

**Grade: 3**

**Lesson Number: 25**

**Course: Boli**

**Title: Reading & Writing III**

### **Standards**

#### **Standard 4: Writing Coherent Sentences and Paragraphs**

- Students write coherent sentences and paragraphs that develop a central idea.
  - *Students can create a single paragraph, including a developed topic sentence, and simple supporting facts and details.*
  - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
  - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*

### **Objectives**

1. Students will learn about the components of a formal letter: Return address, date, salutation, body, closing and signature.
2. Class will look at sample letters.
3. Students will write a formal letter to a friend or family member inviting them to our performance of the mental vices skits.
4. Students will write a rough draft of their letter in class.

### **Prerequisites**

- None

### **Materials**

- Chart paper
- Markers
- Lined paper
- Pencils/pens

### **Advanced Preparation**

- Teacher needs to bring in sample letters both in English and Gurmukhī.
- Teacher should understand components of a letter: Return address, date, salutation, body, closing and signature.
- Write components of a letter on chart paper for students to see.
- Write a sample letter on chart paper – underlining and labeling the components: Return address, date, salutation, body, closing and signature.

### **Engagement (20 minutes)**

- Greet the students and allow them to get settled.
- Have students sit in a circle; explain to them that they will be doing some letter writing today.
- Ask students what they know about letter-writing – write their ideas on the board or on chart paper.

- If students have not mentioned the components of the letter, ask them if they know all the different parts of a letter and if they know what those parts are called.
- If students know some parts great, if not, share the prepared chart with the name of components along with the sample letter.
- Share letters that you (the teacher) have brought – pass them around the class and see if students can identify the different components of the letter.
- Go through each component – explain its purpose in the letter.

### **Exploration (30 minutes)**

- Next, give each student a piece of paper and a pencil.
- Explain to students that today we will be writing formal letters in Pañjābī inviting friends or family members to attend our Mental Vices play.
- As a class, discuss things that should be included in the letter:
  - Greeting
  - Important pieces of info that need to be included in the body of the letter:
    - Name of event
    - Place – where the event will take place
    - Date
    - Time
  - Closing
  - Signature
- Allow students to get started on their letters.

### **Explanation/Extension (10 minutes)**

- Next have students join you on the floor in a circle and discuss their progress – see how much students have completed – ask them to finish their letters and bring a clean copy to the next class.

### **Evaluation (On-going)**

- Teacher will be able to evaluate students understanding of letter-writing from their completed letters. All letters should include all components.