Instructional/Learning Activity Task Template:

Overview

Unit Title: Response to Literature

Annotation:
This teaching activity is for the second grade response to literature writing unit with a focus on conventions. Students are asked to edit a letter they wrote after reading I Wanna Iguana by Karen Kaufman.

Grade- Second Subject- Response to Literature- Conventions Topic- Editing Author- Erica Thomas

Special Notes To Teacher:
This lesson is for editing a response to literature paper in letter format. A prerequisite to this lesson would be how to write a response to literature. In the prerequisite lesson a teacher would cover how to respond to a book, how to ask the author questions about the book, and how to make judgments about the book. It would also be helpful if the students knew how to use punctuation marks such as periods, questions marks, and exclamation marks. This lesson will take two days and is organized in an opening, working, and closing periods.

Standards
Focus Standard/Element(s): ELA2W1D- The student begins to use appropriate formatting conventions for letter writing.

Complementary Standard/Element(s): ELA2W1H- The student prewrites to generate ideas orally. ELA2W1S- The student begins to use commas and periods after grade appropriate abbreviations.

Learning Goals

Essential Question(s):
1. What is editing?
2. How does editing my letter help make my letter better?
3. What is the format of a letter?
4. What is the appropriate use of conventions in letter writing?
Knowledge:
1. Format of letter writing
2. Punctuation Marks such as periods, question marks, and commas.
3. Story elements of a narrative piece

Skills:
1. Students will write a response to literature in letter format asking their mom for a pet.
2. Students will edit their letter for format and punctuation marks.

**Balanced Assessment for Task**

Assessment Method/Type:
1. The teacher will observe students during the work and closing periods.
2. The students will use the editing checklist to edit their papers.
3. The teacher will assess student work with the letter rubric.

Description/Directions for Assessment:
It is very important for the teacher to observe the students each day as they go through this lesson. Teachers will need to interact with the students in small groups or one on one conferencing during the work period. These observations can be used to assess the status of each students writing. Since this lesson is to edit letter format and punctuation marks, teacher observations can be used to edit sentence structure. The editing checklist will be given to students to use during their work period to review their work. The teacher will have reviewed this checklist in the opening period of the lesson. The teacher will do the final assessment by using the “Stamp It” checklist.

**Student Editing Checklist**

- Add some kind of punctuation mark.
  - Period
  - ? Question Mark
  - ! Exclamation Mark
  " " Quotation Marks
  , Comma

- Date is in the upper left hand corner
- Letter greeting has a comma (Dear Mom,)
- Closing is 2 rows after the body and has a comma (Sincerely,)
- Signature is 4 rows after the closing
- P.S. is two rows after the signature and has periods
# Stamp It!!
## Teacher Letter Format & Convention Checklist

<table>
<thead>
<tr>
<th>Stamp It! (Ready to Mail)</th>
<th>Look at It! (Needs Revision)</th>
<th>Write It! (Did Not Include)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date in Correct Place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Periods</td>
<td></td>
<td></td>
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<tr>
<td>Use of Question Marks</td>
<td></td>
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<tr>
<td>Use of Exclamation Point</td>
<td></td>
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<tr>
<td>Closing in Correct Place</td>
<td></td>
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<tr>
<td>Closing w/Comma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.S. in Correct Place</td>
<td></td>
<td></td>
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<tr>
<td>P.S. with Periods</td>
<td></td>
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</tr>
</tbody>
</table>

*Student Work Samples (optional):*
Procedures, Directions, and Resources

**Day One**
Opening (20 min.): Read aloud an example of a letter from the book *I Wanna Iguana*. Show the students how the author wrote in letter format. Ex: Notice the letter greeting Dear Alex, there is a comma after Alex. The closing is Love, Mom there is a comma after Mom. In the P.S. there are periods after the P.S. and then the message is written. Explain to the students that they are going to write letters to their mom asking for an animal. On chart paper begin writing a letter making sure to comment to the students the format and punctuation marks. Ex: I am going to start my letter with Dear Mom, notice I put a comma after Mom. I also put this on the left hand side of the paper.

**Example of Letter to Write**

*April 15, 2008*

*Dear Mom,*

*Can I have a puppy? I know you think I’m not ready but I really am. If I had a puppy I would feed it everyday. I could feed the puppy before I go to school and before I go to bed. I could walk the puppy in the afternoon after I finished my homework. It would be so much fun to play outside with a dog. He could even take a bath with me. Mom, I really think I’m ready. Please consider my offer.*

*Love Puppyless,*

*Mrs. Thomas*

*P.S. I forgot tell you that I will clean up my puppy’s poop!*

Tell the students that today they will write a letter to their mom asking for an animal. Ex: Today we are going to write to mom asking for a pet. I want you to be sure you follow the letter format. Remember your greeting is on the left side and has a comma, skip a line before you write the body of the letter, skip a line before you write the closing, put a comma in the closing, and don’t forget you P.S.

Worktime (30 min): Students work on their rough drafts. As students work the teacher walks around to see how their writing is coming along. If some students are having difficulty, use the suggested enrichment activities with a small group.

Closing (10 min.): Allow students to share their drafts making sure they point out their greeting, closing, and P.S.

**Day Two**
Opening (20 min.): Review the letter written from the previous lesson pointing out the letter format and punctuation marks. Display the editing checklist. Introduce the checklist to the students. Display the letter you created with format and punctuation errors.
Example of Editing Letter to Write

April 15, 2008

Dear Mom
Can I have a puppy. I know you think I’m not ready but I really am. If I had a puppy I would feed it everyday. I would feed before I went to school and before I went to bed. I could walk the puppy in the afternoon after I finished my homework. It would be so much fun to play outside with a puppy. He could even take a bath with me. Mom, I really think I’m ready. Please consider my offer.

Love Puppyless

Mrs. Thomas

PS. I forgot tell you that I will clean up my puppy’s poop

Point out the mistakes that are on the letter and explain how you would edit the mistakes. Ex: Look at the greeting of this letter. Do you see a comma? No, so I need to add a comma after mom. Look at my editing checklist. I will add a circle after the word mom and place a comma inside the circle. This lets me know that I need to add something here when I write my final draft. Do this for every error made in the letter.

Worktime (30 min.): Students work on editing their letters. The teacher observes the student and speaks to each student as necessary. It time permits, they can write the final drafts of their letter.

Closing (10 min.): Students share their letters with the editing marks they have in their letter. If they have written their final draft they can share the change in their papers.

Resources, Materials, and Equipment:
1. I Wanna Iguana Book
2. Chart Paper
3. Editing Checklist for students
4. Stamp It! Rubric

Differentiation for Content, Procedures, Process, and/or Learning Environment:
Enrichment:
- Have students come to a small group and go through the format of the letter and punctuation marks with the teacher. The teacher points out possible errors and the students look on their papers to correct the errors.
- In a small group have the students write the letter together and then edit the letter.

Extension:
- Have the students pretend they are the mom and they write a letter back to the child saying they can or cannot get a pet.
- Once the students choose the pet they would like to write, they can research their pet to put actual facts in the letter.