

Writing With A Purpose

This project is of great value because it is authentic, and receiving material things in the mail is a great incentive.

Curriculum/State Standard

This project relates to NYS Learning Standard #1.

Overview

Writing With a Purpose allows students to write letters to companies listed in the book FREE STUFF FOR KIDS to receive small items, either free or priced to a maximum of one dollar. Students must write (or type) the letter correctly, label the envelope(s), and put on the correct postage.

Objectives

- The student will learn that writing has its rewards and eventually learn that writing can be fun.
- The student will improve letter-writing skills.
- The student will improve keyboarding skills.

Materials

Business envelopes, stamps, postcards, stationary or stationery software, padded envelopes for coins, copies of the book FREE STUFF FOR KIDS.

Readiness Activity

Students watch the teacher go through the whole process of sending away for an item, following the checklist in the book.

Strategies/Activities

The teacher sends away for the first item, so the students can see the entire process.

Train one child to help others write letters correctly on a pre-made form or on stationery software.

Each child takes a turn following the steps to send away for an item of his/her choice.

Students are required to fill out a form with the following information: item, page #, date sent, cost, date received, # of stamps, envelopes, and postcards used. This gives them some responsibility and provides a good record.

Continued on the back...

3

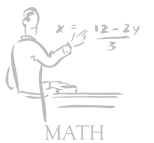
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



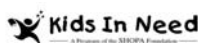
SOCIAL STUDIES

3

MONTHS

\$265

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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“Writing With A Purpose” project continued...

Culminating Activity

The culminating activity was having students share what they received. Then they wrote about the items they received and the process they went through to get them. They also wrote suggestions for improving the process for the next time.

Evaluation

Students realized when they received something in the mail that they followed procedures correctly. Those that did not receive something knew that they must have made a mistake, whether it was not following directions for the amount of postage, or not enclosing a stamped, self-addressed envelope, or putting an incorrect or incomplete address on an envelope. They quickly learned to be thorough and accurate. Every student was anxious to participate.