

Thinking of You Week Lesson Plan

Elementary K - 5

Stage 1 Desired Results		
ESTABLISHED GOALS <u>Common Core Writing Standards K-5</u> 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)	Transfer	
	<i>Students will be able to independently use their learning to...</i> ○ Use their writing and drawing skills to express care for others. ○ Write for a specific audience. ○ Demonstrate empathy for the feelings of others.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ○ Letters and cards are a common way that people communicate. ○ The writer's authentic voice can create warmth and connection. ○ Written messages sent through the mail create both a physical gift and an emotional connection that have a positive impact on other people.	ESSENTIAL QUESTIONS ○ How can we use our writing skills to show care for other people?
	Acquisition	
	<i>Students will know...</i> ○ Written communication includes: ○ The date ○ A greeting / salutation ○ The body of the message	<i>Students will be skilled at...</i> ○ Gathering materials to write their message, including writing tool, greeting card, envelope, and stamp. ○ Planning how to space their message so it fits inside a greeting card.

	○ A complimentary close (sincerely, best regards, etc.) ○ A signature ('Your friend' can be used instead of name to protect privacy.) ○ A greeting card has certain conventions, including: ○ An expressive image on the front to get attention ○ Space inside to write a personal message ○ Back of the card often has the title and purchase information ○ An envelope for sending ○ How and where to write a return address on an envelope (if age-appropriate) ○ How and where to write the send-to address on an envelope (if age-appropriate)	○ Share their ideas with peers about what to write before they begin writing (peer conference.) ○ Using teacher-provided prompts to assist in the composition of their written message. ○ Identifying the standard components of a written greeting, including date, salutation, body, complimentary close, and signature. ○ Identifying the conventional format of an envelope for mailing, including return address in upper left corner, send-to address in center of envelope, and postage stamp in the upper right corner.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Students will be evaluated on: ○ Stating the purpose for writing a greeting card to another person. ○ Offering reasons why receiving a greeting card has a positive impact. ○ Producing one greeting card in their own words to uplift another person.	PERFORMANCE TASK(S): ○ By the end of this lesson, students will have produced one greeting card with the purpose to 'cheer up' another person. ○ Students will observe and, if age-appropriate, produce an envelope with correctly formatted return address, sending address, and placement of a stamp.	

○ Learning the correct format for writing a greeting card. ○ Learning the correct format for addressing an envelope for the mail.	
	OTHER EVIDENCE: ○

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Prior to teaching the lesson

The teacher can activate student prior knowledge by asking: Have you ever received a card from someone? What was the reason? (birthday, get well card, etc.) How did this card make you feel? Have you ever written a card to someone? Who did you write to and for what purpose?

Materials & Preparation

- Greeting cards that are age-appropriate, a minimum of one per student, preferably two or three per student
- Envelopes for each card
- Stamps for each card
- Print one copy of ‘Tips for writing a greeting card’ sheet for each student – adapt as you like before printing.
- Writing tools – pencils, pens, markers, erasers, etc.
- Prepare 2 or 3 examples of completed greeting cards and envelopes for your specific audience to show the students

Introduction of lesson

Gather the students together in a close group and show the students a variety of greeting cards. “Who can tell me what these are?” “What do you notice about these cards?” “Who do you think would like to receive one of these cards?” Gather responses – either orally or write down student ideas on the board or on chart paper.

Hold up one card and point out that the front of the card is to get people's attention. Ask the students what the purpose of that card seems to be. Ask what elements catch their attention.

Open the card and show the inside. Sometimes a card is entirely blank inside, sometimes there is a message, but there is still always room for a personal message.

Ask students: "If you were sending this card, what personal message would you like to write?"

Show students the back of the card. Point to elements such as title of the card, company name, any scanning code to ring up the sale, etc. Ask students why the back of the card might have this information.

Now tell the students: "Today we are going to write our own greeting cards to special people." (Decide in advance if you will have students write to their own family members or if you have selected a specific group of people who could use cheering up – children in hospitals, elderly people receiving care, military personnel who are serving far from home, etc.)

Here are some examples (have examples to show the students and discuss each one.)

Who has ideas of what they want to say? (Take a few ideas from the group.)

Okay – sit with your buddies, talk about what you want to say, and let's get started!

Please take one of these 'Tips for writing a greeting card' sheets and go to your tables.

Task supervision and feedback

Based on the skill level of your students, it might be good to have paraprofessionals and volunteers who can help students craft and write their messages.

This lesson could continue for more than one 40-minute period, perhaps over a couple of days, with the teacher collecting the cards at the end of each lesson.

Closure

Remember when we talked about how you felt when you received a greeting card? Now that you have made one to give someone else, what feelings do you have? Do you notice good feelings about sending a gift to someone to cheer them up?

Who remembers the parts of writing a greeting card?

Who remembers the parts of addressing an envelope?

You can make a difference as a writer! Who else in your life would enjoy receiving a card?

Follow-up / Extensions

A week or two after the lesson, if you are in touch with the group where you've sent the cards and they offer kind feedback for the students, you can share that with them.

You can ask students, "Have you noticed anyone receiving cards lately? Can you tell us the story?"

If you notice the students were motivated by this writing task, you could consider setting up a pen-pal arrangement with another school, possibly in another country.

Advanced students could create more than one card, they could design their own greeting cards, and they could research additional groups of people who would appreciate receiving a card.

TIPS for writing a greeting card

Decide WHO you are writing to and use a GREETING or SALUTATION, such as:

Dear friend,	Dear neighbor,	To my new friend,	To a US service person,
Dear you,	To a kid like me,	Dear pen pal,	To my buddy,

Here are ways to start the BODY of your message:

Thank you for being you!	I hope you are having a good day today.	I can see sunshine and birds out my window.	What is your favorite kind of music? Mine is...
I'm writing just to send you a smile today.	What is your favorite animal? Mine is....	I really like getting mail. So, I'm sending you a card for fun!	Do you like playing games? I like to play...

Here are things that are OKAY to write about to a STRANGER:

Here are my top 5 favorite songs.	I learned to cook something, here is how you make it.	I like drawing dinosaurs, comics, flowers, animals...	When I'm having a bad day, what cheers me up is...
The coolest thing I ever found on a walk was...	I'm learning how to ride a bike.	I collect rocks, stickers, stuffed animals... Do you collect anything?	My favorite character is ... Do you have a favorite character?

Here are things that are NOT okay for your card if it will be mailed to a STRANGER:

Do NOT use your name.	Do NOT mention scary things like being sick.	Do NOT brag about fancy things you have.	Do NOT share any names of family, or your address, or anything that can identify you.
Do NOT ask questions like 'what kind of sickness do you have?'	Do NOT share your phone number or email or social media name.	Do NOT name your school, or your age, or your grade.	Do NOT write any insults, or share your problems, or complain about things.

STEP

1

Choose your envelope or postcard



STEP

2

Address the envelope

Return
Address

JOHN DOE
456 NORTH STREET
ANYCITY, VA 20020

JANE SMITH
123 MAIN STREET
ANYTOWN, NY 10010

Delivery
Address

STEP

3

Apply your postage



Envelope
Stamp



Postcard
Stamp

STEP

4

Send your letter or postcard.



Mailbox



Blue Box



Post Office