



**Mystery
Unit**

Mystery Unit

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Unit Relevance

Through the experience of literature, students can maximize their knowledge about topics and use critical thinking to expand their knowledge. The use of *The Empty Envelope* will allow for the students to use their own knowledge about writing and their own creativity, along with the information they gain through the literature to elaborate and enhance the information pertaining to a mystery exchange of an envelope.

In *The Empty Envelope*, a young boy continues to receive envelopes that are addressed to an individual named D. Duncan; however, he cannot decipher who D. Duncan is and why he has received five envelopes addressed to this individual. Dink, the young boy, and his friends receive a phone call that demands the five letters to be returned to a stern woman because of the significance they hold to her late mother. The children agree to return the envelopes until they discover the value of a stamp located on the fifth envelope. As the story progresses, the children investigate the situation and find ways to catch the thieves who originally stole the stamp from an innocent lady! Thanks to Dink and his friends, the empty envelope mystery has been solved.

By reading this story, students can gain knowledge about how to properly construct a friendly letter, design a stamp, address an envelope, identify state abbreviations, and create a newspaper article. Each student can use this information gained and relate it to the process of creating and sending something through the United States Postal Service. Students can use the language arts concept of writing a friendly letter to enhance their own vocabulary, verbally and in written text. Through the collaborative language arts and social studies lesson, students will be able to understand how to identify the abbreviations of the fifty states of the United States of America.

Students can use the information that they gain about how to properly address an envelope to participate in one of the nation's largest item exchange systems, The United States Postal Service.

Before this unit is instructed, students have a previous knowledge of paragraph indentation, how to sign their name in cursive, and the use of a wide range of vocabulary throughout different pieces of writing. Students have an understanding of the drawing and creativity aspects of creating a piece of art, a postage stamp, and how to use descriptive words to describe the piece(s) of art. Students are also familiar with sentence structure and grammar mechanics that can intensify the degree of performance in multiple pieces of writing. The students will use their previous knowledge of state abbreviations, how to properly address an envelope, and the purpose of a postage stamp to elaborate the content presented in this unit. Students have worked with multiple writing pieces and have interacted with the postal system before this unit was instructed.

There is a diverse assortment of students in the classroom that will be instructed with the information presented in this unit. It is crucial for every student to gain the same level of content and use all elements that ensure this is met. Students may need extra time to complete tasks, which will be granted according to each student's schedule. It is in the best interest of the teacher to present all content in an understanding manner to every student.

PA Academic Standards

TLW write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant (PA Academic Standard 1.4.3.B; cognitive, psychomotor).

TLW write with controlled and/or subtle organization (PA Academic Standard 1.5.3.C; cognitive, psychomotor).

TLW write with an awareness of the stylistic aspects of composition (PA Academic Standard 1.5.3.D; cognitive, psychomotor).

TLW edit writing using the conventions of language (PA Academic Standard 1.5.3.F; cognitive, psychomotor).

TLW identify and locate places and regions (PA Academic Standard 7.1.3.B; cognitive, psychomotor).

TLW identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location (PA Academic Standard 1.7.3.B; cognitive, psychomotor).

TLW write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant (PA Academic Standard 1.4.3.B; cognitive, psychomotor).

TLW identify variations in the dialogues of literacy characters and relate them to differences in occupation or geographical location (PA Academic Standard 1.7.3.B; cognitive, psychomotor).

TLW write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant (PA Academic Standard 1.4.3.B; cognitive, psychomotor).

TLW write using well-developed content appropriate for the topic (PA Academic Standard 1.5.3.B; cognitive, psychomotor).

Key Definitions

abbreviation –A part of a word that is shortened, but still holds the whole word's meaning, and ends with a period.

body –The body is placed two spaces below the greeting of a friendly letter, and contains the information that the letter will discuss in different paragraphs which are all indented.

closing –The closing is placed two spaces under the body of a friendly letter in the center of the page.

greeting –The greeting is placed three spaces below the heading of a friendly letter on the left side of the paper, contains the person's name who the letter is being written for and is followed by a comma.

heading –The heading is located in the upper right corner of a friendly letter and contains the date in which the letter was written.

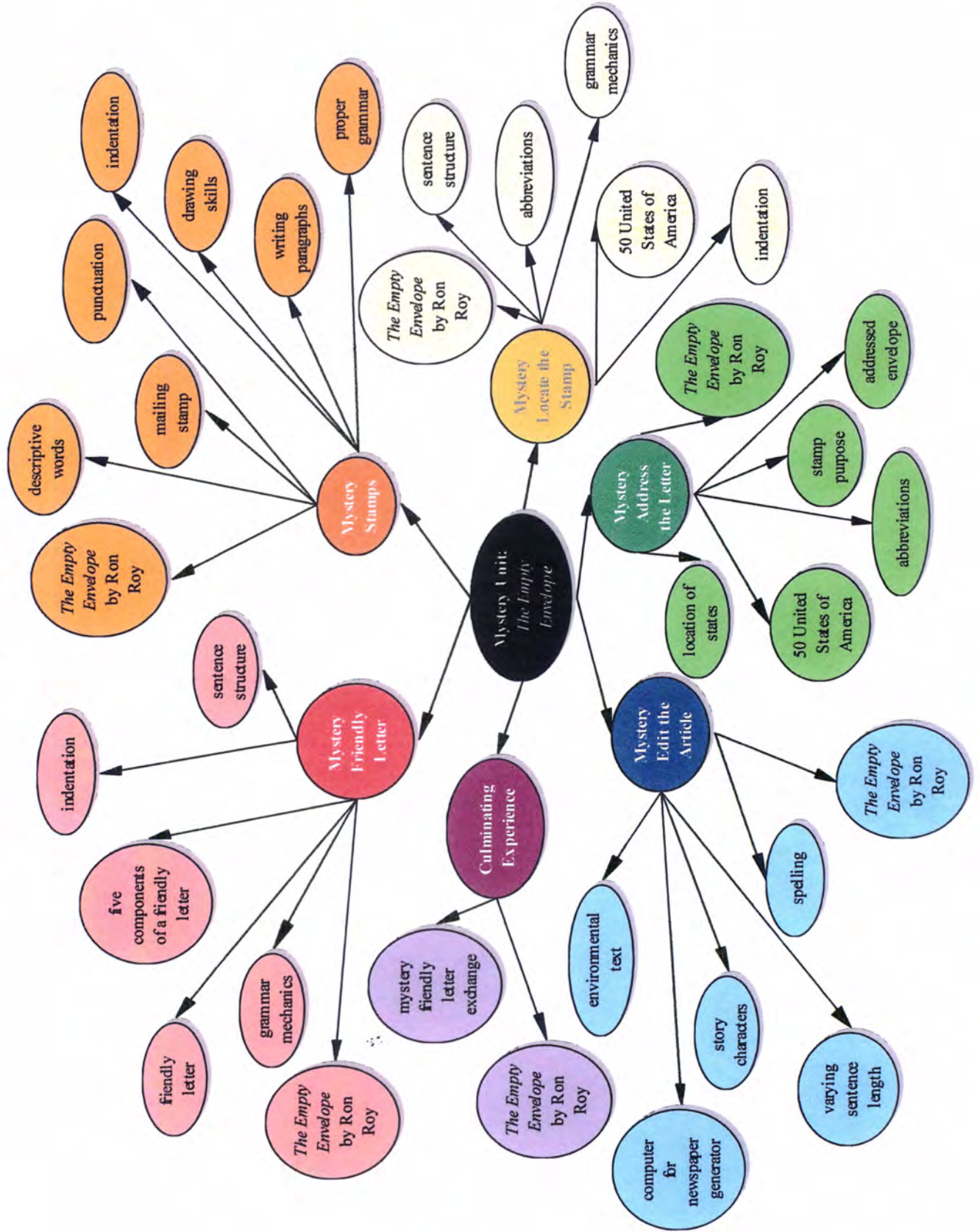
invert –To turn upside down.

signature –The signature is the name of the person, written in cursive, who wrote the letter.

stamp –A government sticker-like item, containing a cent value, that is placed in the upper right corner of an envelope or item that intends to be sent through the mailing system.

United States of America – A country combine of fifty individual states.

Integrated Planning Web



Time Frame

| <p>Monday November 10, 2008 1 day</p> | <p>Tuesday November 11, 2008 1 day</p> | <p>Wednesday November 12, 2008 1 day</p> | <p>Thursday November 13, 2008 1 day</p> | <p>Friday November 14, 2008 1 day</p> |
|--|--|---|--|---|
| <p>Lesson 1 Mystery Friendly Letter mini lesson within lesson: 5 components of a friendly letter 75 minutes</p> | <p>Lesson 2 Mystery Stamps mini lesson within lesson: mailing stamps 75 minutes</p> | <p>Lesson 3 Mystery Locate the State mini lesson within lesson: abbreviations 75 minutes</p> | <p>Lesson 4 Mystery Address the Letter mini lesson within lesson: addressing an envelope 75 minutes</p> | <p>Lesson 5 Mystery Edit the Article/ Culminating Activity mini lesson within lesson: environmental text (newspaper)/ friendly mystery exchange 75 minutes</p> |

Introductory Experience

Before the lesson begins, the teacher will hand a copy of the *Friendly Letter* song to each student. Once the tune of *The Farmer in the Dale* has been introduced and sung with the class, the whole class will then sing the *Friendly Letter* song. This will introduce the five parts of a friendly letter to the students.

The teacher will then question the students if anyone knows any of the parts that construct a friendly letter? After ample time is offered for responses, the teacher will elaborate on the students' responses of; heading, greeting, body, closure, and signature. Each label will be written on a magnetic sentence strip. Students will direct the teacher as to where each letter part should be placed on the board next to a number, one through five (1-5 written on the board).

The lesson will begin by reintroducing the friendly letter component, the heading. The class will refer to the *Friendly Letter* song which states that the heading includes the date. The students will explain two ways in which the date can be written. Once each student states a particular way, the student will write the date on the board (example December 24, 2006 and 12/24/2006). The students will explain the placement of the month, day, and year in both forms. On a blank page in their Language Arts Journals, the class will write the current date. The teacher will use the prewritten friendly letter on flip-chart paper and remove the section that hides the date of the letter.

Then referring again to the *Friendly Letter* song, the students will locate the verse dealing with the greeting. The verse states that the greeting contains the name of the individual who will be receiving the letter. Students will display their thoughts of what a greeting is and the teacher will elaborate on the students' definitions (example: a greeting

is written with *Dear* followed by the person's name who will be receiving the letter).

The teacher will question the students about what punctuation mark follows the person's name in the greeting. Then in their Language Arts Journals, students will write *Dear* followed by someone's name and a comma, as if they were writing a letter to someone. After this is completed, the teacher will remove the covered greeting on the letter written on the flip-chart, which reads *Dear Tiffany,*.

The teacher will then have the class refer to the verse of the *Friendly Letter* song that speaks of the body of a friendly letter. The students will provide information about what a body of a letter is and consists of, and the teacher will elaborate on the information provided. Multiple topics may be discussed, but divided into paragraphs by thoughts. The teacher will then ask the students, "*What is an important thing that we must do to each paragraph that we write?*" and students should respond with the two finger spaces rule from the left side of the paper. In their Language Arts Journals, students will write a pretend body of a friend letter for about five minutes. After the letter bodies have been written, three students will orally present their bodies. The teacher will then reveal the body of the letter from the flipchart friendly letter. Students should note the indentation of the paragraph.

The class will now refer to the verse of the *Friendly Letter* song that pertains to the closing. The students will define a closing and suggest words that can be used in the closing of a friendly letter. (Write words given on the board) Students will then identify the punctuation mark that follows the closing word/phrase in a friendly letter. (Write *Sincerely,* on the board) In their Language Arts Journals, students will appropriately

write a closing to a friendly letter. The closing of the flipchart friendly letter will be revealed.

The last part of a letter that will be introduced is the signature. Students will explain the signature part of a friendly letter. The teacher will elaborate on the students' responses and demonstrate the signature part to the students. Under the closing in the students Language Arts Journals, the students will write their signatures. The signature part of the flipchart friendly letter will be revealed.

The teacher will then ask the students to observe the flipchart friendly letter and notice the placement of each of the five parts. The teacher will question students about each part's placement. Each student will receive a copy of the flip chart letter as a visual guide/aide. Students' responses should be similar to the following; *The heading- written at the top right space of the paper, the greeting- placed three spaces below the heading on the left side of the paper, the body-written starting on two spaces below the greeting, indented two fingers or five spaces (word processing) from the left side of the paper, the closing-written in the center of the paper two lines below the last line of the body, and the signature-written directly below the closing of the letter, in cursive.* Any questions that students have will be answered at this time to clarify misunderstood information.

All twenty five students' names have been placed in a hat and each student will secretly select a name from the hat. That name chosen is the person who will be receiving a letter from the student who chose the name from the hat. The students will write a friendly letter, with an organized body, to their chosen classmate on lined composition paper, but the student to who the letter is being written for will not be notified. This will ensure the mystery of the lesson, like the mystery in *The Empty*

Envelope, has begun. Students may use the friendly letter Flipchart Letter Copy that they received earlier in the lesson for reference. Once the letters have been written, the students will turn them into the teacher to hold.

Culminating Experience

(Informal Assessment, Individual/Whole Class) The students will incorporate their hard work throughout the past five days and combine each element of the lessons into a culminating activity. Each student will receive their friendly letters and their stamp description paragraph that they wrote in the previous lessons of the unit. The teacher will demonstrate how to fold the papers into thirds so they will fit in a standard size business envelope. After the students fold the letters and papers into thirds, both papers will be placed in the previously addressed envelopes that contain the four stamps that the students have designed. The students will seal their envelopes and prepare to conduct a Mystery Envelope Exchange. The students will turn in their completed friendly letters and continue with the learning that awaits them. The teacher will then place the correct envelopes into the desks of the name and address that appears on each envelope. When students return from their special at the end of the day, a letter will be waiting in their desks for them to open. For the remaining time, the students will read their letters and attempt to distinguish which student wrote the mystery letter and stamp description paragraph that they received. The teacher may drop hints to the students, but it is up to the students to attempt to solve the mystery on their own! The mystery of The Full Envelope has been solved!

Assessment Plans

Formal Assessment

Lesson Plan Mystery Friendly Letter Formal

(Formal Assessment, Individual) Each student will receive a baggie containing the five parts of a friendly letter. The parts are to be pasted next to the correct friendly letter part displayed on the Cutout Friendly Letter sheet. The punctuation errors occurring in the heading, greeting, and closing must be corrected by crossing out the incorrect punctuation and writing the correct punctuation above it. Students will turn their sheets into the teacher when they are completed for grading. Before the class is dismissed, the teacher will ask students if they have any questions that need to be answered.

Lesson Plan Mystery Locate the Stamp Formal

(Formal Assessment, Individual) Each student will receive a map of the United States of America that contains each state's full name. Each student is to imagine that he/she is mailing a letter from one state to another. A paragraph must be written on composition paper that explains the states that the letter will travel through before it ends at its designated destination. Each state in the paragraph must be identified by its abbreviation only. When each student has completed their paragraph, they will turn it in to the teacher to be graded. Before the class is dismissed, the teacher will ask the students if they have any questions that need to be answered.

Lesson Plan Mystery Address the Letter Formal

(Formal Assessment, Individual) Students will receive a paper containing a blank business envelope outline, Blank Envelope sheet. Students must properly fill out the return address, address, and stamp parts of the envelope and label each part. (return address, address, and stamp) Attached to the sheet is an Empty Envelope Rubric where students can see the amount of points that are rewarded for each task performed. When each student has completed their sheet, they will turn it in to the teacher to be graded. Before the class is dismissed, the teacher will ask students if they have any questions that need to be answered.

Culminating Activity Lesson Plan Formal

(Informal Assessment, Individual/Whole Class) The students will incorporate their hard work throughout the past five days and combine each element of the lessons into a culminating activity. Each student will receive their friendly letters and their stamp description paragraph that they wrote in the previous lessons of the unit. The teacher will demonstrate how to fold the papers into thirds so they will fit in a standard size business envelope. After the students fold the letters and papers into thirds, both papers will be placed in the previously addressed envelopes that contain the four stamps that the students have designed. The students will seal their envelopes and prepare to conduct a Mystery Envelope Exchange. The students will turn in their completed friendly letters and continue with the learning that awaits them. The teacher will then place the correct envelopes into the desks of the name and address that appears on each envelope. When students return from their special at the end of the day, a letter will be waiting in their

desks for them to open. For the remaining time, the students will read their letters and attempt to distinguish which student wrote the mystery letter and stamp description paragraph that they received. The teacher may drop hints to the students, but it is up to the students to attempt to solve the mystery on their own! The mystery of The Full Envelope has been solved!

Informal Assessment

Lesson Plan Mystery Stamps Informal

(Informal Assessment, Small Group) Each student will select a stamp from a hat and find two other students in the class who share the same stamp. Each trio will use a Large Stamp Template, and create a unique stamp. Then on composition paper, each person within each group will write a descriptive paragraph about the stamp. These stamps should be different from any other previously drawn stamps. Once the stamps and paragraphs are completed, the teacher will analyze both. The class will then each present their group's stamp and paragraph to the other classmates. All stamps and paragraphs will be displayed throughout the classroom. Before the class is dismissed, the teacher will ask students if they have any questions that need to be answered.

Lesson Plan Mystery Edit the Article Informal

(Informal Assessment, Individual) Each student will receive an Article Assessment sheet that contains a newspaper article that is different than the article that pertained to the previous activity. Students are to then refer to the paragraph at the bottom of the page and note the missing words, similar to earlier in the lesson. Each student is to create a list of two words that could possibly fit in each article's blanks that would change some aspects of the story. Once the students have decided on which words they feel would best fit the article, they are to write the words in the blanks on the bottom article to recreate the article at the top of the page. Before the class is dismissed, the teacher will ask students if they have any questions that need to be answered.

Resources

Lesson Plan Mystery Friendly Letter

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.
- Ferreino, Mrs. (n.d.). *Parts of a Friendly letter Standard 5.2.2: write friendly letters 2nd grade*. Retrieved November 11, 2008, from http://www.teachingbug.com/lesson_06.htm

Lesson Plan Mystery Stamps

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.

Lesson Plan Mystery Locate the State

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.
- Homeschool (2008). *Learn the States by Song*. Retrieved November 11, 2008, from <http://www.homeschoolviews.com/unit-studies/unitedstatessong.html>
- Cramm Consultants (n.d.). *About Us*. Retrieved November 11, 2008, from <http://www.cramm-consultants.com/aboutus.htm>
- LLC, YouTube (2008). *YouTube Broadcast Yourself Fifty Nifty Untied States*. Retrieved November 11, 2008, from http://www.youtube.com/watch?v=k_HeLofy7IE&feature=related

Lesson Plan Mystery Address the Letter

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.

Lesson Plan Mystery Edit the Article

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.
- The Newspaper Clipping Generator (n.d.). *The Newspaper Clipping Generator*. Retrieved November 11, 2008, from <http://www.fodey.com/generators/newspaper/snippet.asp>

Culminating Activity Lesson Plan

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.

Mystery Friendly Letter: *The Empty Envelope*

I. HEADING

Jillian Butts
November 10, 2008
Language Arts
Fourth Grade-25 students
75 minutes

II. RATIONALE AND BACKGROUND

The purpose of this lesson is to allow students to have a basic understanding of the five parts that compose a friendly letter. Students will use the information previously learned about sentence structure, indentation, and grammar mechanics to write a friendly letter. This lesson will adapt to each student's requirement of assistance. All students should finish the lesson with the same knowledge of the five parts of a friendly letter and be able to properly write a friendly letter.

The students are familiar with the story of *The Empty Envelope* by Ron Roy, as the class orally read the book throughout the previous two class days. The students read the entire book on November 6, 2008 and November 7, 2008. The class read the first five chapters on November 6, 2008 and the last four chapters on November 7, 2008. Students are also familiar with how to sign their names in cursive and how to indent a new paragraph by using their fingers or five spaces when typing on a word processor. Students have written sentences and paragraphs that both require the use of commas, which will be used in writing a friendly letter. Previous to reading *The Empty Envelope*, students have properly learned the spelling of many words within the English language that can be used when writing a letter.

III. LESSON OBJECTIVES

- Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

A. TLW write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant (PA Academic Standard 1.4.3.B; cognitive, psychomotor).

PI: Given an example of a friendly letter, TLW write a friendly letter to another student in the class and correctly display the five parts of a friendly letter within the letter with 100% accuracy (Individual, Informal Assessment).

PI: When shown a friendly letter, TLW identify the five components of the friendly letter and correct the mechanical punctuation errors that occur with 95% accuracy (Individual, Formal Assessment).

- B. TLW write with controlled and/or subtle organization (PA Academic Standard 1.5.3.C; cognitive, psychomotor).

PI: When shown an example of a friendly letter, TLW then write a friendly letter to another classmate while using organized thoughts within the body of the letter with 100% accuracy (Individual, Informal Assessment).

IV. LIST OF MATERIALS/RESOURCES

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.
- *Farmer in the Dale* song (1)
- *Friendly Letter* song lyrics (25)
- *Friendly Letter* song (1)
- friendly letter structure sentence strips (5)
- Language Arts Journals (25)
- friendly letter written on flipchart paper (1)
- Flipchart Letter Copy (25)
- composition paper (35)
- hat (1)
- students' names (25)
- Friendly Letter Five Part Placement papers(25)
- five cutout parts (25)
- Cutout Friendly Letter sheet(25)
- glue sticks (25)
- dictionaries (25)

V. PROCEDURES

A. Introduction and Motivation

- i. Time Allowance: 5 minutes
- ii. Before the lesson begins, the teacher will hand a copy of the *Friendly Letter* song to each student. Once the tune of *The Farmer in the Dale* has been introduced and sung with the class, the whole class will then sing the *Friendly Letter* song. This will introduce the five parts of a friendly letter to the students.
- iii. The teacher will then question the students if anyone knows any of the parts that construct a friendly letter? After ample time is offered for responses, the teacher will elaborate on the students' responses of; heading, greeting, body, closure, and signature. Each

label will be written on a magnetic sentence strip. Students will direct the teacher as to where each letter part should be placed on the board next to a number, one through five (1-5 written on the board).

B. Lesson Body

- i. The lesson will begin by reintroducing the friendly letter component, the heading. The class will refer to the *Friendly Letter* song which states that the heading includes the date. The students will explain two ways in which the date can be written. Once each student states a particular way, the student will write the date on the board (example December 24, 2006 and 12/24/2006). The students will explain the placement of the month, day, and year in both forms. On a blank page in their Language Arts Journals, the class will write the current date. The teacher will use the prewritten friendly letter on flip-chart paper and remove the section that hides the date of the letter.
- ii. Then referring again to the *Friendly Letter* song, the students will locate the verse dealing with the greeting. The verse states that the greeting contains the name of the individual who will be receiving the letter. Students will display their thoughts of what a greeting is and the teacher will elaborate on the students' definitions (example: a greeting is written with *Dear* followed by the person's name who will be receiving the letter). The teacher will question the students about what punctuation mark follows the person's name in the greeting. Then in their Language Arts Journals, students will write *Dear* followed by someone's name and a comma, as if they were writing a letter to someone. After this is completed, the teacher will remove the covered greeting on the letter written on the flip-chart, which reads *Dear Tiffany,*.
- iii. The teacher will then have the class refer to the verse of the *Friendly Letter* song that speaks of the body of a friendly letter. The students will provide information about what a body of a letter is and consists of, and the teacher will elaborate on the information provided. Multiple topics may be discussed, but divided into paragraphs by thoughts. The teacher will then ask the students, "*What is an important thing that we must do to each paragraph that we write?*" and students should respond with the two finger spaces rule from the left side of the paper. In their Language Arts Journals, students will write a pretend body of a friend letter for about five minutes. After the letter bodies have been written, three students will orally present their bodies. The teacher will then reveal the body of the letter from the flipchart friendly letter. Students should note the indentation of the paragraph.

- iv. The class will now refer to the verse of the *Friendly Letter* song that pertains to the closing. The students will define a closing and suggest words that can be used in the closing of a friendly letter. (Write words given on the board) Students will then identify the punctuation mark that follows the closing word/phrase in a friendly letter. (Write *Sincerely*, on the board) In their Language Arts Journals, students will appropriately write a closing to a friendly letter. The closing of the flipchart friendly letter will be revealed.
- v. The last part of a letter that will be introduced is the signature. Students will explain the signature part of a friendly letter. The teacher will elaborate on the students' responses and demonstrate the signature part to the students. Under the closing in the students Language Arts Journals, the students will write their signatures. The signature part of the flipchart friendly letter will be revealed.
- vi. The teacher will then ask the students to observe the flipchart friendly letter and notice the placement of each of the five parts. The teacher will question students about each part's placement. Each student will receive a copy of the flip chart letter as a visual guide/aide. Students' responses should be similar to the following; *The heading- written at the top right space of the paper, the greeting- placed three spaces below the heading on the left side of the paper, the body-written starting on two spaces below the greeting, indented two fingers or five spaces (word processing) from the left side of the paper, the closing-written in the center of the paper two lines below the last line of the body, and the signature-written directly below the closing of the letter, in cursive.* Any questions that students have will be answered at this time to clarify misunderstood information.
- vii. All twenty five students' names have been placed in a hat and each student will secretly select a name from the hat. That name chosen is the person who will be receiving a letter from the student who chose the name from the hat. The students will write a friendly letter, with an organized body, to their chosen classmate on lined composition paper, but the student to who the letter is being written for will not be notified. This will ensure the mystery of the lesson, like the mystery in *The Empty Envelope*, has begun. Students may use the friendly letter Flipchart Letter Copy that they received earlier in the lesson for reference. Once the letters have been written, the students will turn them into the teacher to hold.
- viii. Students who experience difficulties with this content will receive simplified instruction to ensure equal opportunities of learning.

Students who require adaptations will receive assistance while writing their letters and correctly placing each part of the letter in its proper place. The students who experience vocabulary difficulties while writing a letter can refer to the class' Word Wall and dictionaries that are strategically placed throughout the room. If additional instruction is required, students will schedule an appropriate time with the teacher to ensure proper content is received by the student.

C. Lesson Closure

- i. Once all the friendly letters have been turned into the teacher, the class will take time and review the lesson's content. The teacher will distribute a Friendly Letter Five Part Placement paper. Students are to read the short friendly letter and write on each blank line the friendly letter part's name that is represented; heading, greeting, body, closing, and signature. Students may use the word bank provided at the top of the paper. The class will then go over the worksheet to ensure that the content is understood.

VI. EVALUATION

A. Student Assessment

- i. (Formal Assessment, Individual) Each student will receive a baggie containing the five parts of a friendly letter. The parts are to be pasted next to the correct friendly letter part displayed on the Cutout Friendly Letter sheet. The punctuation errors occurring in the heading, greeting, and closing must be corrected by crossing out the incorrect punctuation and writing the correct punctuation above it. Students will turn their sheets into the teacher when they are completed for grading. Before the class is dismissed, the teacher will ask students if they have any questions that need to be answered.

B. Self-Evaluation

- i. What is one strength displayed in this lesson?

- ii. What is a second strength displayed in this lesson?

- iii. What is a third strength displayed in this lesson?

iv. What is one element or area that needs to be improved with this lesson?

v. What is a second element or area that needs to be improved with this lesson?

vi. What is a third element or area that needs to be improved with this lesson?

vii. Upon completion of this lesson, listed by initials, were there any students who had difficulties grasping any concepts according to the standards stated?

viii. With the students who are listed in question number seven, what revisions or assistance can be done to ensure the student receives proper instruction to ensure achievement of the content?

Name _____ Date _____

The Friendly Letter Song

To the tune of *The Farmer in the Dale*

The heading is the date,
The heading is the date,
High, Ho, the letter parts,
The heading is the date.

The greeting is the name,
The greeting is the name,
High, Ho, the letter parts,
The greeting is the name.

The body is the letter,
The body is the letter,
High, ho, the letter parts,
The body is the letter.

The closing is sincerely,
The closing is sincerely,
High, ho, the letter parts,
The closing is sincerely,

The signature is MY name,
The signature is MY name,
High, ho, the letter parts,
The signature is MY name.

Name _____ Date _____

Flipchart Letter Copy

(heading) April 13, 2007

Dear Sammy, **(greeting)**

I hope that you are enjoying your vacation at the beach! There are some changes that have occurred around our house, and I am going to tell you about each of them. My dog, Happy, had six puppies last week when I was at camp! There are four brown girls and two light brown boys. They like to walk around and explore different rooms in my house. I have given each puppy a name that best fits their personalities. The names are Hunter, Joy, Sunny, Sugar, Doug, and Boo. I try to take them for a walk, but it is very hard with six puppies getting tangled in one another. When you come home from the beach, you can help me walk the puppies! Hopefully by that time they will be bigger and know how to walk in a straighter line! Enjoy your last few days at the beach and I will talk to you soon! **(body)**

(closing) Your Pal,
Ralphie **(signature)**

Name _____ Date _____

Friendly Letter Five Part Placement

Directions: Read the short friendly letter below. On each line write the part's name that is next to the line.

| | | | | |
|-----------|------|----------|-----------|---------|
| Word Bank | | | | |
| closing | body | greeting | signature | heading |

_____ November 24, 2008

Dear Bob, _____

I am writing this letter to you because the weather outside is very beautiful! I have waited for many days to see the sun shine through the clouds. I hope everything is going well on your farm. I heard that Farmer Bill's cows got loose last night and it took him one hour to herd them back into the barn. I feel bad for Farmer Bill because he is getting older and it is hard for him to run around after his cows. I saw in the newspaper that Farmer Bill's horse won first place in the tournament last weekend! Well I hope to hear from you soon! _____

_____ Sincerely,
Mike _____

Name _____ Date _____

Cutout Friendly Letter

Directions: Paste each of the five friendly letter parts that are in your baggie next to its proper spot. Then, correct the punctuation that occurs in the heading, greeting, and closing of this letter by crossing out the incorrect punctuation and writing the correct punctuation above it!

October 31. 2008

Dear Amy?

Today is Halloween and I am very excited to go trick-or-treating today with my dad! My costume is very scary! I am going to be a witch this Halloween. My face will be painted green, and I will wear a black dress. On top of my head I will wear a pointed black hat and I plan on gathering candy from each house as I fly around on my broom! I am sure that I will see you tonight trick-or-treating! Hopefully I will notice you in your costume!

Love!
Paula

| |
|-----------|
| heading |
| greeting |
| body |
| closing |
| signature |

Mystery Stamps: *The Empty Envelope*

I. HEADING

Jillian Butts
November 11, 2008
Language Arts
Fourth Grade-25 students
75 minutes

II. RATIONALE AND BACKGROUND

The purpose of this lesson is to allow students to have a basic understanding of the design of a mailing stamp. Students will construct a paragraph or two which describes the individual stamp that each student will design. This lesson, in particular, will adapt to each student's need of assistance throughout all aspects of the lesson. All students should finish the lesson with the same knowledge of how to design a stamp, and how to describe a piece of art that each student has created.

The students are familiar with the story of *The Empty Envelope* by Ron Roy, as the class orally read the book throughout the previous two class days. The students read the entire book on November 6, 2008 and November 7, 2008. The class read the first five chapters on November 6, 2008 and the last four chapters on November 7, 2008. Students are familiar with how to draw using different colors and designs that create an object. Students are familiar with how to write paragraphs that contain sentences, proper grammar, indentation, and punctuation. Students have written multiple descriptive paragraphs. Previous to reading *The Empty Envelope*, students have properly learned the spelling of many words, in and outside of class, which can be used when writing their descriptive paragraphs.

III. LESSON OBJECTIVES

- Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...
- A. TLW write with an awareness of the stylistic aspects of composition (PA Academic Standard 1.5.3.D; cognitive, psychomotor).
- PI: Given a drawing of a postage stamp, TLW write a paragraph using descriptive words in sentences that consist of various lengths within the paragraph with 95% accuracy (Individual/Small Group, Informal Assessment).
- B. TLW edit writing using the conventions of language (PA Academic Standard 1.5.3.F; cognitive, psychomotor).

PI: When shown the errors that occur within a descriptive paragraph, TLW analyze and correct the errors that occur within the descriptive paragraph with assistance from local resources with 100% accuracy (Individual, Informal Assessment).

IV. LIST OF MATERIALS/RESOURCES

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.
- United States stamps (5)
- Language Arts Journals (25)
- markers (25 packs)
- crayons (25 packs)
- colored pencils (25 packs)
- Large Stamp Template (50)
- Small Stamp Template (25)
- baggies (25)
- composition paper (100)
- dictionaries (25)
- doc cam (1)

V. PROCEDURES

A. Introduction and Motivation

- i. Time Allowance: 5 minutes
- ii. Before the lesson begins, the teacher will place five enlarged examples of United States stamps on the doc cam for students to observe. Students are to visually observe the stamps and choose one which best grabs their attention. Once each student chose a particular stamp, they must perform a quick write (2 minutes) in their Language Arts Journals that describes the stamp of their choice. This will introduce the artistic design of United States postal stamps and the descriptions that can be written about a stamp. After the quick write, some students will orally read their descriptions about the stamp they chose.

B. Lesson Body

- i. The lesson will begin by reflecting on the importance of the stamp in the story, *The Empty Envelope*. The students will perform a brief whole class discussion about the uniqueness and importance of the stamp in the story. The thoughts and ideas will be written on the board for the class to see. (Example: The stamp was designed upside down (inverted) which increases its value by a significant amount of money)
- ii. For about three minutes the class will brainstorm ideas about what a unique or inverted stamp would look like if they were the

designer. Students will write their thoughts in their Language Arts Journals. A Large Stamp Template will be distributed and each student will design a stamp that they feel is unique and different by using markers, crayons, and colored pencils. Students must assign their stamps a cent value amount that allows it to be “processed”. This is a rough draft of the final stamp, but students should perform their designs with care. This activity will be performed for about twenty five minutes.

- iii. Once the stamp drafts have been completed, four small stamps on a sheet will be distributed, Small Stamp Template. The students will duplicate their larger stamp on only ONE smaller scaled stamp. The three remaining small stamp templates will be designed like one of the five United States postal stamps located on the doc cam. Similar to the usage of the stamps in the story, students will use the unique stamp and hide it with the other three stamps later in the lesson.
- iv. The teacher will then question students about what descriptive words are and the teacher will elaborate on the ideas presented. Each student will then write a descriptive paragraph (10 sentences) that describes their stamp’s uniqueness using descriptive words. The paragraphs should be written a new page in the students’ Language Arts Journals. The paragraphs should be indented, as learned in the previous lesson and students should use the resources in the room for assistance. Once each student has written their descriptive paragraphs, each paragraph should be turned into the teacher to be checked.
- v. As the teacher checks each descriptive paragraph, the students will cut out their four small stamps and placing them in their baggies for a later time. The teacher will return the paragraphs to the students with the errors clearly marked. The students must rewrite (in pencil) the paragraphs with the designated corrections on composition paper. (Note that the stamp descriptions will be placed in the mystery letters at the end of the unit.) Any questions that students have about the lesson’s information will be answered at this time.
- vi. Students who experience difficulties with this content will have simplified instruction to ensure equal opportunities of learning. Students who require adaptations will receive assistance while designing the stamps, cutting out the stamps, or writing a descriptive paragraph about the unique stamp. The students who experience vocabulary difficulties while writing their paragraphs may use the class’ Word Wall and dictionaries that are strategically

placed throughout the room. If additional instruction is required, students will schedule an appropriate time with the teacher to ensure proper content is received by the student.

C. Lesson Closure

- i. Once the students have turned in the final copy of the descriptive paragraphs, the following moments will review the content learned during the lesson. To verify that students understood the lesson's purposes, the teacher will place a unique stamp that she/he designed on the board and have students write a descriptive paragraph about the stamp on composition paper. The class will then discuss the descriptions with others to see if similar description words were used in both paragraphs. The paragraphs will then be displayed in a book and placed in the classroom library.

VI. EVALUATION

A. Student Assessment

- i. (Informal Assessment, Small Group) Each student will select a stamp from a hat and find two other students in the class who share the same stamp. Each trio will use a Large Stamp Template, and create a unique stamp. Then on composition paper, each person within each group will write a descriptive paragraph about the stamp. These stamps should be different from any other previously drawn stamps. Once the stamps and paragraphs are completed, the teacher will analyze both. The class will then each present their group's stamp and paragraph to the other classmates. All stamps and paragraphs will be displayed throughout the classroom. Before the class is dismissed, the teacher will ask students if they have any questions that need to be answered.

B. Self-Evaluation

- i. What is one strength displayed in this lesson?

- ii. What is a second strength displayed in this lesson?

- iii. What is a third strength displayed in this lesson?

- iv. What is one element or area that needs to be improved with this lesson?

v. What is a second element or area that needs to be improved with this lesson?

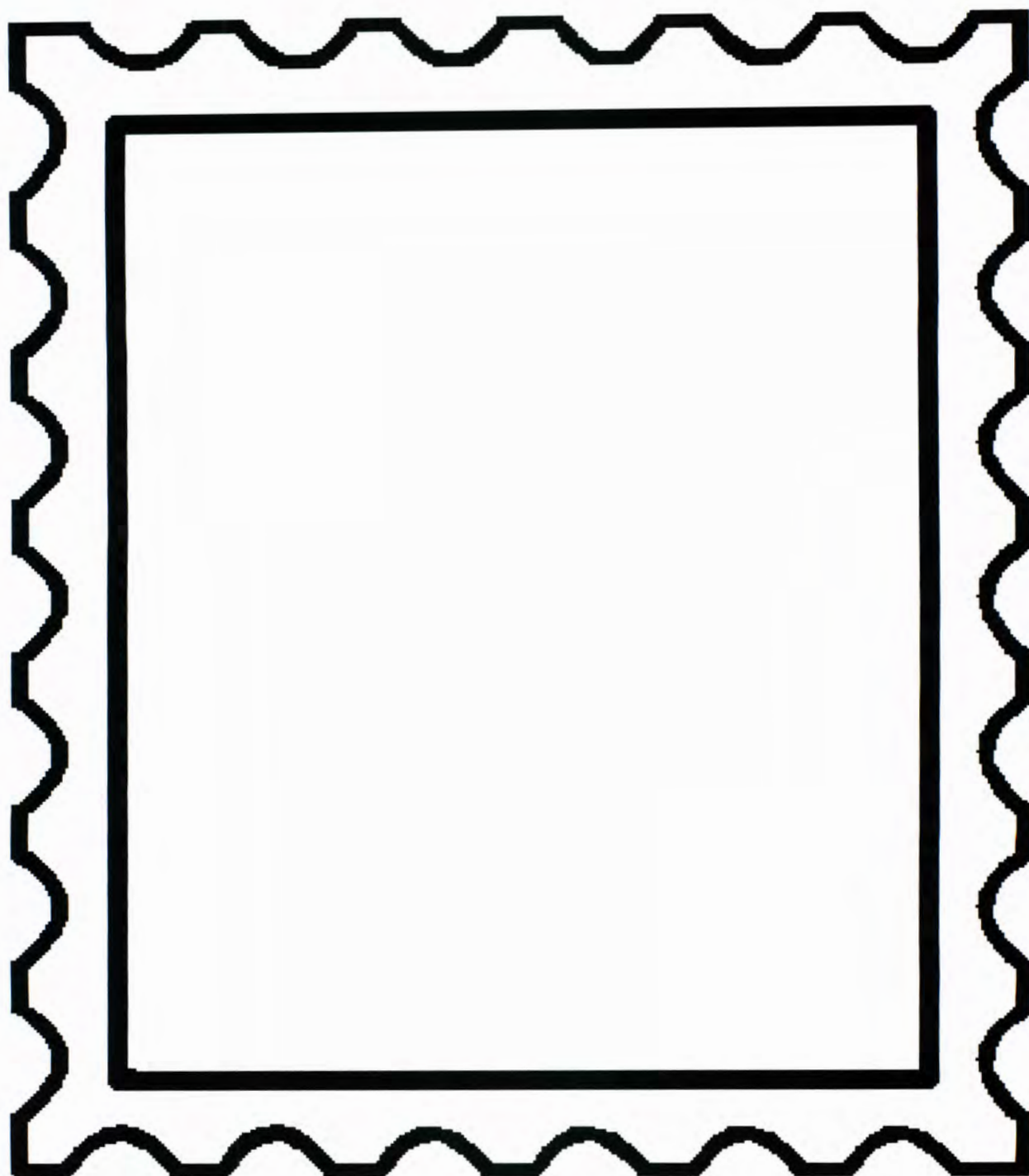
vi. What is a third element or area that needs to be improved with this lesson?

vii. Upon completion of this lesson, listed by initials, were there any students who had difficulties grasping any concepts according to the standards stated?

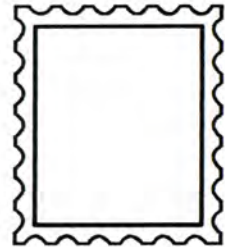
viii. With the students who are listed in question number seven, what revisions or assistance can be done to ensure the student receives proper instruction to ensure achievement of the content?

Name _____ Date _____

Large Stamp Template



Small Stamp Template



Mystery Locate the State: *The Empty Envelope*

- I. HEADING
Jillian Butts
November 12, 2008
Language Arts/Social Studies
Fourth Grade-25 students
75 minutes

II. RATIONALE AND BACKGROUND

The purpose of this lesson is for students to have a basic understanding of abbreviations used within the English Language, mainly focusing on abbreviations of the fifty United States of America. Students will use the information previously learned in preceding lessons to enhance the comprehension of the material presented within this lesson. This lesson will adapt to each student's requirement of assistance. All students should finish the lesson with the same knowledge of what an abbreviation is and how to properly abbreviate each of the fifty states of the United States of America.

The students are familiar with the story of *The Empty Envelope* by Ron Roy, as the class orally read the book throughout the previous two class days. The students read the entire book on November 6, 2008 and November 7, 2008. The class read the first five chapters on November 6, 2008 and the last four chapters on November 7, 2008. Students are familiar with sentence structure, indentation, and grammar mechanics which are all used to write paragraphs. Also, students may use previous experiences that deal with abbreviations to trigger their memory and enhance the understanding of the lesson! Previous to reading *The Empty Envelope*, students have viewed the abbreviations of words within the English language, including abbreviations of the fifty states.

III. LESSON OBJECTIVES

- Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

- A. TLW identify and locate places and regions (PA Academic Standard 7.1.3.B; cognitive, psychomotor).

PI: Given a map of the United States of America which has states labeled, TLW identify each state and its abbreviation and use the abbreviations in a written paragraph with 100% accuracy (Individual, Formal Assessment).

- B. TLW identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location (PA Academic Standard 1.7.3.B; cognitive, psychomotor).

PI: When given an index card that contains a state abbreviation written on the card, TLW be able to identify the abbreviation with the full name of the state with 100% accuracy (Large Group, Informal Assessment).

IV. LIST OF MATERIALS/RESOURCES

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.
- 50 United States abbreviation cards (50)
- 50 United States: Abbreviation and Names sheet (26)
- *Fifty Nifty United States* sound clip (1)
- *Fifty Nifty United States* lyrics (25)
- Language Arts Journals (25)
- Traveling Letter paragraph (25)
- composition paper (50)
- sentence strip of each state (50)
- Map of the United States of America (25)

V. PROCEDURES

A. Introduction and Motivation

- i. Time Allowance: 5 minutes
- ii. To begin the lesson, each student will receive a 3x5 inch index card (facedown) that has a state's abbreviation on it. On command the students will turn over the cards and attempt to distinguish what state's abbreviation is written on the cards. Students will brainstorm about the possible state, and present their thoughts to the class. If classmates agree with the state, right hands will be raised. If classmates disagree with the state, left hands will be raised. This activity will introduce the 50 abbreviations of the United States of America. .

B. Lesson Body

- i. Students will each receive a copy of the lyrics to *Fifty Nifty United States*. The sound clip will be played once through as the students listen to the names of the United States in alphabetical order. Then the class will sing along a second and third time with the song playing. The song will be played for a fourth time and when each student hears the state being sung that was on their state abbreviation card from earlier, the card will be held in the air for the class to see. A 50 United States: Abbreviation and Names sheet will be handed to each student
- ii. Following the song, the class will present a definition of what an abbreviation is. Following the definition (teacher elaboration on students' definitions: capital letters and lowercase letters) the class will construct a list of abbreviations, other than the fifty states.

(Example: Mr., Mrs., Dec., cont., and etc.) The class will reflect on when to use certain abbreviations. Both definitions and abbreviations should be recorded in each student's Language Arts Journal.

- iii. Next, each student will receive a Traveling Letter paragraph that explains the journey of a letter being mailed from Clark Elementary School in Indiana, Pennsylvania to Western Elementary School in Los Angeles, California. Students are to use their 50 United States: Abbreviations and Names sheet from earlier in the lesson and rewrite the paragraph using the abbreviations of the fifty United States of America. Students should rewrite their paragraphs on composition paper and turn the papers into the teacher. Any questions that students have will be answered at this time to clarify misunderstood information that pertains to the lesson.
- iv. Students who experience difficulties with this content will have simplified instruction to ensure equal opportunities of learning. Students who need adaptations will receive assistance while identifying the abbreviated state(s), and writing the paragraph about the journey of the letter throughout the fifty states using their abbreviations. If additional instruction is required, students will schedule an appropriate time with teacher to ensure proper content is received by the student.

C. Lesson Closure

- i. Once the students hand in their letter journey paragraphs, the teacher will place the fifty states on the board which are printed on sentence strips. Each student's index card containing a state's abbreviation will be returned to the hat and students will select a new state from the hat. One by one the students will place the abbreviation with its corresponding state located on the board. After the activity is through, the class will check the matches on the board using their 50 United States: Abbreviations and Names sheets from earlier in the lesson.

VI. EVALUATION

A. Student Assessment

- i. (Formal Assessment, Individual) Each student will receive a map of the United States of America that contains each state's full name. Each student is to imagine that he/she is mailing a letter from one state to another. A paragraph must be written on composition paper that explains the states that the letter will travel through before it ends at its designated destination. Each state in the paragraph must be identified by its abbreviation only. When

each student has completed their paragraph, they will turn it in to the teacher to be graded. Before the class is dismissed, the teacher will ask the students if they have any questions that need to be answered.

B. Self-Evaluation

- i. What is one strength displayed in this lesson?

- ii. What is a second strength displayed in this lesson?

- iii. What is a third strength displayed in this lesson?

- iv. What is one element or area that needs to be improved with this lesson?

- v. What is a second element or area that needs to be improved with this lesson?

- vi. What is a third element or area that needs to be improved with this lesson?

- vii. Upon completion of this lesson, listed by initials, were there any students who had difficulties grasping any concepts according to the standards stated?

- viii. With the students who are listed in question number seven, what revisions or assistance can be done to ensure the student receives proper instruction to ensure achievement of the content?

Name _____ Date _____

Fifty Nifty Untied States

**Fifty Nifty United States from thirteen original colonies,
Fifty Nifty stars in the flag that billow so beautifully in the breeze.**

**Each individual state contributes a quality that is great.
Each individual state deserves a bow: We salute them now!**

**Fifty Nifty United States from thirteen original colonies,
Shout 'em, Scout 'em, Tell all about 'em
One by one, 'til we've given a day to every state in the U.S.A.**

**Alabama, Alaska, Arizona, Arkansas,
California, Colorado, Connecticut,**

Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana,

**Iowa, Kansas, Kentucky, Louisiana, Maine,
Maryland, Massachusetts, Michigan,**

Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada,

**New Hampshire, New Jersey, New Mexico,
New York, North Carolina, North Dakota, Ohio,**

**Oklahoma, Oregon, Pennsylvania, Rhode Island,
South Carolina, South Dakota, Tennessee, Texas,**

Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

**North, South, East, West in a common, objective opinion
(Name of State)**

**Is the Best of the Fifty Nifty United States
from thirteen original colonies
Shout 'em, scout 'em, tell all about 'em
One by One, till we've given a day to every state
In the good old U.....S.....A....**

Name _____ Date _____

50 United States: Abbreviations and Names

| | | | |
|----------------|----|---------------|----|
| Alabama | AL | Tennessee | TN |
| Alaska | AK | Texas | TX |
| Arizona | AZ | Utah | UT |
| Arkansas | AR | Vermont | VT |
| California | CA | Virginia | VA |
| Colorado | CO | Washington | WA |
| Connecticut | CT | West Virginia | WV |
| Delaware | DE | Wisconsin | WI |
| Florida | FL | Wyoming | WY |
| Georgia | GA | | |
| Hawaii | HI | | |
| Idaho | ID | | |
| Illinois | IL | | |
| Indiana | IN | | |
| Iowa | IA | | |
| Kansas | KS | | |
| Kentucky | KY | | |
| Louisiana | LA | | |
| Maine | ME | | |
| Maryland | MD | | |
| Massachusetts | MA | | |
| Michigan | MI | | |
| Minnesota | MN | | |
| Mississippi | MS | | |
| Missouri | MO | | |
| Montana | MT | | |
| Nebraska | NE | | |
| Nevada | NV | | |
| New Hampshire | NH | | |
| New Jersey | NJ | | |
| New Mexico | NM | | |
| New York | NY | | |
| North Carolina | NC | | |
| North Dakota | ND | | |
| Ohio | OH | | |
| Oklahoma | OK | | |
| Oregon | OR | | |
| Pennsylvania | PA | | |
| Rhode Island | RI | | |
| South Carolina | SC | | |
| South Dakota | SD | | |

Name _____ Date _____

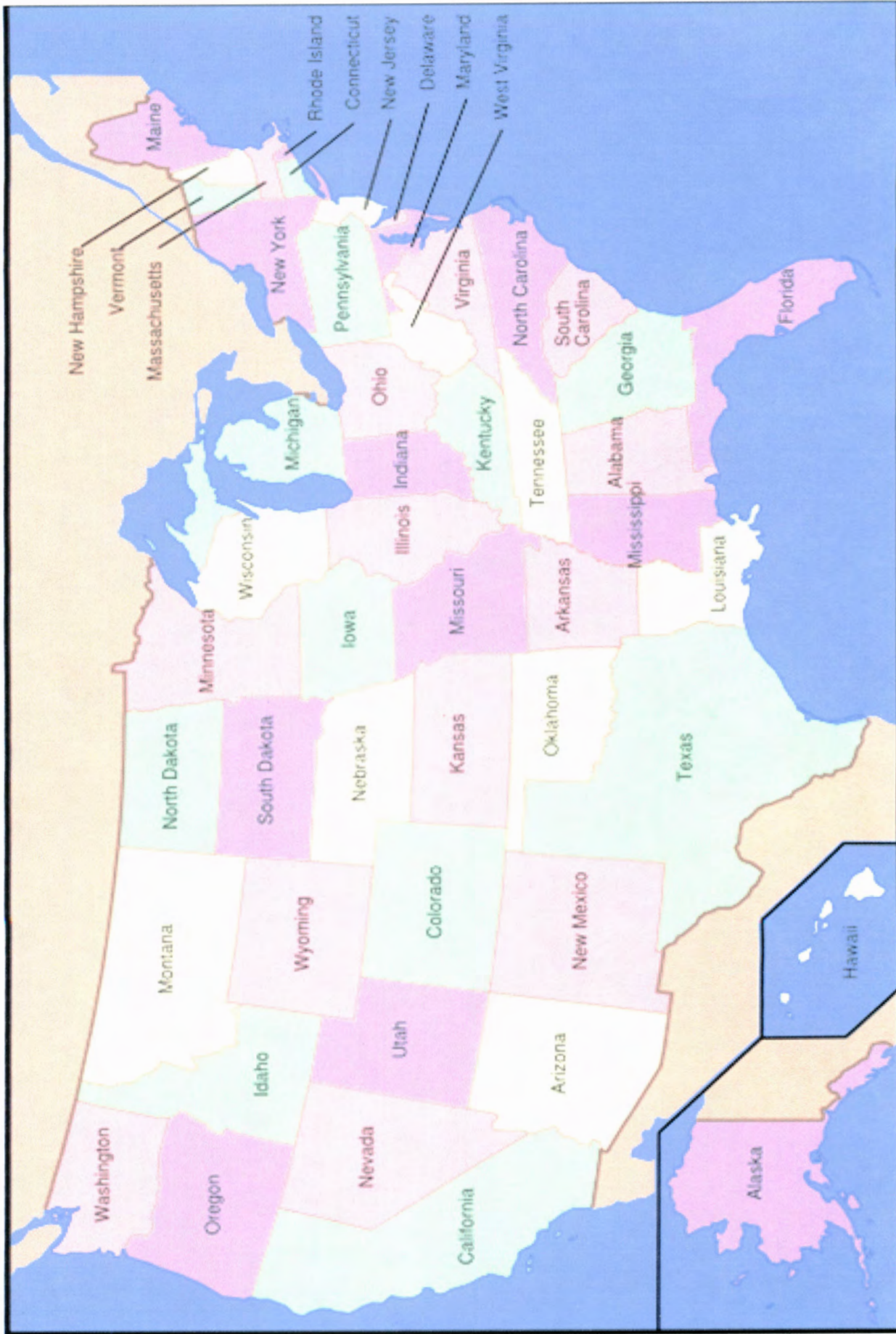
Traveling Letter

I am sending a letter to a student who attends Western Elementary School in Los Angeles, California. The letter will start at Clark Elementary School in Indiana, Pennsylvania on November 21, 2008. The letter will pass through eight states before it reaches Western Elementary School in Los Angeles, California. When the letter leaves Pennsylvania, it will travel into the state of Ohio. Then the post office will send the letter to the state of Indiana where the letter will stay for only one day. Next the letter will travel to Illinois and Missouri. Then throughout the next three days, the letter will travel through Kansas, Colorado, and Utah. With only one more state to travel through, the letter is sent to Nevada which is the last state that will receive the letter before it reaches California. Nevada then sends the letter to Los Angeles, California where the students at Western Elementary School will receive the letter! These are the states that my letter traveled through as it was sent from Indiana, Pennsylvania to Los Angeles, California.

Name _____

Date _____

Map of the United States of America



Mystery Address the Letter: *The Empty Envelope*

- I. HEADING
Jillian Butts
November 13, 2008
Language Arts
Fourth Grade-25 students
75 minutes

II. RATIONALE AND BACKGROUND

The purpose of this lesson is to allow students to have a basic understand the three key elements of addressing an envelope. Students will understand the components of the key elements of an addressed envelope which allow for the mailing process to occur. This lesson will adapt to every students requirement of assistance. All students should finish the lesson with the same knowledge of how to properly address an envelope that will allow for the envelope to be processed in the mailing system.

The students are familiar with the story of *The Empty Envelope* by Ron Roy, as the class orally read the book throughout the previous two class days. The students read the entire book on November 3, 2008 and November 4, 2008. The class read the first five chapters on November 3, 2008 and the last four chapters on November 4, 2008. Students are familiar with the abbreviations of the fifty states of the United States of America. Students are familiar with the purpose of a stamp that is placed on an envelope that is to be mailed. Previous to reading *The Empty Envelope*, students have properly learned the location of different states on a map of the United States of America.

III. LESSON OBJECTIVES

- Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...
- A. TLW write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant (PA Academic Standard 1.4.3.B; cognitive, psychomotor).

PI: Given an example of an addressed business envelope, TLW write the proper address information on a business envelope and place the stamp in the upper right corner of the envelope with 100% accuracy (Individual, Formal Assessment).
- B. TLW identify variations in the dialogues of literacy characters and relate them to differences in occupation or geographical location (PA Academic Standard 1.7.3.B; cognitive, psychomotor).

PI: When shown a blank business envelope, TLW address a blank business envelope by using the abbreviations of the fifty states of the United States of America with the proper placement of each element that allows the mailing process to occur with 100% accuracy (Individual, Formal Assessment).

IV. LIST OF MATERIALS/RESOURCES

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.
- Language Arts Journals (25)
- blank standard business envelopes (25)
- An Envelope's 3 Elements sheet (25)
- Addressed Envelope sheet (25)
- Blank Envelope sheet (25)
- Blank Envelope Assessment (25)
- Empty Envelope Rubric (25)
- chairs (5)
- street sign names (5)
- glue sticks (25)
- scissors (25)
- scotch tape (5 rolls)

V. PROCEDURES

A. Introduction and Motivation

- i. Time Allowance: 5 minutes
- ii. The lesson will begin by each student receiving a blank standard business envelope. The students will perform a one minute quick write in their Language Arts Journals about the envelopes. The students will write about anything that comes to mind about the envelope. Then the teacher will pose the question to the students, "*If you wanted to send this envelope to someone, how would the post office know where it should be sent or who should receive the envelope?*" Students' responses should be written on the board. The class will reflect on what is missing from the envelope that prohibits it from being sent.

B. Lesson Body

- i. The lesson will begin by the teacher drawing three columns on the chalkboard. The teacher will tell the students that the three columns represent the three required key elements of an envelope in order for it to be mailed. The students should present the three elements to the teacher which will be written in each column. (Example: address, stamp, and return address) Under each column, students will write the components of the three key elements of the envelope. (refer to handout in packet for complete

listing of the components) After all components have been listed, the students will receive a packet that contains An Envelope's 3 Elements sheet, Addressed Envelope, and a Blank Envelope sheet.

- ii. The first element that will be discussed is the address of the envelope. Students will explain where each of the three components (name, street address, and state and zip code) are to be placed on the envelope. Then the students will address the blank envelope that is in the packet they previously received. Next the return address will be discussed and the students will write their own information for the return address on the blank envelope sheet. **(NOTE: abbreviations of states are to be used in the address and return address elements of addressing an envelope!)** Students may use their 50 United States: Abbreviations and Names sheets from a previous lesson to properly address the letters.
- iii. Lastly the students will discuss the placement of the stamp on an envelope. Students will then take a minute and design a stamp on the upper right corner of the Blank Envelope sheet. The class will then discuss what the cancelled mark represents on a stamp. (cancellation of stamp so it may not be used again) All information about the cancelled stamp is located on the envelope proper place sheet. Any questions that students have will be answered at this time to clarify any misunderstood information before continuing with the lesson.
- iv. The teacher will assign each row (5 rows) a street name and display a sign of that row's street name on a chair at the beginning of each row. row 1- Elm Street, row 2- Tree Street, row 3- Rose Street, row 4- Apple Street, and row 5- Lab Street. The seat number that the child sits in is their "house" number. The numbers run one through five starting in the front and going backwards.
- v. Students will now address the blank business envelope they received at the beginning of the lesson. Students should use their own information for the return address. However, each student must address the envelope to the same person that they wrote their friendly letter to in a previous lesson. The teacher has a record of who wrote a letter to which student. Yet, once again the students must not inform the other students about the receiver's name that is written on their envelopes. This will ensure the mystery of the lesson, like the mystery in the story, continues.
- vi. The students will then cut out their four small stamps that they designed from the second lesson and glue the unique stamp in the

upper most right corner of their newly addressed envelope. Then the students will lay the remaining three stamps on top of the unique one and place one piece of tape over the three stamps to secure it to the envelope. Tape is being used so that the receiver can easily remove the three stamps to reveal the unique one without ripping the stamp(s).

- vii. Students who experience difficulties with this content will have simplified instruction to ensure equal opportunities of learning. Students who require adaptations will receive assistance while addressing the envelope in the proper places. Student may receive assistance while cutting out the four small stamps. If additional instruction is required, students will schedule an appropriate time with teacher to ensure proper content is received by the student.

C. Lesson Closure

- i. Once the students have completed addressing the envelopes and turn them into the teacher to hold, the class will take time and review the lesson's content. The teacher will draw a large business envelope outline on the board. Magnetic sentence strips containing each line of an address and return address will be placed in the wrong places on the envelope. Also the stamp will be in the wrong place and not turned the proper way. Students are to raise their hands and correct the addressing components of the letter. The whole class will then review each part verbally to ensure the content is understood.

VI. EVALUATION

A. Student Assessment

- i. (Formal Assessment, Individual) Students will receive a paper containing a blank business envelope outline, Blank Envelope sheet. Students must properly fill out the return address, address, and stamp parts of the envelope and label each part. (return address, address, and stamp) Attached to the sheet is an Empty Envelope Rubric where students can see the amount of points that are rewarded for each task performed. When each student has completed their sheet, they will turn it in to the teacher to be graded. Before the class is dismissed, the teacher will ask students if they have any questions that need to be answered.

B. Self-Evaluation

- i. What is one strength displayed in this lesson?

- ii. What is a second strength displayed in this lesson?

iii. What is a third strength displayed in this lesson?

iv. What is one element or area that needs to be improved with this lesson?

v. What is a second element or area that needs to be improved with this lesson?

vi. What is a third element or area that needs to be improved with this lesson?

vii. Upon completion of this lesson, listed by initials, were there any students who had difficulties grasping any concepts according to the standards stated?

viii. With the students who are listed in question number seven, what revisions or assistance can be done to ensure the student receives proper instruction to ensure achievement of the content?

Name _____

Date _____

An Envelope's 3 Elements

| address | return address | stamp |
|--|---|------------------------------------|
| 1st line: recipient's full name 2nd line: recipient's street address 3rd line: recipient's city, state, and zip code | 1st line: sender's full name 2nd line: sender's street address 3rd line: sender's city, state, and zip code | This allows the item to be mailed. |

Name _____

Date _____

Addressed Envelope



Shelly Thompson
721 Pine Street
Sacramento, CA 95842

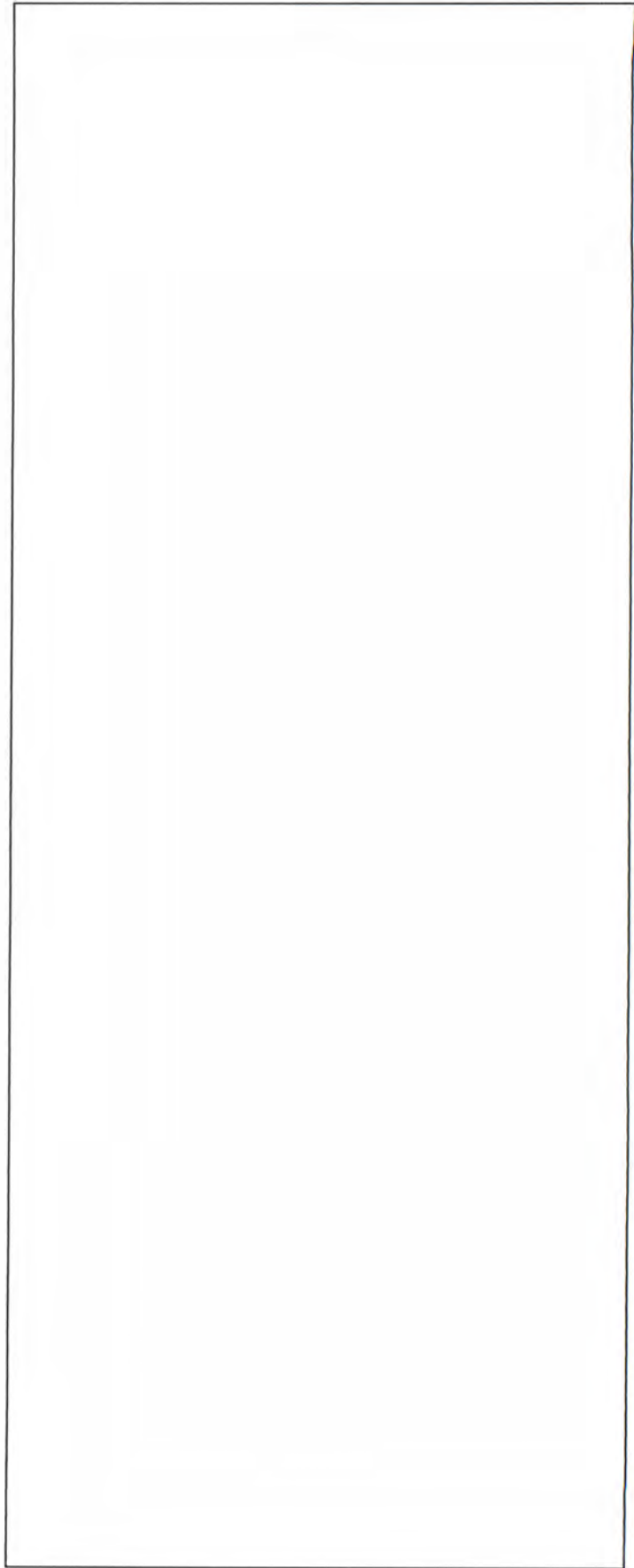


Thomas Smith
110 Main Street
Pittsburgh, PA 15205

Name _____

Date _____

Blank Envelope



Elm Street

Tree Street

Rose Street

Apple Street

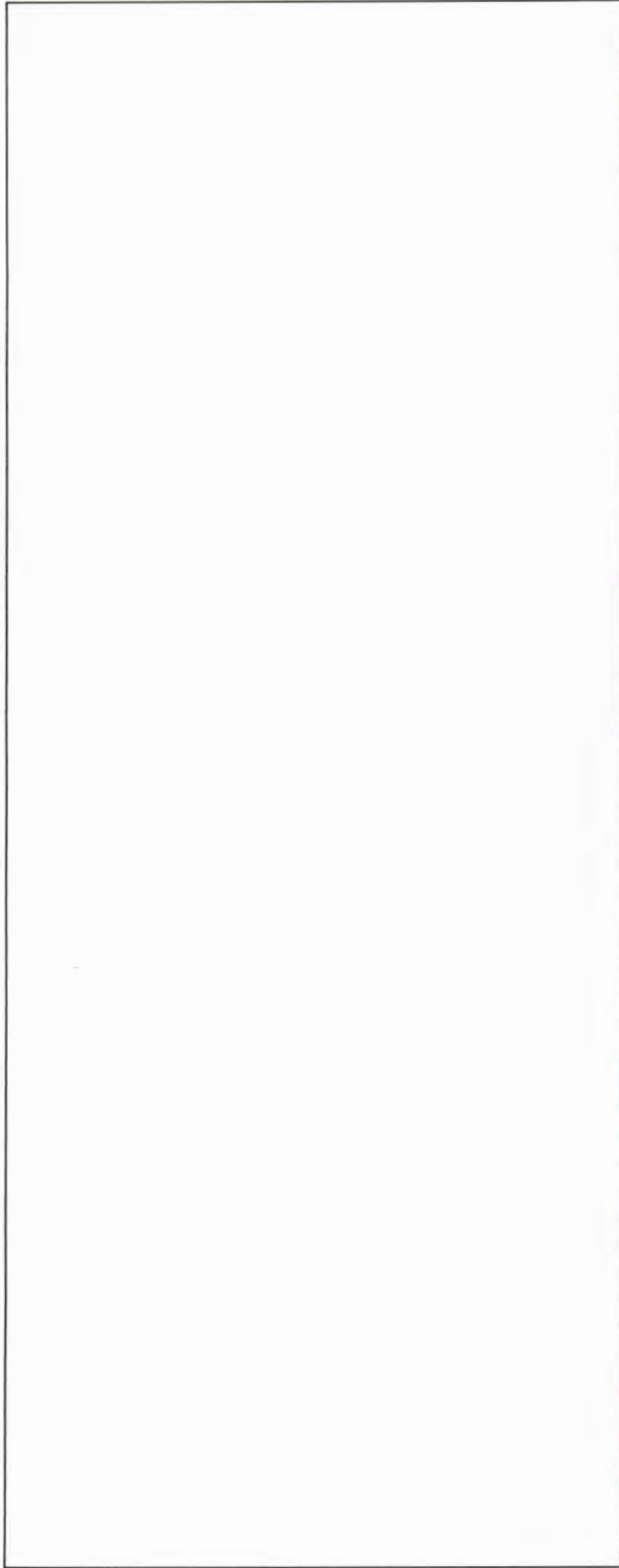
Lab Street

Name _____

Date _____

Blank Envelope Assessment

Directions: Below is the front of a blank envelope. You must address this envelope by writing what line the components of a return address and address are located. Then you must properly place a stamp and the stamp's cent value in its proper location. A rubric is stapled to this page that tells you what you must have on the envelope to get all nine points for this assessment.



Students Name _____ Date _____

Empty Envelope Rubric

| | 3 points | 2 points | 1 point |
|----------------|---|--|--|
| Return Address | The return address is placed in the upper left corner of the envelope. First line contains the sender's full name. Second line contains the sender's street address. Third line contains the sender's city, state (abbreviation), and zip code. | The return address is placed in the upper left corner of the envelope. The order of the return address components are not in the proper order. The state of the sender is not abbreviated. | The return address is not placed in the upper left corner of the envelope, but is somewhere on the envelope. The order of the return address components are not in the proper order. The state of the sender is not abbreviated. |
| Address | The address is placed in the center of the envelope. First line contains the recipient's full name. Second line contains the recipient's street address. Third line contains the recipient's city, state (abbreviation), and zip code. | The address is placed in the center of the envelope. The order of the address components are not in the proper order. The state of the recipient is not abbreviated. | The address is not placed in the center of the envelope, but is placed somewhere on the envelope. The order of the address components are not in the proper order. The state of the recipient is not abbreviated. |
| Stamp | The stamp is placed in the upper right corner of the envelope. The stamp is facing so that the text is legible. | The stamp is placed in the upper right corner of the envelope. The stamp is not facing so that the text is legible. | The stamp is not placed in the upper right corner of the envelope. The stamp is not facing so that the text is legible. |

Total Score _____

Mystery Edit the Article: *The Empty Envelope*

- I. HEADING
Jillian Butts
November 14, 2008
Language Arts
Fourth Grade-25 students
75 minutes

- II. RATIONALE AND BACKGROUND

The purpose of this lesson is to allow students to have a basic understanding of how to construct an informal piece of environmental text, a newspaper article. Students will use the information previously learned about sentence structure, indentation, and grammar mechanics to write a newspaper article. This lesson will adapt to each student's requirement of assistance. All students should finish the lesson with the same knowledge of how to properly write an informal piece of environmental text, a newspaper article.

The students are familiar with the story of *The Empty Envelope* by Ron Roy, as the class orally read the book throughout the previous two class days. The students read the entire book on November 6, 2008 and November 7, 2008. The class read the first five chapters on November 6, 2008 and the last four chapters on November 7, 2008. Students are familiar with the characters within the story, *The Empty Envelope*. Students have written sentences and paragraphs that both require the use of varying sentence lengths. Previous to reading *The Empty Envelope*, students have properly learned the spelling of many words within the English language that can be used when writing a newspaper article.

- III. LESSON OBJECTIVES

- Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...
- A. TLW write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant (PA Academic Standard 1.4.3.B; cognitive, psychomotor).

PI: Given an example of a newspaper article, TLW write a similar newspaper article, but with the student's own words that still maintains the same concept of the original newspaper article with 100% accuracy (Individual, Informal Assessment).
 - B. TLW write using well-developed content appropriate for the topic (PA Academic Standard 1.5.3.B; cognitive, psychomotor).

PI: When shown an example of a newspaper article, TLW rewrite the article by using different and creative words to recreate a newspaper article that still displays how a mystery stamp was found with 100% accuracy (Individual, Informal Assessment).

IV. LIST OF MATERIALS/RESOURCES

- Roy, Ron (1998). *The Empty Envelope*. New York, NY: Random House, Inc.
- local newspaper (25)
- Language Arts Journals (25)
- Blank Paragraph paper (25)
- Newspaper Article papers (25)
- composition paper (25)
- black ink pens (25)
- scotch tape (5 rolls)
- Article Assessment sheet (25)
- Computers (25)

V. PROCEDURES

A. Introduction and Motivation

- i. Time Allowance: 5 minutes
- ii. The teacher will distribute a copy of the town's local newspaper to each student. (articles must be age and school appropriate) In their Language Arts Journals, students will write five observations made about the articles that they have observed. Students may observe the text, pictures, and organization of the article and comment on that information. Ten students will then present their observations to the class, and write them on the board as they are presented. A whole class discussion should take place that engages the students into the world of environmental text, newspaper articles.

B. Lesson Body

- i. The lesson will begin by the class turning to page 46 of *The Empty Envelope*. Then the students will reread the newspaper article in *The Empty Envelope* on page 46. Students are to reflect on how a lot of information is provided in the eight sentences of the article. The information does not look lengthy, but the details and crucial elements of the incident are stated in the article. The students will receive a Blank Paragraph paper of the newspaper article that is in the book. Each student will silently read the Blank Paragraph article.
- ii. The students will compare the words that are presented in the book's newspaper article to those that are on the Blank Paragraph

sheet. Then for each of the words that are in the newspaper article in the book text that are left blank in the Blank Paragraph sheet, the students will create about three words per blank that would change the entire situation in their Language Arts Journals. For example, in the book it states that the stamp was found in the vacuum. Instead of finding the stamp in the vacuum, the students may say that it was found in an old chest in the attic that was holding some older articles of clothing. This would still have the concept of finding a stamp, but it would not be in the same exact location.

- iii. Students would then reread their word choices that they wrote in their Language Arts Journals and begin to eliminate what words they do not feel flow well together. It is up to the students to use their individual creativity and create a new article that would best suite their personal preferences. Once the students have eliminated two of the three words that they chose for each blank, each student will write their words in the designated spaces.
- iv. Then the students will practice their writing skills and rewrite the paragraph that is on the Blank Paragraph sheet. The rewrite will be written in the Language Arts Journals. The students will then perform peer proofreading with their previously assigned proofreading buddy. While this process is being conducted, the teacher will walk around the room and proofread the article paragraphs that the students wrote and check for spelling errors.
- v. The students will then rewrite their final copies of the newspaper articles on the newspaper paper. Each student will place their Newspaper Article paper over a piece of composition paper. A small piece of tape will attach them together. Then the students will place the combined papers on a window that will allow the sunlight to make the Newspaper Article be transparent. With a black ink pen, the students will then write their articles on the Newspaper Article paper. Once the students have replicated the article in the text, but with their own words, each article will be displayed in the classroom for others to view the creativity of the classroom. Pending on the availability of computer time in the computer lab, students may use a newspaper generator program to type and print their newspaper articles. Any questions that students have will be answered at this time to clarify misunderstood information. If additional instruction is required, students will schedule an appropriate time with teacher to ensure proper content is received by the student.

C. Lesson Closure

- i. Once all the friendly letters have been displayed around the classroom, the class will take time and review the lesson's content. The class will reflect upon how different words can change the meaning or entire story line of an article. The students will discuss the information that was presented in the newspaper article in the book, and then students will discuss how they chose to change the articles with their own twists.

VI. EVALUATION

A. Student Assessment

- i. (Informal Assessment, Individual) Each student will receive an Article Assessment sheet that contains a newspaper article that is different than the article that pertained to the previous activity. Students are to then refer to the paragraph at the bottom of the page and note the missing words, similar to earlier in the lesson. Each student is to create a list of two words that could possibly fit in each article's blanks that would change some aspects of the story. Once the students have decided on which words they feel would best fit the article, they are to write the words in the blanks on the bottom article to recreate the article at the top of the page. Before the class is dismissed, the teacher will ask students if they have any questions that need to be answered.

B. Self-Evaluation

- i. What is one strength displayed in this lesson?

- ii. What is a second strength displayed in this lesson?

- iii. What is a third strength displayed in this lesson?

- iv. What is one element or area that needs to be improved with this lesson?

- v. What is a second element or area that needs to be improved with this lesson?

vi. What is a third element or area that needs to be improved with this lesson?

vii. Upon completion of this lesson, listed by initials, were there any students who had difficulties grasping any concepts according to the standards stated?

viii. With the students who are listed in question number seven, what revisions or assistance can be done to ensure the student receives proper instruction to ensure achievement of the content?

Name _____ Date _____

Blank Paragraph

**SENIOR CITIZEN FINDS,
THEN LOSES, FORTUNE**

JUNE _____. Miss _____, 73, was rich for short time, but now she's poor again. While _____, she found a rare stamp among the _____. The stamp, worth more than \$_____, was later stolen from her room. _____ police are investigating.

Name _____ Date _____

Newspaper Article

Name _____ Date _____

Article Assessment

Directions: Read the top newspaper article. Then read the bottom article and note the missing words that are represented by _____ spaces. For each blank write two words that could possibly change the article. Then choose one word that best fits and write it in the bottom paragraph's blank spaces.

**SENIOR CITIZEN FINDS,
THEN LOSES, FORTUNE**

March 12. Mr. John Blume, 62, was a wealthy man for only a few days. Now he is no longer as wealthy. When cleaning his car, he found a rare stamp under a mat in the car. The stamp, worth \$9,000,000, was later stolen from his home. Los Angeles police are still investigating.

blank 1

blank 2

blank 3

blank 4

blank 5

blank 6

blank 7

blank 8

**SENIOR CITIZEN FINDS,
THEN LOSES, FORTUNE**

March _____. Mr. John Blume, _____, was a wealthy man for only a few days. Now he is no longer as wealthy. When _____ his _____, he found a rare stamp _____ a _____ in the _____. The stamp, worth \$9,000,000, was later stolen from his _____. Los Angeles police are still investigating.

Culminating Experience

(Informal Assessment, Individual/Whole Class) The students will incorporate their hard work throughout the past five days and combine each element of the lessons into a culminating activity. Each student will receive their friendly letters and their stamp description paragraph that they wrote in the previous lessons of the unit. The teacher will demonstrate how to fold the papers into thirds so they will fit in a standard size business envelope. After the students fold the letters and papers into thirds, both papers will be placed in the previously addressed envelopes that contain the four stamps that the students have designed. The students will seal their envelopes and prepare to conduct a Mystery Envelope Exchange. The students will turn in their completed friendly letters and continue with the learning that awaits them. The teacher will then place the correct envelopes into the desks of the name and address that appears on each envelope. When students return from their special at the end of the day, a letter will be waiting in their desks for them to open. For the remaining time, the students will read their letters and attempt to distinguish which student wrote the mystery letter and stamp description paragraph that they received. The teacher may drop hints to the students, but it is up to the students to attempt to solve the mystery on their own! The mystery of The Full Envelope has been solved!

