dear Mr. Blueberry* by Simon James (Harcourt Brace reading series) *Dear Daddy* by Philippe Dupasquier (our old reading series) or any other related letter writing story you may already have.

**Acceleration/Previewing:**

(Key Vocabulary)

heading, greeting, body, closing, signature, return address, city, state, zip code, abbreviation, recipient, zip code

**Teaching Strategies:**

(Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Materials needed: Sample Letter, Sample Envelope, Letter Practice Sheet, Envelope Practice sheet, pencils, Letter Writing Word Bank (See attached) These will be used each time we teach this letter writing unit. So keep them handy—you may want students to keep in a writing folder

- Distribute all of the samples listed above. You will be referring to these for practice lesson 1 and 2).
- Make sure to cover each part of the letter, but especially discuss the position of the commas and use of abbreviations used in the letter. (ELA2W1s)
- Next, using the sample envelope, introduce each part of the envelope. Stress the importance of the commas used in the city and state.
- We will need to do a mini lesson on how we abbreviate the states. (Use the Letter Writing Word Bank that will include popular words/abbreviations used in addresses and some states/abbreviations. This will be helpful when completing the heading and envelope.)

Note: Be sure to teach abbreviating states by using a capital letter followed by a lower case letter, period. (ELA2W1s)

**Distributed Guided Practice/Summarizing Prompts:**

(Prompts Designed to Initiate Periodic Practice or Summarizing)

**Letter Writing Practice**

Allow the students to refer to the sample letter.

- Review the abbreviation for Street-St.,
- the abbreviation for Georgia—GA
- the commas after the greeting,
- the comma usage in the letter when listing details,
- the abbreviated days of the week
- comma used in the closing
Students will practice writing a letter on their own using the format of a blank letter. Each student will write a letter on the letter practice sheet. They will refer to the Letter Writing Word Bank for creating addresses and using abbreviations.

Students will choose a recipient for the letter, then give suggestions of writing topics.

**Ideas to write about in letter**

--write about what they are learning in school
--write about a future, special event that gives the date in order to incorporate abbreviations of months of the year
--a list of things needed or used in their daily routine (this incorporates the listing of items and use of commas)

**Envelope Writing**

Bring attention to the envelope sample.

Direct students to write a pretend address for their letter recipient. They may use their real names, but create a fictitious address, such as:

Sally Martin
123 Main St.
Waycross, GA 31501

Review the correct positioning of the return address and the recipient address. Remind the students to abbreviate the parts of the address, such as Street—St. and state, such as State—GA. Create a pretend zip code.

**Summarizing Strategies:**

(Learners Summarize & Answer Essential Question)

Students will break into 1 and 2 partners. Partner 1 will share at least one thing they have learned about letter writing and Partner 2 will share at least one thing they learned about envelope writing. Next allow students to read their letters and post their work in the room for all to see their letters and the envelopes they made in class.

**Modifications**

I.E.P.’s should be followed for those students with learning difficulties.
Letter Writing Word Bank

Street----St.       Road----Rd.       Avenue----Ave.       Drive----Dr.

Circle----Cir.       Highway----Hwy.       Place-----Pl.

Georgia---GA       Florida----FL       Alabama-----AL       Louisiana----LA

California-----CA       Tennessee----TN       Texas-----TX


Tuesday-----Tues.       Wednesday----Wed.       Thursday------Thurs.

Friday---Fri.       Saturday----Sat.
February 4, 2006

Dear Mom and Dad,

I am having so much fun at camp this week! There are so many things to do every day. I get to choose from fishing, swimming, canoeing, hiking and cooking. My favorite activity was fishing because I caught an enormous fish on Mon. I can’t wait until Fri. because we are going to have a contest to see who can catch the biggest fish! I wish you were here with me. I will see you on Sat.

Yours truly,

Johnny
Second Grade

Sample Envelope—This will be used in practice 1 and 2

Master Johnny Smith
2020 Camp Cir.
Happy land, GA  55555

RETURN ADDRESS

RECIPIENT

Mr. and Mrs. John Smith
2567 State St.
Waycross, GA  31501
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<th>Criteria</th>
<th>Scale</th>
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<td><strong>Heading</strong></td>
<td>Completes the heading with month, date and year</td>
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<tr>
<td><strong>Greeting</strong></td>
<td>Includes an appropriate greeting with correct usage of comma</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>Completes the body of the letter and demonstrates an understanding of comma usage in listing items.</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>Demonstrates an appropriate closure with correct comma usage.</td>
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<tr>
<td><strong>Spelling</strong></td>
<td>Spells all words correctly.</td>
</tr>
<tr>
<td><strong>Grammar/Mechanics</strong></td>
<td>Demonstrates understanding of abbreviations used in states, road names and days of the week.</td>
</tr>
<tr>
<td><strong>Usage of abbreviations</strong></td>
<td>Demonstrates understanding of abbreviations used in states, road names and days of the week.</td>
</tr>
<tr>
<td><strong>Envelope</strong></td>
<td>Complete envelope completely and appropriately.</td>
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</table>
**Essential Question:**

How do I use commas, abbreviations and periods when writing a letter and envelope? Practice 2

**Activating Strategies:**

(Learners Mentally Active)

*Pose the question: Who works at our school? (teacher will make a chart of names of people and the job they do—this will be used in the guided practice) Do any of these people help make our day better while we are at school? If so, who and what do they do for us. Brainstorm with students people in the school that do special things for us each day, such as cafeteria workers, librarian, principal, teachers resource teachers. After choosing one person to discuss, teacher will make a web of things that the person does for them on chart paper.*

**Acceleration/Previewing:**

(Key Vocabulary)

heading, greeting, body, closing, signature, return address, city, state, zip code, abbreviation, recipient and zip code

**Teaching Strategies:**

(Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Once the web has been completed, teacher will model a letter of appreciation by writing on chart paper. Students will help teacher write a letter to the person using the web to complete the letter. This will give students practice on writing a letter with all the components of a letter, all the comma rules used with the greeting, closure, city and state, and commas use then listing items.

Teacher will model on chart paper how to complete the envelope.

Students will be given a blank web to complete on one person/job of their choice. They will refer to the chart made during the activating activity. Students will complete a web with tasks that the person does to make their day better.

After students create the web, they will write a letter of appreciation to that person. The students will be reminded to look back at the examples in their writing folders for help on what to include in the letter. Students will also be able to look back at the sample on chart paper that they wrote together during the teaching strategy.

Students will be given a rubric to use to review to ensure they have included all components of the letter and envelope.

**Distributed Guided Practice/Summarizing Prompts:**

(Prompts Designed to Initiate Periodic Practice or Summarizing)

**GPS---ELA2W1s:** Begins to use commas (e.g., in a series, in dates, after friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade appropriate abbreviations
**Summarizing Strategies:**  
*(Learners Summarize & Answer Essential Question)*

Students will share the letter with a partner. They will look over each other’s work to ensure that all has been written correctly before turning letter in to teacher. Teacher will allow students to share the letters with the person they wrote to after grading has been completed by the teacher.

**Modifications**

I.E.P.’s should be followed for those students with learning difficulties.
Letter Writing Word Bank

Street----St.        Road----Rd.        Avenue----Ave.        Drive----Dr.

Circle----Cir.      Highway----Hwy.    Place-----Pl.

Georgia---GA        Florida----FL        Alabama-----AL    Louisiana----LA

California-----CA      Tennessee-----TN         Texas-----TX


Tuesday-----Tues.   Wednesday----Wed.    Thursday------Thurs.

Friday---Fri.        Saturday----Sat.
February 6, 2006

Dear Mom and Dad,

I am having so much fun at camp this week! There are so many things to do every day. I get to choose from fishing, swimming, canoeing, hiking and cooking. My favorite activity was fishing because I caught an enormous fish on Mon. I can’t wait until Fri. because we are going to have a contest to see who can catch the biggest fish! I wish you were here with me. I will see you on Sat.

Yours truly,

Johnny
Sample Envelope—This will be used in practice 1 and 2

Recipient

Master Johnny Smith  
2020 Camp Cir.  
Happy land, GA 55555

Mr. and Mrs. John Smith  
2567 State St.  
Waycross, GA 31501
Second Grade Practice Letter 2
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heading</strong></td>
<td>Scale</td>
<td>Completes the heading with month, date and year</td>
<td>Completes most of the heading</td>
<td>Completes some of the heading</td>
<td>No heading included in letter</td>
</tr>
<tr>
<td><strong>Greeting</strong></td>
<td></td>
<td>Includes an appropriate greeting with correct usage of comma</td>
<td>Includes a greeting with correct usage of comma</td>
<td>Includes a partial greeting with no use of comma</td>
<td>No greeting is included</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td></td>
<td>Completes the body of the letter and demonstrates an understanding of comma usage in listing items.</td>
<td>Completes the body of the letter and demonstrates some understanding of comma usage in listing items.</td>
<td>Somewhat completes the body of the letter and demonstrates little understanding of comma usage in listing items.</td>
<td>Writes very little in the body of the letter and does not use commas in listing items.</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td></td>
<td>Demonstrates an appropriate closure with correct comma usage.</td>
<td>Demonstrates some understanding of an appropriate closure with correct comma usage.</td>
<td>Somewhat demonstrates a closure with no comma usage.</td>
<td>Does not demonstrate a closing nor comma usage.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td>Spells all words correctly.</td>
<td>Spells most words correctly.</td>
<td>Spells some words correctly.</td>
<td>Spells very few words correctly.</td>
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<tr>
<td><strong>Grammar/Mechanics</strong></td>
<td>Usage of abbreviations</td>
<td>Demonstrates understanding of abbreviations used in states, road names and days of the week.</td>
<td>Demonstrates some understanding of abbreviations.</td>
<td>Uses a few abbreviations</td>
<td>Uses no abbreviations</td>
</tr>
<tr>
<td><strong>Envelope</strong></td>
<td></td>
<td>Complete envelope completely and appropriately.</td>
<td>Completes most of the envelope correctly.</td>
<td>Completes some of the envelope correctly</td>
<td>Does not complete the envelope correctly.</td>
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</table>
**Essential Question:**

How do I use commas and periods when writing a letter, and addressing an envelope?

**Materials:**

Chart paper, black and red marker, blank assessment envelope and letter sheet,

**Activating Strategies:**

(Learners Mentally Active)

Teacher will review the previous letter writing lessons by writing a model letter on chart paper in black ink. Teacher will ask students to name the places where commas are needed. Teacher will add the commas in red ink. Teacher will review the use of periods in abbreviations in the same manner.

(Knowledge Vocabulary)

heading, greeting, body, closing, signature, return address, city, state, zip code, abbreviation, recipient, zip code

**Teaching Strategies**

(Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

**Letter Writing**

Teacher will write/model a letter to a friend on chart paper about a book they have read recently. The letter’s purpose will be to inform the friend of the title of the book, some of the literary elements that would be important in persuading the friend to read. The teacher will include his/her favorite part of the book, names of the characters and the main idea and possibly the author and setting. Teacher will use the black pen for the writing of the letter and red pen for the commas and punctuation/abbreviations.

**Envelope Writing**

Teacher will model the envelope using chart paper. Teacher will again use black ink for the names and address and use red to emphasize the usage of commas and punctuation/abbreviations.
Letter Writing

Teacher will tell students that we will be writing another letter to a friend. In this letter the students will inform the friend of a book they are reading and why they think this is a good book to read. They would need to include some of the literary elements; such as title, main idea, characters. They could include any of the details that they think is important. The student will need to create a prewriting web (see attached). Next, the students will write a practice letter. After that they will rewrite the letter on the final letter sheet provided. The students will need to be reminded that they will need to include commas and punctuation as mentioned in the activating activity. The blank letter sheet will not include commas and will be required to add them in the places as needed.

Envelope Writing

Students will be instructed to complete the envelope in the same manner as taught in the previous practice lessons, using the same pretend address as used in the letter heading.

Summarizing Prompts:

(Prompts Designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies:

(Learners Summarize & Answer Essential Question)

Teacher will allow students to ask questions about the assignment before beginning to clear up any concerns or questions. Then students will begin the writing process. Last teacher will collect letters and envelope and grade using the assessment rubric.

Modifications

I.E.P’s should be followed for those students with learning difficulties.
Letter Writing Word Bank

Street----St.       Road----Rd.       Avenue----Ave.       Drive----Dr.

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<td><strong>Envelope</strong></td>
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Teacher’s Name ________________________________ Second Grade: Benchmark Letter Writing
School ________________________________ Month ____________________

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<th>Student’s Name</th>
<th>Heading</th>
<th>Greeting</th>
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Principal’s Report

School: _____________________
Teacher: ____________________

Second Grade: Benchmark Three – Letter Writing

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<tr>
<th>Task Components</th>
<th>Class Average Scores</th>
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<td>Closing</td>
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<td>Spelling</td>
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<td>Grammar / Mechanics</td>
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<td>Envelope</td>
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<td>Average for all components</td>
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