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## Service to Children through Teaching

School of Education  
*University of South Dakota*

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# **Service to Children through Teaching**

November 2003

School of Education  
The University of South Dakota

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2003

# Lesson Plan for Writing Letter to Military Personnel

## Objectives:

Students will write a letter:

- a. including the five parts of a friendly letter
- b. letting them know that we appreciate what they are doing and that we are thinking about them

## Procedures for the Teachers:

\*\*Introduce Dr. Tentinger when he comes in the room to talk about how important student letters are for the military personnel.

1. Get the students' attention before you talk (You could show them a map of where the soldiers are.)
2. Tell the students they are going to write a friendly letter to the military personnel in Iraq
3. Ask the students... What do you know about writing a friendly letter? (You can put it in a KWL chart on the board.)
4. Ask the students... What would you want to know about writing a friendly letter?
5. Show or explain the model letter and talk about the letter parts, writing parts names on the board.
  - a. Heading (Your address at the school)
  - b. Date (When you wrote the letter)
  - c. Greeting (Dear soldier, service person, military person)
  - d. Body (The message you write to the people)
  - e. Closing (Sincerely, or Your friend, or Best wishes)
  - f. Signature (Mike in Mrs. Smith's Room)

Have the students answer together saying the parts of the letter.

6. Ask students to share some ideas of what they could write about (like their grade, school, pets, sports, favorite things to do, a riddle, tell the soldiers they appreciate what they're doing, thank them for keeping the students safe, etc. Write those ideas on the board.)
7. Now have students write their letters and help them as needed by walking around the room.
8. If you have time, you could ask the students to volunteer to read their letters to the class.

Assessment: After the students are done look at the letters and see if the students included all of the parts of the letter.

-----  
**WHAT I**

**KNOW**

-----  
WHAT I  
WANT TO  
KNOW

-----  
WHAT I

LEARNED

## Parts of a Friendly Letter

*Heading* ---> 455 East Main Street  
Anytown, Pennsylvania 44556

January 6, 2001

Dear Michael, <--- *Greeting*

Let me tell you some of the reasons I hope you will never smoke. ....

*Body*--->

*Closing* ---> Sincerely,

*Signature* ---> Jeanne Rogers

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# Service Learning: Book for Class to Welcome New Students

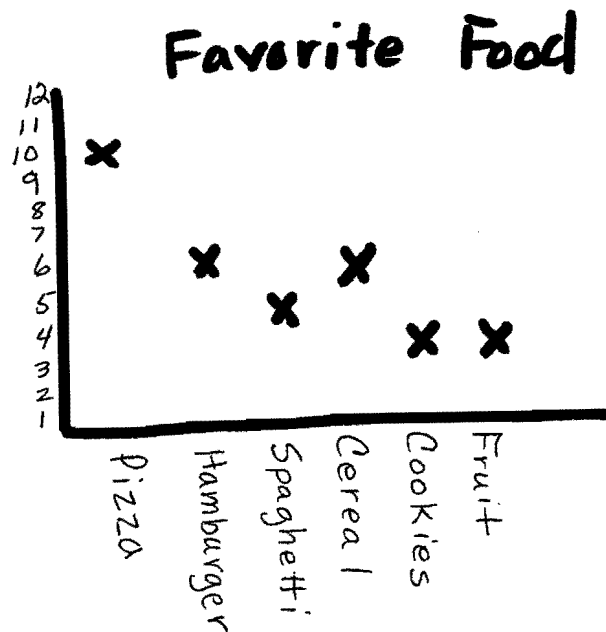
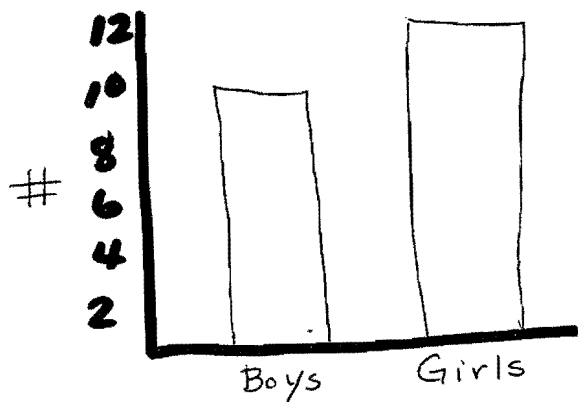
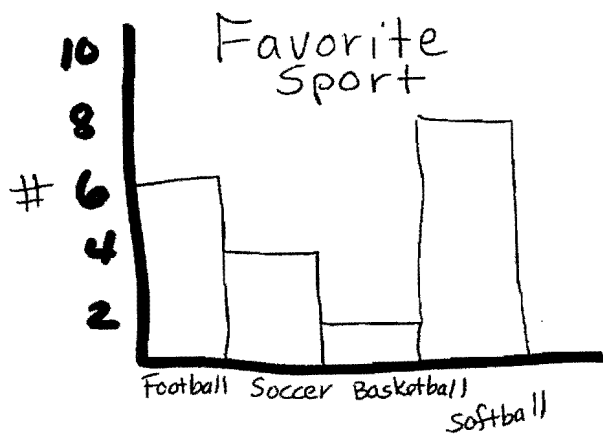
## LIKES AND DISLIKES

### Lesson Plan

**OBJECTIVE:** Inform new students of likes and dislikes of class members and to be able to graph information.

### PROCEDURES:

1. Break students into small groups.
2. Brainstorm different survey topics.
3. Decide one topic to do the survey on.
4. Write survey questions.
5. Count number of students in the class.
6. Survey the students in the class.
7. Record the data from the survey.
8. Make the graph.
9. Color the graph and decorate the page





## DESCRIBE YOUR TEACHER

OBJECTIVE: The students will create a word and picture description of their teacher.

### PROCEDURES:

1. Brainstorm ideas about the teacher by giving them some sentences to complete about the teacher.
2. Have the students write their ideas on paper.
3. Have one student in the group draw a picture of the teacher.
4. Have another student in the group write about the fun things the teacher does in the classroom.
5. Now put them together on the page.

# Our Teacher

Ms. \_\_\_\_\_

She has \_\_\_\_\_ hair and  
\_\_\_\_\_ eyes.

She is from \_\_\_\_\_.

Her favorite food is \_\_\_\_\_.


She looks like \_\_\_\_\_.

She always dresses  
like \_\_\_\_\_.

She \_\_\_\_\_,  
and \_\_\_\_\_.

Fun Things  
We Do!

- Sing songs
- Feed Class  
pets
- Have pizza  
parties



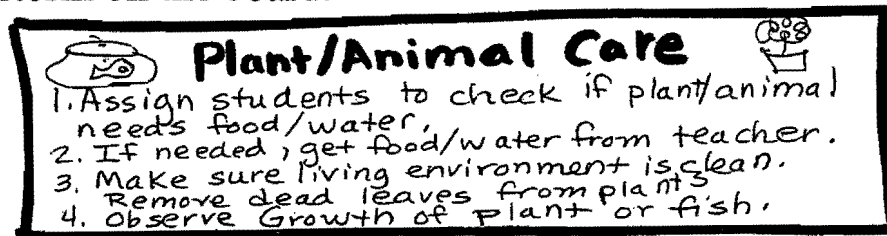


## Care of Classroom Pets

Objective: Students will be able to give examples of how to take care of their pets.

Procedures:

1. Talk to students about the importance of caring for the class pets and animals.
2. Talk about the classroom pet or plant and what is needed to take care of the pet.
3. Explain that they are going to need to make a page for the book that explains how to care for the class pet.
4. Brainstorm on the board.



Class Schedule

Objective: Students will create a class schedule.

Procedures:

1. Put the title on the board
2. Ask students if they can tell you the class schedule.
3. Write the schedule on the board as the students tell you including the time.
4. Have the students create their own .
5. Ask if there is anything to add (like restroom breaks)

STEPS for Students


1. Come up with the title for the schedule
2. List each period
3. Have them make the page for the book and decorate it

## PICNIC GAME

**OBJECTIVE:** Through imagination and creativity, students will develop fun items to take on a picnic using initial letter sounds

### PROCEDURES:

1. Separate class into 2 large groups
2. Each student tells the group their first name
3. Playing a game, students will create an item to bring on a picnic that starts with the same letter of their first name. Each student must try to remember the previous students' item.
4. After the activity, students will create pages for the new student book using this exercise.

Amy  
  
ants

Linda  
  
lollipops

## FAVORITE BOOKS

### OBJECTIVE:

Students will know popular choices of books found in the library.

### PROCEDURES:

1. Brainstorm books found in the library.
2. Vote on the top 10 books selected.
3. Record books
4. Decorate and color.

**Our Favorite  
Library Books**

Harry Potter

## POSITIVE CHARACTERISTICS ABOUT OUR CLASSMATES

### OBJECTIVE:

Students will learn more about their classmates through interactive writing of positive characteristics.

### PROCEDURES:

1. Brainstorm positive characteristics on the board: (examples: magical, fun, enthusiastic, daring, jovial)
2. In 4 groups, children work on descriptive words
3. Develop ideas for letters in the name
4. Compile 4 names to one page
5. Design pages

## We Like Our Classmates

**M**annerly

**A**ctor

**R**eader

**K**ingly

**C**reative

**A**thletic

**M**usical

**I**ntelligent

**J**umpy

**O**ptimistic

**A**ctive

**N**ice

**C**ooperative

**A**ctive

**D**reamy

**E**nergetic

**S**ensitive

**A**thletic

**R**espectful

**A**dorable

**H**opeful

**M**uscular

**I**ntellectual

**K**nowledgeable

**E**ncouraging

## TEACHING PROCEDURES AND PRACTICES

### **HOW TO GET STUDENTS' ATTENTION**

Give Me 5

If you can hear me, clap three times

Signal (visual or noisemaker)

54321-Anyone talking, no not one.

Raise your hand to signal time to start

I'll give you two minutes to have your books, notebook, pencil and be ready to take notes.

### **HOW TO INCREASE STUDENT RESPONSES**

Choral responding

"Thumbs up, thumbs down-Do you agree with that answer?"

"Everyone think. Why did...? Now tell your neighbor."

Response cards- e.g. Yes/No; number cards; Parts of speech

"Everybody, what did he/she just say/do?"

### **HOW TO TEACH CLASSROOM PROCEDURES**

1. **DESCRIBE THE PROCEDURES:** Tell the students about the procedure, model it, explain why and then demonstrate it.
2. **REHEARSE:** Have students rehearse and practice the procedures and give each other feedback.
3. **REINFORCE:** rehearse and practice with feedback until procedures are habitual for all students, reteach if necessary

### **HOW TO FOCUS STUDENTS ON IMPORTANT INFORMATION**

1. **KWL-**Have students tell what they **KNOW** about topic, What they **WANT** to learn, and after the lesson, What they **LEARNED**
2. Write learning objective for lesson on the board before the lesson
3. Have students write down before the lesson in their notebooks: **What** they will learn, **How** they will learn it, and **Why** they are learning it

## Service Learning Lesson Plan

1. **Focus:** (describe the transition or preparation activity - anticipatory set)
2. **Objective(s) / K-12 Standard(s):** (clearly state the intent of the lesson - students will be able to . . .) and list the K-12 Standard(s) addressed within the lesson)
3. **Monitoring/Adjusting:** (describe the formative assessment activities – what is done during instruction to make certain that students understand the material and what changes are made when students are struggling)?
4. **Guided Practice:** (How are students provided opportunities to practice with the objective(s).
5. **Assessment of Student Learning:** (What is done to provide students with opportunities to demonstrate their learning of the objective(s)?