	<h2>Fairy Tale Letter Writing</h2> <p>Authors: April Hutchinson and Sara Murray Charlottesville City Public Schools</p>
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Overview:

Students will learn the parts of a letter through the point of view of fairy tale characters.

Grades

2nd and 3rd

Time Allotment

Two 45 minute sessions

Learning Objectives

On completion of this lesson students will be able to:

- identify the parts of a friendly letter
- compose a friendly letter
- organize information in a letter

This lesson addresses Va. SOLs English 2.11, 3.9, and 3.10 Computer/Technology 5.2, and 5.4

Media Components

- SmartBoard
- Internet Site: readwritethink.org
- LCD projector
- Computer
- Word Processing Software

Materials and Student Handouts

- Literature Connection: [Yours Truly, Goldilocks](#), by Leslie Tryon
- Friendly letter format resource page, copyright readwritethink.org, 2004 (for use with differentiated assessment)
- Task cards

Teacher Preparations


Teacher created template for assessment, differentiated for various levels of learners.

Day One

Book

SmartBoard, projector, and computer

Load readwritethink.org and go to *Student Materials*. Click on "Letter Generator"

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Day Two

Computers

Teacher-created template

Friendly letter format reference page

- Art teacher displays same prints in art studio
- Download videostream and website
- Preview and set up videostream
- Reserve computer lab, if necessary
- Make copies of Haiku graphic organizer worksheet
- Check-out books from the Media Center on Haiku poetry

Introductory Activity

Set the purposes for reading. Students will identify who is writing the letter and who is receiving the letter by looking at the salutation and the signature. Read aloud Yours Truly, Goldilocks in a whole group setting. Upon completion of the text, list the fairy tale characters from the story.

Learning Activities

1. Have students sit around the SmartBoard. Once readwritethink's Letter Generator is loaded, tell students they will be learning about the parts of a friendly letter. All of the letters that they heard in the story, Yours Truly, Goldilocks were also friendly letters. The tutorial will present the parts of a friendly letter (heading, greeting/salutation, body, closing, signature line, and postscript), and allow construction of the letter.
2. Have students pick two fairy tale characters to use in the whole group writing of a friendly letter. Once the two are chosen, have students discuss the purpose for writing the letter and the central idea. As a group, brainstorm ideas. Once the purpose and central idea are agreed upon, lead students through the tutorial on the website.

Culminating Activities

1. Place the students in groups of four. Each student will receive task cards with the names of the fairy tale character to whom and from whom the letter is being sent, and the purpose of the letter. The student will have to assume the identity of the character writing the letter. Each student will start their letter at their computer. Then he/she will need to include the heading, greeting/salutation, and first two sentences of the body.
2. Once all students have completed the beginning task, they will stand and rotate to a different computer. They will have to read the purpose on the task card, and add two



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additional sentences to the body. Students will rotate until they are back at the computer where they started. The students will write an ending paragraph, then add the closing, signature line, and postscript if needed. Once the letter is complete, each student should print a copy of it. image onto the PowerPoint slide.

Assessment Day Two

Remind students of the activities from the previous day. The assessment will be for the students to compose a friendly letter. There are three levels of differentiation for this lesson:

Level 3 (Much support)

Using a KidPix template, the teacher will create a friendly letter. The parts of the letter will be misplaced. The students will click and drag the parts of the letter so they are in the correct place.

Level 2 (Some support)

Using a worksheet that has boxes for the correct placement of the parts of a letter, the student will compose a friendly letter.

Level 1 (Minimal support)

Students will compose a friendly letter independently.