

Mailing a Letter



ESL Series

**Reading, writing, and speaking English in a
Real life context.**

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Learning Outcomes

I am able to recognize and use the Vocabulary list words in sentences

I am able to participate in a Role-play – ‘Mailing a Letter’

I can write a letter describing my life in America.

I can address an envelope correctly.

I have made a Family Tree and labeled it in English.

I understand and can use a letter format appropriately.

I am able to read a text and answer questions about it.

I am able to write and present a Survey.

I am able to use ‘something, anything, nothing’ in sentences.

I can recognize abbreviated words and use common abbreviations when Addressing an envelope.

I can identify light and heavy objects and label accordingly.

I am able to give directions from my home to the school, in written and Oral form.

Mad Spelling Monday

Vocabulary list

1. mail _____
2. post office _____
3. stamp _____
4. letter _____
5. package _____
6. weigh _____
7. pounds _____
8. light _____
9. heavy _____
10. family _____
11. receive _____
12. something _____
13. where _____
14. hello _____
15. need _____



'Terrific Talking' Tuesday Role play

Steve : Excuse me. Can you tell me where the Post Office is?	Jenny : Yes. The Post Office is just next to the Grocery Store.
Steve : Oh! Ok. Thank you. Is it on the left or right side of the Grocery Store/	Jenny : I think it is on the right side. You can't miss it. It has a large 'US Postal Service' sign out the front.
Steve: Thank you very much. I will look out for that. Goodbye.	Jenny : You're welcome. I hope you find it

At the Post Office

Brian : Hello. How can I help you today?	Steve : I have a package I want to mail to my family.
Brian : Oh. Where do you come from?	Steve : I am from Japan. I have lived in America for 6 months now.
Brian : Welcome to America. Let's weigh the package. It weighs about two pounds.	Steve : How much will that cost to send?
Brian : \$16.95 by Air Mail.	Steve : Great! That is not too expensive. I also need a stamp for this letter.
Brian : The letter is not very heavy. That will be \$2.50.	Steve : My family in Japan will be very happy to receive something from America.
Brian : Is that all for today?	Steve : Yes, Thank you for your help. Goodbye.

Wacky Writing Wednesday

Creative Writing

1. Write a Letter to your family describing your life in the US.

2. Address an Envelope correctly.

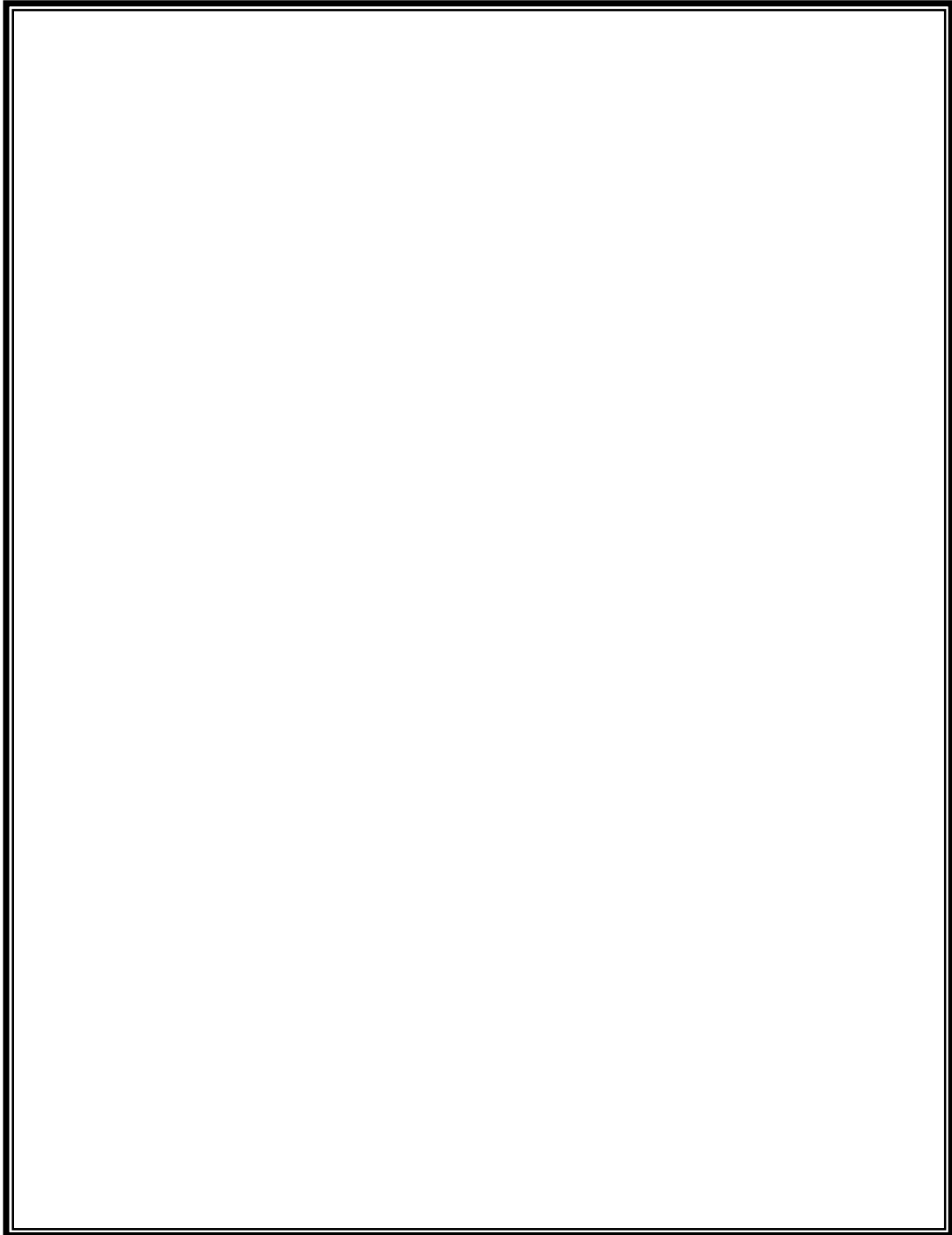
3. Make a Family Tree.

Prepare a short talk about your family, using the Family Tree Poster as a visual aid.

4. Make a Post Card about your country.



Draw and Label your Family Tree





Rowdy Reading Thursday

Answer YES or NO

1. Do you like to eat carrots? _____

2. Do you like to eat rice? _____

3. Do you like to eat cookies? _____

4. Do you like to drink tea? _____

5. Do you drink coffee? _____

Write your own Survey and ask a friend 6 questions using "Do you?"

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



Something Anything Nothing

Read:

Do you have something in your pocket?

Do you have anything in your pocket?

There is nothing in my pocket.

Read:

Is there something in the box?

Is there anything in the box?

There is nothing in the box.

Read:

Do you have something in the bag?

Do you have anything in the bag?

There is nothing in the bag.

Use Something – Anything – Nothing in sentences:

1. _____

2. _____

3. _____

Abbreviations

Street	St.
Avenue	Ave.
Boulevard	Blvd.
Junior	Jr.
Misses	Mrs.
Mister	Mr.
Doctor	Dr.

Can you see what words need to be abbreviated?
Make the corrections.

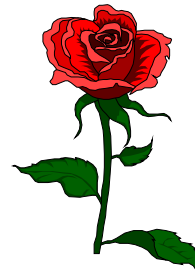
Misses Jane Smith
34 Brown Street
Chicago.
IL. 46263

Mister John Flounder
124 Snow Boulevard
San Francisco.
CA. 94015

Doctor Jane Court
245 Haley Avenue
Los Angeles.
CA. 90230

Light and Heavy

Label each picture – Light or Heavy.



Draw a Map of where you live. Remember to include stores, parks and houses.

Write Directions to travel from your house to your school.



My Directions :

TEACHER NOTES – Mailing a Letter

Mad Spelling Monday

1. Introduce the Vocabulary List using the Flash cards.
2. Ask students to write each word (twice) on the Vocabulary Sheet.
3. Orally, use each vocabulary word in a simple sentence.
4. Play Reading Games using the Flash cards.
5. Discuss with students how often they write letters or their last visit to a Post Office.(Encourage the use of the vocabulary words)

Terrific Talking Tuesday

1. Read the Role-play to the class. Ask students to listen and follow the dialog.
2. Set up a Post Office in the classroom and rehearse the first section of the 'Steve and Jenny Role play'.
3. Create a Mail Box in the room. Include Stationery, pencils, stickers, envelopes (anything that will encourage letter writing)
4. Give plenty of time for students to rehearse the dialogue.
5. Videotape the students, using the Role-play dialog – Mailing a Letter.

Wacky Writing Wednesday

1. Revise the Vocabulary words using the Flash cards.
2. Use the 4 Topics to brainstorm more useful words.
3. Choose one Topic and model a piece of writing on the chalk-board.
4. Distribute the Writing Sheet (write a Letter) to students.
5. Once the first copy is completed, students meet the teacher to proof read work, i.e. check spelling and grammar.

Write a Letter to your family describing your life in the US.

Discuss with students their experiences since arriving in the US. Write useful words on the chalk-board. Talk about the differences and similarities of the two countries. After writing an example of a letter on the chalk-board, provide letter writing materials for the students. After the first copy is completed, meet with the student to proof-read for spelling and grammar corrections.

Address an Envelope correctly.

Show real letters you have received recently. Discuss how the addresses are written. Provide a Zip Code Booklet, for students to discover each State's zip-code.

Distribute real envelopes for students to write addresses on. Use a Phone Book to find interesting Business addresses.

Make a Family Tree

Ask students to describe their family members. (ages, jobs, interests etc.,)

Using Index cards, students can plan a short talk about their family.

Brainstorm useful words on the chalk-board and model a simple plan for the students.

After the presentation of Talks, students can make a Family Tree, by drawing and labeling family members.

Make a Post Card about your country

Show Post cards of the USA. Ask students to remember a place they like in their own country. Explain that post cards include a photo and a short note to someone.

After viewing the real Post cards, students can design a Post Card illustration for the front of the card. Once this is completed, they can imagine they are still living in their country and write a short note to the teacher on the back of the Post card.

Rowdy Reading Thursday

Read the text and explain any difficult words. For beginner readers, shorten the text or use 2-3 sentences to begin with. Ask students to repeat the sentences with the teacher.

Answer Yes or No Sheet

Orally, ask students questions beginning with "Do you....?" Ask students to use these questions when talking with each other.

Students write their own Questions for a Survey and ask these Questions to other class-mates. A presentation of the Surveys can be made to the class.

Something, anything, nothing

Make large flash-cards of the words. Ask students to use the words in sentences, for example....provide a box in the middle of the room...and ask "Is there anything in the box?"

Abbreviations

Provide real envelopes for students to recognize the abbreviations used. Use the Abbreviations worksheet to explore more abbreviations.

For extension, students may explore the States of America and their abbreviations.

Light and Heavy

Using simple scales, weigh objects and label them heavy or light.

Set up a Post Office to weigh packages / letters. Students may write a simple dialog about how heavy or light the packages are.

Draw a Map

On the chalk-board draw a map of the neighborhood. Explain the directions – North, South, East and West. Ask questions about how to get to a certain place. Brainstorm useful words on the chalk-board. Students then draw their own map and either orally tell you or write how to travel from their home to school.