

Student Learning Plan

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| Title: Thank You Letters | | Content Area/s: Writing |
| Grade Level: 1st | Time Frame: 9:20 – 10:05 & after lunch if needed | Date: April 4, 2008 |
| <p>SOLs: English</p> <p>1.11 The student will print legibly.</p> <p style="margin-left: 20px;">a) Form letters.</p> <p style="margin-left: 20px;">b) Space words and sentences.</p> <p>1.12 The student will write to communicate ideas.</p> <p style="margin-left: 20px;">a) Generate ideas.</p> <p style="margin-left: 20px;">b) Focus on one topic.</p> <p style="margin-left: 20px;">c) Use descriptive words when writing about people, places, things, and events.</p> <p style="margin-left: 20px;">d) Use complete sentences in final copies.</p> <p style="margin-left: 20px;">e) Begin each sentence with a capital letter and use ending punctuation in final copies.</p> <p style="margin-left: 20px;">f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.</p> <p style="margin-left: 20px;">g) Share writing with others.</p> <p style="margin-left: 20px;">h) Use available technology.</p> <p>Related SOLs: Science</p> <p>1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include</p> <p style="margin-left: 20px;">b) parts (seeds, roots, stems, leaves, blossoms, fruits); and</p> <p style="margin-left: 20px;">c) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).</p> <p>Technology SOLs: None</p> | | |
| <p>Lesson Objectives:</p> <p>The students will use the writing process to write a thank you letter to Williamsburg Florist for their donation of flowers to our classroom. Students will complete a four square plan, rough draft that will be edited and revised, and final copy of the letter.</p> | | <p>Resources (Texts & Technology):</p> <p>Flex cam (teacher)</p> <p>Word Wall & Word Books (student)</p> |
| <p>Content:</p> <p>Reading is the priority in first grade. Monday through Thursday the class focuses on reading, phonics activities, oral language skills, and comprehension. Students are divided into reading groups based on their abilities and each group rotates through guided reading, computer activities, a writing station, and independent phonics work. Friday, the students do not do the language arts stations. Instead they focus on using the writing process. In the beginning of the year, students began their stories by drawing pictures in a four square. Now they are working on using only words in their four squares to guide their writing of the rough draft. Students are not expected to have the correct spellings of every word they use, but they are expected to correctly spell word wall words (sight words and common vocabulary) in their stories. After completing each stage of the writing process, the students share with the teachers or assistances before moving on to the next stage.</p> | | |

Instructional Procedures: Include the estimated time for each activity.

(Number steps beginning with *Initial Activity* and ending with *Closing Activity*.)

1. Initial Activity: As a whole group begin by asking the students to recall and share what they did in science the day before. Students should respond with some along the lines of, “We each got a flower and we labeled its parts.” Next, remind them that the flowers were donated or given to the class by Williamsburg Floral and Gifts. Ask them what we should do to show how much we liked the flowers and guide the discussion toward “We should write them to thank them for the flowers”.
2. Next, provide each student with a piece of scrap paper. Students will return to their seats and begin by drawing a rectangle and lines to create the four square layout. Using the Flexcam, guide the students with what should be in each box and allow them to fill in the boxes after each direction. The title rectangle will have “Thank you for giving our class flowers.” The first box will have “We used them _____” with the direction to fill in when and why we used the flowers. The second box will have “I learned that plants have _____” and students will fill in the plant parts they learned about. The third box will read “My flower was _____” and students will fill in the color and type of flower (rose, daisy, carnation, or alstroemeria). The final box will include the closing statement “Thank you for giving our class flowers to use in science class”.
3. After the students have completed the four square activity with guidance, they will write their rough draft of the letter on gray newsprint paper. For the rough draft, students are expected to use correct capitalization and punctuation of their sentences. Students should also spell word wall words correctly. Students will read their drafts to one of the teachers or volunteers and work with an adult to edit their piece.
4. Finally, students will rewrite their letter onto white paper using correct spelling, grammar, and punctuation. After finishing their letter, students will sign the bottom with a “thank you” or “from” and their first name. Closing Activity: The teacher will select a few students to share their writing with the class.

Assessment/s:

The four square writing plan and rough draft will be included in the students’ writing portfolios which are used for ongoing monitoring of writing development in the classroom.
The final copy of the letter will be delivered to the florist to thank them for their donation.

Extension Activities/

Interdisciplinary Links:

If students finish early, they may draw a picture of their flower to include with their letter. Creating the flower picture links to the science SOL that students will recognize and know parts of a plant.

Differentiation Strategies/Activities:

Students who need extra assistance will join one of the teachers at the front table to work on their rough draft. A few of the students require the different seat in order to focus on their story and avoid distraction from other students. Others require extra help in forming complete and on-topic sentences.

Reflection/Recommendations for Future Use:

This lesson worked really well for the students and gave them a clear reason for writing. Each student was able to complete their four square writing plan, rough draft, and final copy of the letter. The students were able to individualize their letters with adjectives describing their flowers and develop their manners by writing a thank you letter to the florist. All of the final copies of the letters were delivered to the florist after school. It was nice to be able to show the florist what the students learned and provide them with handwritten letters from the students.