

# Writing a Friendly Letter

Grades 2–3



## Objectives

- McREL: Students will write in a variety of forms or genres.
- McREL: Students will use level-appropriate vocabulary in speech.
- 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 definition bank for the focus vocabulary words and phrases.

### ► Below-Level Support

Provide sentence frames to help students write their friendly letters.

### ► Above-Level Support

Have students expand on their friendly letters by using compound sentences, adjectives, or adverbs.



5301 Oceanus Drive

Huntington Beach, CA 92649-1030

www.tcmpub.com

© 2020 Teacher Created Materials, Inc.

i35369



## **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 they 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*.
2. Talk with students about the steps to take to write a friendly letter. Discuss why a writer would need to organize his or her ideas to make sure each part of a letter is included in the correct order.
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 shared by the writer. What have you included in the body of a recent letter that you have written?
  - When is a *friendly letter* most appropriate?
  - What type of oral *greeting* do you use with your friends, your parents, or your teacher? Who are you most likely to greet by saying “Hey, you!”?



## **Try It!**

- Distribute copies of the activity sheet **Parts of a Letter** (page 3) to students.
- Read the directions aloud.
- Have students read the letter independently or in pairs and then label the parts of the letter.



## **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 where each part goes and what to include.

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

▶1. \_\_\_\_\_ August 1, 2019

Dear Danny, ◀2. \_\_\_\_\_

How was your summer? Mine was fun. It was hot, so we went to the pool a lot. I also got to visit with my aunt. She taught me how to play card games! Are you ready for school to start again? I am! ◀3. \_\_\_\_\_

▶4. \_\_\_\_\_ Your friend,

▶5. \_\_\_\_\_ Noelle

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Your Friendly Letter

**Directions:** Write your own friendly letter. Make sure to include all parts of the letter.

---

---

---

---

---

---

---

---

---

---

---

---

