

Informational Writing: Letter Writing (LW4) Letter Format

Minilesson Teaching Point: Identify parts of a letter and place them in correct letter format.
Standards(s): L.2.2.b. Use commas in greetings and closings of letters.
Materials: <ul style="list-style-type: none">• Copy of letter pieces found on page LW-11 for partners (can cut apart and put in envelopes or give full page and have students cut pieces apart)• Parts of a Letter poster (may enlarge page LW-13 or use as is for poster)• Multiple copies of the blank letter template for student use (page LW-14)
Connections: <i>“Writers, yesterday we wrote a thank you letter together. We learned that letters have special parts with specific names: date, salutation, body, closing, and signature and that each part belongs in a particular place on the paper.</i>
Teach (modeling): <i>“Today we will take another look at the main parts of a letter and where each part belongs. We will identify and name those parts together. Here is a poster that shows correct letter format.”</i> Teacher points to and identifies main parts of letter on poster. <i>I’m going to read a letter to you and while I’m reading, I want you to make a picture in your head of where the words should be placed on our blank template.”</i> Teacher reads letter.
Active Engagement (guided practice): <i>“Now, writers, I will give you a letter which has been cut up into the main parts for you to put back together and place on top of your own blank template. Notice that, in addition to words, you have comma pieces”</i> (give to partners or small groups). After students have finished, teacher models correct placement of letter parts on poster-size template.
Bridge to Independent Practice: <i>“Writers, today you will write a thank you letter making sure you have included all the different parts of a letter. Writers, close your eyes and think about who you are writing to and why you are thanking them.”</i> Then, have students turn and talk about who they are writing to and what they are going to thank them for. ELD: “Today, I am going to write to _____ and thank him/her for _____.” Before they start writing, teacher takes status of class. <i>“Writers, if you don’t have an idea, listen to your classmates as they share who they are going to write to.”</i>