

Writing a Friendly Letter

Grades 4–5



Objectives

- McREL: Students will use strategies to write for different audiences.
- McREL: Students will write personal letters including all main parts.
- TESOL: Students will use appropriate learning strategies to construct and apply academic knowledge.

Focus Vocabulary Words

Specialized Content Vocabulary	General Academic Vocabulary
friendly letter	date
indentation	body
salutation	closing
signature	

Differentiation

► English Language Support

Provide students with an opportunity to talk through their letters with partners before writing.

► Below-Level Support

Provide students with paragraph frames to help them write friendly letters independently.

► Above-Level Support

Have students expand on their friendly letters by using narrative techniques such as dialogue, pacing, and description.



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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*, the *body*, a *closing*, and a *signature*. Discuss the use of a *salutation* and *indentations*. Ask students to think of a context in which a friendly letter would be the best option, as opposed to a more formal or business letter.
2. 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 and placement on the page. Ask students how the letter would be affected if parts were missing or out of 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. How should you organize the information in the body of your letter? When will you know to change to a new paragraph?
 - What is the difference between a *salutation* and a *closing*?
 - What type of oral *greeting* do you use with your friends, your parents, or your teacher? How does this compare to a written greeting you may use?



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

indentation

salutation

signature

▶ 1. _____ August 1, 2019

Dear Regina, ◀ 2. _____

→ How are you doing? I've been enjoying all the sunshine—what about you? Last week, I went to summer camp and learned about forest animals and how to survive in the wilderness. I can't wait to see you so I can tell you all about it!

▲ 3. _____

▶ 4. _____ Your friend,

▶ 5. _____



6. ▲ _____

Name: _____ Date: _____

Your Friendly Letter

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

_____,


