

Grade 2 ▶

Unit Two

PRE-INSTRUCTION CHECKLIST ●▲◆★ Initial exposure → Mastery; ■ Maintenance

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> Capitalization: Days and Months ★ <input type="checkbox"/> Capitalization: <i>I</i> ★ <input type="checkbox"/> Comma Use: Addresses ★ <input type="checkbox"/> Comma Use: Dates ★ <input type="checkbox"/> Capitalization: In a Person's Title ▲ <input type="checkbox"/> Capitalization: Place Names ▲	<input type="checkbox"/> Communicative: Friendly Letter
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

GENRE FOCUS

Communicative: Friendly Letter

NOTES

In telling their own stories, children often provide too much detail or leave out important, connecting details. In friendly communication, anecdotes from life experiences provide most of the content, so being able to tell one's own stories influences the quality and enjoyability of such communication. This is the more important focus for this unit. With most friendly communication now taking place electronically, the components and format of the traditional friendly letter are quickly becoming irrelevant. However, converting one's experiences into cohesive miniature stories remains valuable.

PATTERN STATEMENT

To get from here to there, all the parts need to be connected

ADDITIONAL NOTES

The pattern, *To get from here to there, all the parts need to be connected*, can be illustrated by several concrete items. For example, the teacher could create a reason to need to plug in something located away from an outlet. Then, dramatically, stretch an extension cord between the outlet and electronic gadget but not plug in either end of the cord. Then, again dramatically, try to turn on the gadget and express surprise when the gadget does not work. Students could provide the answer, and when they do, the teacher dramatically makes the connections. This could be repeated with other connectable items that "need" to be moved from one point to another, such as the cars on a toy train, a child and his backpack, and

items that need to be connected via wires to a computer (e.g., printer not on a wireless network). In each case, the teacher dramatically emphasizes the need for all parts to be present AND connected in order to move something (electricity, items, etc.) from one place to another (EX-ex). The students can then discuss the following questions (EX-co):

- What happened? What were we trying to move in each case?
- Why didn't what we wanted to move make any progress at first?
- What did it take to make the movement happen?
- What can we say about the parts, like the extension cord and electronic gadget, and movement?

Using additional questioning, the teacher can then guide students to recognize the pattern: *To get from here to there, all the parts need to be connected* (EX-el). The EXperience strand can conclude with students identifying examples of other parts and connections that need to be made for movement to happen (EX-ap).

This pattern is illustrated in friendly communication. As the writer relates anecdotes from her own experience, she needs to include all the essential components and connect them so that the reader understands the anecdote. The reader should never have to reread the text to try and figure out what actually happened and why it matters to the writer. All the parts need to be connected to move the anecdote forward.

2

grade

unit

TWO

GENRE

Communicative:
Friendly Letter

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COMMUNICATIVE: Friendly Letter			
Definition		Objective	
<p>Letter written to a friend or family member—an individual the writer knows well—characterized by a casual tone. Common components include:</p> <ol style="list-style-type: none"> 1. Date in upper right hand corner of first page. Optional: writer's address included above date. 2. Salutation: Casual, addressing the receiver in the name commonly used by the writer, e.g., Dear Mom, Dear Joe, Dear Aunt Freida 3. Body: Casual communication, often recounting recent experiences, may comprise as many paragraphs as desired 4. Valediction: Closing line before signature, e.g., Yours truly, Love, Sincerely 5. Signature 		<p>With teacher prompting and support, student writes a friendly letter to a family member or friend (e.g., to a cousin who lives in another town), recounting and detailing a recent experience.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Letter includes a recent experience the writer has had, and it is presented with enough detail to make it easily understood by the reader. <p>AND</p> <ul style="list-style-type: none"> ▶ The letter includes thoughts/comments from the writer that give the reader a sense of the writer's personality. The letter is not just informative, but also enjoyable to read. ▶ Additional revisions may minimally improve the letter. 	<ul style="list-style-type: none"> ▶ Letter includes a recent experience the writer has had, and it is presented with enough detail to make it easily understood by the reader. ▶ Additional development or revision could make the letter more enjoyable by including more of the writer's thoughts/comments on the experience. 	<ul style="list-style-type: none"> ▶ Letter includes a recent experience the writer has had. ▶ Though the reader has a basic understanding of the writer's recent experience, the letter does not include enough detail to make the retelling flow and easy to understand. ▶ Additional development or revision could improve the letter's enjoyability and make it more memorable and easier to understand for the reader. 	<ul style="list-style-type: none"> ▶ Letter fails to recount a recent experience. ▶ Additional development or revision could significantly improve the letter's content.

PRACTICE TEXT

COMMUNICATIVE: Friendly Letter

1359 Maple Avenue
 springfield TN 38623
 may 28 2009

Dear grandpa Joe and grandma sue,

i guess you are surprised to get a letter from me since it is not your birthday or Christmas. i do have some good news and bad news. First, the good news is that we have a new pet, a brown and white lop-eared bunny named fluffy. She is so soft and quiet. You would love to pet her and watch her hop around.

The bad news is on saturday when we got fluffy I tried hopping down from the garden wall and i broke my left arm. It really hurt at first, but now that the hot pink cast is on, it only itches where i can't scratch. I wish you could be here to sign my cast, but I guess a picture will have to do. By the time i see you in july, we will go for a swim in your pool because I will be my old self again!

Your favorite granddaughter,

josie

A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

1359 Maple Avenue
 Springfield, TN 38623
 May 28, 2009

Dear Grandpa Joe and Grandma Sue,

I guess you are surprised to get a letter from me since it is not your birthday or Christmas. I do have some good news and bad news. First, the good news is that we have a new pet, a brown and white lop-eared bunny named Fluffy. She is so soft and quiet. You would love to pet her and watch her hop around.

The bad news is on Saturday when we got Fluffy I tried hopping down from the garden wall and I broke my left arm. It really hurt at first, but now that the hot pink cast is on, it only itches where I can't scratch. I wish you could be here to sign my cast, but I guess a picture will have to do. By the time I see you in July we will go for a swim in your pool because I will be my old self again!

Your favorite granddaughter,

Josie

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