

#### Topic: Get the message

#### Writing a letter or email

##### Lesson concepts

- P** **Punctuation** — Symbols are different from letters
- N** **Punctuation** — Capital letters for names
- P** **Punctuation** — Capital letters and full stops for sentences
- P** **Spelling** — Letters of the alphabet represent sounds in spoken words
- P** **Sounds of language** — Rhymes, syllables, phonemes
- M** **Expressing preferences** — Feelings and thoughts about events, characters
- P** **Text structures and language features that create texts** — Short texts: familiar words and phrases, beginning writing knowledge
- N** **Constructing texts** — Software applications: word processing programs

Today students will:

- ▶ understand that full stops are a feature of written text different from letters and that spoken sounds are written using letters
- ▶ understand how to create short texts about story characters or events.

#### Resources

##### Text

Ahlberg, J and A 2006, *The jolly postman, or, Other people's letters*, Puffin, London.  
(Or use an online search engine to find a read-aloud version of the story.)

##### Digital

Slideshow — A visit to the post office

##### Sheet

Sheet — Alphabet chart

##### Find and prepare

Sheet of lined or letter writing paper

Envelope

Scrapbook, writing or drawing materials

Everyday materials to use in a pretend post office game

Recording equipment

## Lesson

### Read and view an email or letter as part of a story

#### Say to students

- ‘ Today you will listen again to the story *The Jolly Postman* by Janet and Allan Ahlberg.
- When we read the book this time we will look for different ways that messages are sent. ’

Encourage students to ‘read’ the pictures and remember or make up the story to go with the pictures.

Ask questions to help students talk about their reading.

#### Focus questions

Q: *How did you know what was happening in the story on each page?*

Discuss events in the story and how these events may have affected each character.

#### Say to students

- ‘ Look at the illustration that shows the Jolly Postman when he delivered the letter to the Big Bad Wolf. ’

#### Focus questions

Q: *How does the postman feel when he is at grandma’s house?*  
Q: *What has happened to make him feel that way?*

Read a page of the text and ask students to listen for and identify pairs of rhyming words on the page you just read.

#### Focus questions

Q: *Where is the writing in this letter?*  
Q: *How does the letter start?*  
A: Dear ...  
Q: *How does the letter end?*  
Q: *Are there any pictures in the letter? What do they tell you?*  
Q: *What else can you see in the letter?*  
Q: *Why did Goldilocks write this letter?*  
Q: *How do you think the Three Bears would feel when they read the letter from Goldilocks?*

## Discuss features of a letter or email

Look at the envelope in the book that the letter came out of and ask students to:

- identify where the stamp is
- point to where the sender's name and address is written.



Re-read the letter and ask students to:

- count the words in the sentences
- point to the full-stops at the end of sentences and capital letters at the beginning.

## Develop understanding about how capital letters are always used for people's names

Ask students to point to names in the letter.

Ask students to identify the capital letter in each name and to point to it with their finger.

## Develop understanding about how to write a letter or email

Choose a character to write a letter to.

Explain to students that they are going to write a letter to one of the characters they read about in *The Jolly Postman*.

### Say to students

“ You are going to write a letter to one of the characters you read about in *The Jolly Postman*. To start with, you will need to choose a character from the story. It can be a character that received a letter or it can be a character at Goldilocks' birthday party (for example: Humpty Dumpty, Jack and Jill, Little Miss Muffet, Baa Baa Black Sheep, the Three Pigs). ”

Help students to choose a character.

Come up with a reason for writing the letter.

Ask questions to help students think about what they would say to the character they have chosen.

### Focus questions

Q: *Why do you want to write a letter to (for example: Humpty Dumpty)?*

A: For example: Humpty Dumpty is my favourite rhyme.

Q: *What would you say in a letter to (for example: Humpty Dumpty)?*

A: For example: I hope that he gets better soon.

Show students a sheet of lined or letter writing paper.

Explain to students that they will use this paper to write a letter to their chosen character.

Using the lined paper, help students to identify:

- where to write their name and address; explain that you always put your name at the top of a letter so the person reading the letter knows who sent it
- how to greet the person (for example: Dear Humpty Dumpty)
- where to write the letter itself
- how to sign off the letter (for example: from, best wishes, regards, yours truly).



Provide students with the **Sheet** — [Alphabet chart](#).

Help students to write their letters.

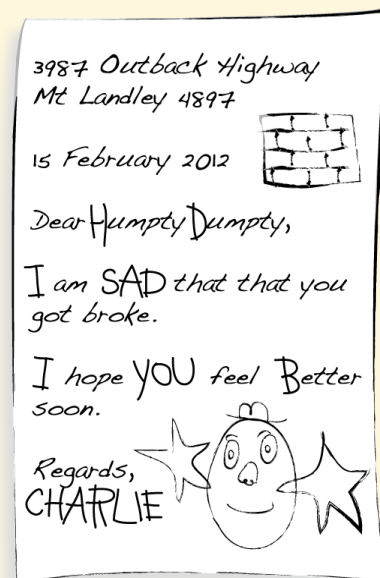
You could use the following steps to encourage students to participate in the writing of the letter 'Dear Humpty Dumpty, I hope that you get better soon'.

*What do you want to say in your letter to Humpty Dumpty?*

*Let's count how many words you said. We will have to write that many words. Remember, a word is a group of letters. We write a word for each word we say.*

*The first word 'Dear' is written for you, so we will write 'Humpty Dumpty'. I can hear the /h/ sound at the start of Humpty. Do you know what letter makes the /h/ sound? Find the letter 'h' on the alphabet chart and write that first. Because Humpty is his name, we need to use a capital 'H' for the first letter in his name. You write the 'H' and I'll write the rest of Humpty's name.*

*Can you hear any other sounds in Humpty? I can hear the /ee/ sound on the end. The letter 'y' makes the /ee/ sound on the end of this word.*



Continue as above with the rest of the letter to the story character.

Do not expect students to write every word.

If students wish to use pretend writing (for example: a string of letters, numbers and shapes), write the words above their writing and praise the student for having a go on their own.

Ask students to:

- read their letter to another person (helping them if necessary)
- draw pictures to add meaning to their letter.

Provide students with an envelope.

Show students how to write an address on an envelope.

### Note

Address the letter to the character, care of the student's class teacher at their school address. For example:

Humpty Dumpty  
c/- Mrs Jones  
Outback State School  
Longreach 4730

Talk to students about the postcode and how it helps the post office workers to sort the mail.

Remind students that we have to pay to have the letter delivered and we do that by buying a stamp and putting it on the letter.

Ask students to post their letter.

## Develop, progress and consolidate English through the contexts for learning

### Say to students

Now you are going to tell me about the **Slideshow — A visit to the post office** that we viewed previously and get ready to play a pretend post office game.



Allow students to view the **Slideshow — A visit to the post office**.

Prompt students to discuss the slideshow's ideas in order and add details to show what they saw and learned.

Use a digital recording device to record the students' recounts of the slideshow.

### Focus questions

- Q: *What happened first? What happened next? What happened after that?*  
*What did the post office worker wear or use?*
- Q: *How did the post office worker help people?*
- Q: *What jobs did you see the post office workers doing?*
- Q: *What happens to a letter after it is posted?*

Plan for a pretend post office game.

Ask questions to help students plan their post office game.

### Focus questions

Q: Which post office worker would you like to be?

Q: What jobs could another person do?

A: For example: a friend, an adult or a toy could be a customer, the mail sorter.

Q: What equipment will you need for a post office?

Use the **Slideshow — A visit to the post office** to help students talk about:

- what is in a post office
- what jobs the post office workers do
- what equipment they use
- which words post office workers might use.



Provide students with their scrapbooks and writing or drawing materials.

Help students write and draw a list of things they need to collect for the game.

Prompt students to collect everyday materials to use in their pretend game.

Help students to collect and organise the things they need for the game (for example: set up a counter, boxes for sorting, cash register, play money, scales, stickers (or stamps), markers, pens, pencils, stamp pads and rubber stamps, empty boxes for parcels, envelopes, writing paper).

### Record learning

Ask students to:

- discuss what they learned about writing and sending letters
- think about the role of post office workers in delivering the mail
- pack away any materials they used in this lesson and to put the books away carefully.