

Writing a Friendly Letter

Grades K–1



Objectives

- McREL: Students will use strategies to organize written work.
- McREL: Students will use knowledge of letters to write or copy familiar words, such as own name.
- TESOL: Students will use appropriate learning strategies to construct and apply academic knowledge.

Focus Vocabulary Words

Specialized Content Vocabulary	General Academic Vocabulary
body	date
closing	
friendly letter	
greeting	
signature	

Differentiation

► English Language Support

Provide a word bank for familiar friendly letter words and phrases, such as *dear* or *your friend*.

► Below-Level Support

Provide an anchor chart to show the locations of the focus vocabulary words within a letter.

► Above-Level Support

Have students expand on their friendly letters by using linking words and phrases to connect ideas within their body paragraphs.



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Learn It!

1. Explain to students that they are going to learn how to write a friendly letter. A friendly letter is used when writing to someone you know. Friendly letters are less formal than other types of letters but include the following main parts: the *date*, a *greeting*, the *body*, a *closing*, and a *signature*. As you teach each main part, create an anchor chart and assign a physical action to each word. For example, for *date*, students may point to the calendar. For *greeting*, students may wave to their elbow buddies.
2. Discuss why a writer would need to organize his or her ideas to make sure that each part of a letter is included in the correct order. Ask, “Would it make sense to write the *closing* first? Why not? Which part should come first? Next? Then?”
3. Discuss each vocabulary word in the form of questions, reasons, and examples to help students share their personal connections to the words. Ask questions that students have to answer by using the vocabulary in a relevant and appropriate way. Some examples include the following:
 - The *body* of a letter is the main information a writer wants to share. If you were to write a friendly letter to a friend, what information would you want to share?
 - When would a person want to write a *friendly letter*?
 - What types of *greetings* do you use with your friends, your parents, or your teacher? Do you say these greetings, or do you do something with your body, such as a secret handshake?



Try It!

- Distribute copies of the activity sheet **Parts of a Letter** (page 3) to students.
- Read the directions aloud.
- Read the letter to and then with students.
- Then, have them independently or in pairs label the parts of the letter. Alternatively, allow students to draw lines from the words to the parts to which they correspond.



Make It!

- Distribute copies of the activity sheet **Your Friendly Letter** (page 4) to students.
- Tell students that they will be writing their own friendly letters.
- Show students how the page is labeled to remind them to include each part of the letter.

Name: _____ Date: _____

Parts of a Letter

Directions: Read the letter. Use the words below to label all parts of the letter.

body

closing

date

greeting

signature

August 1, 2019

1.

Dear Tom,

2.

How are you? I am good. I went to the pool with Sue. She can swim fast! Can you swim? I like to play with the ball in the pool. It is so fun!

3.

Your friend,

4.

Kristina

5.

Name: _____ Date: _____

Your Friendly Letter

Directions: Write a friendly letter. Draw a picture.

Dear _____ ,



Your friend,

