

Talbot County Public Schools  
DAILY LESSON PLAN **Service-Learning Lesson**

**Students may earn up to 7 hours of service learning at the completion of this mini-unit**

Teacher's Name:

Grade 5

Lesson Title: Writing a Friendly Letter

Subject: Language Arts-Service Learning **\*\*Writing Lesson for Week 18**

**Student Performance Objectives:**

[CCSS.ELA-Literacy.W.5.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.W.10](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Cue Set:**

Ask students what they know about veterans and Veterans' Day. (You could also show I [FOUGHT FOR YOU](#). Share ideas and have students share what they know about recent wars and family members who served. Record information on a chart or other means. Why it is important that we remember our veterans on this important day? Brainstorm ideas. What are some ways we show appreciation for something someone has done for us? What are the needs of veterans? How could they find this out? (Veterans feel isolated and unappreciated. Look at statistics for veterans for things like depression compared to the regular population. Make sure the students understand the need and how this is service and helping the community.)

Teaching Strategy: Tell students that they will be writing a friendly letter to a veteran. Review the parts of a friendly letter and share a model with class.

Guided Practice: Using a graphic organizer, list ideas for friendly letter to a veteran. Brainstorm some ideas of things one could include in such a letter. List on the board.

Independent Practice: Work on rough draft.

Review and Closure: What are the parts of a friendly letter? What punctuation follows the greeting and the closing? Students could partner up and share their letters with one person.

Enrichment: Read "The Wall" to the class.

DAILY LESSON PLAN – Service Learning Lesson Continued  
Day 2

Teacher's Name:

Lesson Title: Writing a Friendly Letter

Subject: Language Arts

Grade 5

**Student Performance Objectives:**

[CCSS.ELA-Literacy.W.5](#). With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

[CCSS.ELA-Language L2.a](#) Use correct capitalization.

[CCSS.ELA-Language L2.d](#) Spell grade-appropriate words correctly, consulting references as needed. [CCSS.ELA-Language L3.a](#) Choose words and phrases to convey ideas precisely.

[CCSS.ELA-Language L3.b](#) Choose punctuation for effect.

**Cue Set:**

- What is the purpose for writing the friendly letters we started yesterday? Share using a turn and talk or think, pair, share strategy. Remind students that they are providing a service to our community with this letter writing.
- What are the five parts that need to be in our letters?
- Tell students that today they will continue with the writing process and will revise and edit their writings.

**Teaching Strategy:**

Use lesson in Daily Writing, from fifth grade anthology, or other source to practice using exact and/or strong words. Tell students that word choice affects the feelings of the writer and the reader and we should consider our audience, in this case a veteran, when writing our final piece. Share some examples as models. Have students share some sentences and elicit possible ways to strengthen the language choices.

Review with chart, list, etc. the things that each student should be looking for when revising with a peer. Provide a checklist for students if needed. Go over these things, stressing the importance of reading carefully and providing constructive feedback.

**Guided Practice:**

Work with a peer to revise rough draft of letter. Challenge students to use a resource, such as a thesaurus or vocabulary chart, to change a word in their draft to a stronger or more exact choice.

“Drop in” on pairs to find positive examples of providing feedback. Share these with students after revision is completed.

**Independent Practice:**

Students will revise and edit their own drafts based on suggestions made during peer revision.

**Review and Closure:**

Why should peer revision be taken seriously? And what are some considerations we need to make as we revise and edit our drafts?

Can someone share a suggestion or error that was found on a draft that you pointed out to the writer? Share. Discuss impact to the veterans who will receive these letters.

Talbot County Public Schools  
DAILY LESSON PLAN – Service Learning Lesson  
Day 3

Teacher’s Name:

Lesson Title: Writing a Friendly Letter, Day 3

Subject: Language Arts

Grade 5

**Student Performance Objectives:**

[CCSS.ELA-Literacy W6](#). With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

[CCSS ELA Speaking and Listening SL4](#) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[CCSS ELA Speaking and Listening SL5](#). Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**Cue Set:**

Review steps completed so far in the writing process. Tell students that there is one final step before they will begin their final copy. Discuss what we might need to consider as we prepare our final copies.

**Independent Practice:**

Students will write their final draft on appropriate paper with neat handwriting, or compose on the computer. Add embellishments if desired. Address envelopes.

**Review and Closure:**

After writing this letter to a veteran and learning about the contributions of our veterans, what is something you could do in the future to show your appreciation and respect for what they have done? What did they learn about final drafting and word choices? Share examples of strong word choices. Respond in journal.

The 7 Best Practices for a Service-Learning lesson

<b>Recognized Need</b>	<b>Curricular Objectives</b>	<b>Reflection</b>	<b>Student Responsibility</b>	<b>Community Partnerships</b>	<b>Plan Ahead</b>	<b>Knowledge and skills</b>
There are many veterans and veteran groups in our community along with organizations such as VFW and American Legion.	Students will be able to work on writing objectives, write and ask questions of a speaker and create an original letter with artwork.	Students will complete journal entry to reflect on their experience and learning.	Students will demonstrate use of appropriate letter content.	Local veteran organizations.	Students will set a goal as to how many letters they will send to veterans.	Students will learn appropriate wording for use in a friendly letter. Interact with members of veteran groups.