

Grade 3 ▶

Unit Three

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> capitalization: a person's title	<input type="checkbox"/> Communicative: Friendly Letter
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

To connect, focus on the receiver.

NOTES

No new revision skills are introduced in this unit. Take the opportunity to engage students in applying recently learned revision skills and to practice the mechanics' skill of capitalizing an individual's title. Also, give the genre (the content and structure of a well-crafted friendly letter) significant attention.

While true friendly letters are growing more and more rare, friendly communication is on the increase. Technology-based communication via email and social media make friendly communication a nearly daily occurrence. The type of content that composes a good friendly letter also goes into a friendly email or post.

ADDITIONAL NOTES

The pattern, *To connect, focus on the receiver*, can be illustrated by having a student attempt to throw a sponge ball to another student while blindfolded. The student could also throw the ball over her shoulder while facing away from the receiver. Several variations could establish the difficulty of "connecting" without focusing on the receiver. In contrast, the student could finally throw the ball while facing the receiver. If desired, video of great

football passes could be shown (EX-ex). The teacher can lead the students in a discussion of what happened by asking questions similar to:

- What happened when the thrower couldn't see the receiver?
- When the thrower can see, happens just before he throws the ball?
- What happens if the thrower throws the ball too high? too low? How does the thrower decide how high to throw the ball?
- Would a ball thrown at the same height all the time be catchable by every receiver? (EX-co)

Continuing to use questioning, the teacher can guide students to recognize the pattern, *To connect, focus on the receiver* (EX-el). The teacher can then engage students in identifying other illustrations of the same pattern, such as trying to communicate in a foreign language (try to use the language or signals the receiver would know) and sports where a ball or other object is passed (soccer, hockey, basketball). The examples should illustrate the idea that the "passer" or communicator must consider the receiver (position, height, etc.) to make the "pass" effective (EX-ap).

GENRE

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., <i>Yours truly, Love, Sincerely</i> 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 recent experiences.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character or setting from a book or a character or setting invented for an original story. ▶ Description reads with flow and maintains the reader's interest. ▶ Description includes enough traits to make the reader feel like he knows the character or setting, and it includes examples that illustrate specifics. ▶ Additional revisions may minimally improve the text. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character or setting from a book or a character or setting invented for an original story. ▶ Description reads with flow and maintains the reader's interest. ▶ Description includes the most important traits of the character or setting. ▶ Additional development or revision may make the character more understandable for the reader. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character or setting from a book or a character or setting invented for an original story. ▶ Description reads like a list in sentence form. It lacks flow and/or interestingness, OR ▶ Description repeats ideas by overusing synonyms. ▶ Additional development or revision could significantly improve the essay's flow and/or interestingness, AND/OR ▶ Additional revision could eliminate repetition. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a character or setting from a book or a character or setting invented for an original story. ▶ Additional development or revision could significantly improve content and/or cohesiveness of the essay.

PRACTICE TEXT

1982 Flanigan Court
West Colesville, NY 13904
January 21, 2010

Dear ben,

I know how interested you are in space, astronauts, and rockets, so I wish you had been here today we visited the U. S. Space and Rocket Center in Huntsville, Alabama. Our guide was keith. He led us under the *Saturn V* rocket with all five of its huge engines it is amazing that massive, monster rocket ever got off the ground! Later we saw the space shuttle *Pathfinder*. Imagine flying and piloting one of those machines!

We Also saw displays and exhibits about the history of the space program and all the Apollo missions to the moon. We tried and tasted some space food the ice cream sandwich was like eating Styrofoam. Yuck!

The wild, exciting rides and IMAX dome movies are the best! The Space Shot shoots you up and drops you like an elevator gone crazy, but the G-Force ride squashes you back so hard you almost can't breathe, and miss scottson, my teacher, said the Mars Flight Simulator was crazy! At the end of our time there, we saw the film *Magnificent Desolation*, an IMAX movie about the landings on the moon. It was spectacular sometimes it felt like we were the astronauts zooming through space.

I hope you and your family can come here soon maybe we can get our parents to take us so you can visit the Space and Rocket Center. That would be really fun!

Your cousin,

sawyer

3
grade

unit
THREE

GENRE
Communicative:
Friendly Letter

A POSSIBLE REVISION

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

1982 Flanigan Court

West Colesville, NY 13904

January 20, 2010

Dear Ben,

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We also saw displays and exhibits about the history of the space program and all the Apollo missions to the moon. We tried and tasted some space food. The ice cream sandwich was like eating Styrofoam. Yuck!

The wild, exciting rides and IMAX dome movies are the best! The Space Shot shoots you up and drops you like an elevator gone crazy, but the G-Force ride squashes you back so hard you almost can't breathe. Miss Scottson, my teacher, said the Mars Flight Simulator was crazy! At the end of our time there, we saw the film *Magnificent Desolation*, an IMAX movie about the landings on the moon. It was spectacular! Sometimes it felt like we were the astronauts zooming through space.

I hope you and your family can come here soon. Maybe we can get our parents to take us so you can visit the Space and Rocket Center. That would be really fun!

Your cousin,

Sawyer