

Writing to a Farmer

Standards:

- 4.4.4. B. #1- Identify common animals found on PA farms.
- 1.5.3. B. #1- Gather and organize information.
- 1.5.3. B. #2- Write a series of related sentences or paragraphs with one central idea.
- 1.5.3. F. - Edit writing using the conventions of language.

Materials:

- Paper
- pencil

Objective:

Students will be able to write a friendly letter to a local farmer. In their letter, they will include the five parts of a friendly letter including the date, greeting, body, closing, and signing their name. Students will also include as least one asking/question sentence with the correct punctuation in their letter.

Anticipatory Set:

As a class we “adopted” a calf from a local farmer. As a class, we have been writing the farmer for many weeks. Currently we have been learning about the five parts of a friendly letter in writing class. Students will now be given the opportunity to write their own letter to the farmer.

Procedure:

1. As a class, review the five parts of a friendly letter- the date, greeting, body, closing, and signing their name.
2. Review what an asking sentence is and also what punctuation goes with an asking sentence (question mark). Explain that they are going to get an opportunity to write to the farmer and in their letter they must include one asking sentence.
3. Remind students that we have been writing as a class to the local farmer about our “adopted” calf for weeks. Review some of the past letters that have been written together as a class. Point out any asking sentences in the class letter. Discuss how the sentence begins and ends.
4. Now it is their turn to individually write to the farmer.

Follow-up Activities:

Have the local farmer write back to the children. Even when the unit is over, continue to and have the children write to the farmer.