Unit: Cooking With The Family

Lesson #5 of 7

A Character from "The Day it Snowed Tortillas"

Language Arts
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Introduction

In this lesson the students will write to one of the main characters from the story, “The Day It Snowed Tortillas” by Joe Hayes.

Outcomes

Students will organize and write a friendly letter using the correct format with 100% accuracy.

Standard

Language Arts Standards And Performance Objective: Foundations (Grades 1-3)
Write well-organized communications, such as friendly letters, memos and invitations for specific audience and with a clear purpose.

Resources And Materials

- “The Day It Snowed Tortillas” by Jan Hayes
- Writing paper
- Pencils
- Dictionaries
- Overhead projector
- Thesaurus
- Samples of letters
- Stationary paper.

Vocabulary

- Indentation, salutation, closing, greetings, stationary

Process

1. Engage student's attention.
2. Ask how many students like to receive letters or have received letters before. Did they like them? Tell them that today is a special day because they are going to learn the steps to writing a friendly letter. There are rules for making a good organized letter and they get to write to the character of their choice. Ask students how they felt after reading, “The Day It Snowed Tortillas.” Tell them that they are going to have the opportunity to write to a character in the story. Inform the students that after they get to practice writing this letter, they can write to their nanas and tatas and tias and uncles that don't live close by them.
3. Using the model of a letter, pin-point the five main parts of the letter: date, salutation, body, closing and signature. For example, teacher points to the greeting and students have to name that part. Teacher points to the body and students need to name it, etc.
4. As a class brainstorm ideas in the overhead of why we would like to send a letter to the woodcutter or the wife. As the class to decide on a character to write to.

5. Teacher begins writing a letter on the overhead using **incorrect** format and keeps writing until students notice. Ask the students to tell the teacher what is wrong with the format. Write the correct version with the assistance from the students. If a student knows a word in the letter is incorrect but can't spell the word correctly, they may look for it in the dictionary.

6. Read the letter and ask students if it sounds correct and if it looks nice. Tell students that sometimes letters look prettier on nice stationary and that they are going to decorate their individualized letters on stationary paper and show the students different kinds of stationary paper.

7. Now have the students write their individualized letters to a character in the story.

8. Teacher needs to walk around the room verifying that students are following the rules of the writing process.

9. When students are finished, collect them and put them in an envelope and tell them that you are going to mail them after school.

**Assessment**

Students need to have the five parts of the friendly letter.

**Extensions / Modifications**

- For lower grades…
  - Group may dictate a letter to teacher
  - Have a writing center with an instructional aide and the IA writes the letter for the students
  - Students trace the letter with a crayon
  - Have an interactive bulletin board where students need to label the parts of a friendly letter.

**Multiple Intelligences:**

- Spatial
- Verbal/Linguistic
- Interpersonal
- Intra-personal