

Writing a Letter to a Farmer or Agricultural Person

Saskatchewan Curriculum Outcomes:

Compose and Create (CC).

Grade 1: **CC1.4** Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.

e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model.

f. Write brief explanations and descriptions (accompanied by pictures) of real objects, persons, and places.

g. Begin to include related details with main idea and edit with teacher support.

Grade 2: **CC2.4** Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

d. Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences.

e. Write stories, poems, songs, friendly letters, reports, and observations using techniques observed in reading texts (including First Nations and Métis resources).

h. Write a friendly letter complete with date, salutation, body, closing, and signature.

Grade 3: **CC3.4** Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short



report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.

f. Create characters and events from outside students’ personal environment.

g. Write descriptions that use concrete sensory details.

h. Begin to use excitement, humour, suspense, and other creative devices.

i. Write personal letters, thank-you notes, invitations, and logs.

Grade 4: **CC4.4** Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.

j. Communicate and demonstrate understanding by creating original texts (e.g., poem, play, letter, journal entry) and by writing responses to texts, supporting judgements through references to both the text and prior knowledge.

Teacher Information:

Letter writing is an essential skill. Even in a world dominated by emails, social media and text messages, everyone must write letters at some point. Letters of complaint, job applications, thank you letters, letters requesting changes or making suggestions – the list goes on and on. Encouraging children to write letters from an early age will improve their communication, social and handwriting skills, and teach them what they need to know about writing and structuring letters. If any child has ever sent or received a letter in the mail in their lives the sheer excitement they feel.

October is also Ag Month! It is an awesome excuse to thank a farmer or ag-related person who makes an awesome impact



on your community that you are thankful for. The students can write letters to the amazing and hardworking agricultural people in their community to show their support and say thank you for everything they do to help get food to feed the world. Who knows maybe the farmer will even write back to them!

If you are teaching lower grades this lesson plan may need to change slightly and simplified to accommodate the skill levels of your students. This lesson pairs well together with our Sprout Head Lesson Plan. Students can start out by creating their Sprout Head and then writing a letter to their Sprout Head later on.

Part 1: Warming up to letter Writing

Use the above themes to encourage the children to discuss letter-writing. Ask the children to put their hands up if they have ever received a personal letter. Ask for one or more volunteers to talk about how they felt to receive the letter. Here are some initial questions that may help:

- What was in your mind as you read the letter?
- Did you keep the letter to read again?
- Did you share your letter with anyone?
- Did you write back?

And some questions for whole class or group discussions:

- Can the class describe any differences between the handwritten letter and an email?
- Do the children think there is ever a time when only a handwritten letter will do?

Possible extension would be to get the students into smaller groups and describe when they have received a letter. Ask the class to interview each other to find out everyone’s experiences of writing and sending letters. This can be recorded in a chart.

Part 2: Formal vs Informal Letters

On the white board create a table, on the one side write Formal Letters and the other side write Informal Letters.

| FORMAL LETTERS | INFORMAL LETTERS |
|----------------|------------------|
| | |

Read aloud two sample letters, one formal and one informal and have students discuss the differences and similarities between the two letters. Make sure to write down the key words and findings of the students between the differences. If possible, use a document camera, projector, or smart board to show the students the different letters. Have students talk about the differences in:

- Address – business vs private
- Greeting – formal vs informal
- Style of the letter – friendly vs business
- What is the message of the letter?
- How does the letter end?

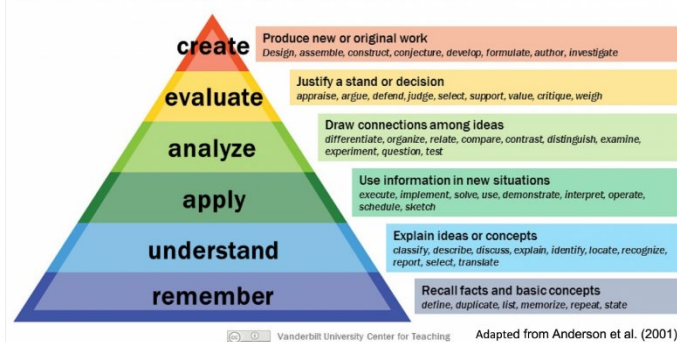
For further learning give small groups their own formal or informal letters and ask the students to discuss and examine whether the letters are formal and informal, and why they think so? They can then present their findings to the class and tape their

letter to either the formal or informal side of the table written on the board.

Part 3: Structure of an Informal Letter – Lets write our own!

Now that we have learned all about letter’s it is time for students to create their own!

Bloom’s Taxonomy – Cognitive Domain



According to Bloom’s taxonomy creating is the highest level of cognitive learning. Students will be writing a letter to someone in agriculture. Whether it is a farmer, an agronomist, a truck driver, a rancher, a mechanic, or anything that connects to helping us grow our food. The list of

potential people is endless! If you do not have contact with anyone involved in agriculture you can email AITC-SK at: resources@aitc.sk.ca. If you do not want to send it to an actual person in agriculture you can also have your students write a letter to a made up person in agriculture and hand them into the teacher when they are done.

What should my letter include?

Ask the students:

- Who are they sending the letter to? Have students pick the person they want to send their letter to. Is it someone real or someone they made up? They could also send a letter to their Sprout Head if they made one.
- What kind of letter they want to write? Will it be a Formal Letter to a person in agriculture asking them a question or trying to gather

more information about agriculture or will it be an Informal Letter where they are thanking a person in agriculture for what they do?

- Once students have picked who they are sending the letter to and what kind of letter it is going to be go over what is included in each letter one more time. The information should still be on the board and in Part 2 of the lesson.
- Give students the freedom to work independently on their letters. It is recommended that their first letters are written by hand to get the format down first. Students can also draw a picture to go along with their letter or even send a photo of themselves.
- Once students are done their rough copy have them read them to a partner as though they were reading it to the person, they are sending it to. The partners can work together to make sure the letter makes sense, is formatted correctly and give any formative feedback from the teacher or partners.
- Have students make a final copy of their letter to be handed into the teacher to be sent to the recipients and marked if the teacher wants.



| “Thank a Farmer” Letter Rubric | | Student Name: _____ | | | |
|------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------|
| | 4 | 3 | 2 | 1 | |
| Letter Parts | My letter has all its parts the heading, greeting, body, closing, and signature. | My letter has 4 out of 5 parts. | My letter has 3 out of 4 parts. | My letter has 2 out of 3 parts. | ___/4 |
| Handwriting | AWESOME! I wrote so neatly that my teacher could read the whole letter. | I did a good job but could do a little better. | I did an okay job, but I know I can do better. | My teacher could not read most of my letter. | ___/4 |
| Spelling | ALL my words were spelled correctly. | MOST of my words were spelled correctly. | SOME of my words were spelled correctly. | NONE of my words were spelled correctly. | ___/4 |
| Punctuation/ Capitalization | Wonderful, ALL my punctuation and capitalization were correct! | MOST of my punctuation and capitalization was correct. | SOME of my punctuation and capitalization was correct. | NONE of my punctuation and capitalization was correct. | ___/4 |
| Length <i>Depends on grade and outcome</i> | My letter was at least __ sentences long. | My letter was at least __ sentences long. | My letter was at least __ sentences long. | My letter was at least __ sentences long. | ___/4 |
| Content x2 | Message of my letter was very clear and got my message across very well. | Message of my letter was pretty clear, but I know it could have been better. | Message of my letter not very clear and I did not get my message across very well. | Message of my letter was not clear, and I did not get my message across. | ___/8 |

Score:

_____/28

Teacher Comments:





If you want to teach your students about more letters and how to write specific letters such as:

- Letters of inquiry and letters providing information
- Thank-you letters
- Letters of invitation
- Letters of complaint
- Letters to Santa
- Letters to newspaper and magazines

Please go to <https://www.readingrockets.org/article/introduction-letter-writing>



Miss Jenny Gamble
15 Hall Road,
Anytown
CO2 6S4

Cinema City
25 Hill Street,
Anytown
DS3 6NT

23rd October 2007

Dear Sir,

I saw in the local paper that you have set up a new Kids Club. Can you please tell me more about it.

Who can join? Where does it meet? How much does it cost? When do meetings take place? What time does it start?

Do I need my parents' permission to join?

Yours sincerely,

Jenny Gamble

Formal

Jenny Gamble
15 Hall Road,
Anytown
CO2 6S4
23rd October, 2007

Dear Mary,

How are you? I'm very well. I didn't write earlier because I was very busy.

I like my new home. It is a lovely house. I have a big bedroom looking over the garden. I helped Mummy paint the bedroom walls yesterday. We chose a pretty yellow colour.

A boy called Mark lives next door. He is the same class as me at school. Mark is very good at sports and English. He likes animals just like we do, but even more. He says he is going to be a vet when he grows up.

I am still thinking about being a writer. Do you want me to send you the story I am writing when it is finished? It is all about animals having adventures.

Write back soon. I am really looking forward to hearing all your news.

Love,
Jenny.

Informal



Chris McCarthy
32 Main Street
St. Julian's, Malta
STJ 3153


Jane Smith
Marks and Spencer
173 Oxford Street
London, W1D 2JR
United Kingdom

August 16, 2016

Dear Ms. Smith,

This is where you will introduce yourself and explain why you are writing.
Include examples or specifics to explain your point here.

If you need a third paragraph to suggest how your goal should be accomplished or what the recipient needs to do to help you solve your issue, write it here.

Sincerely,

Chris McCarthy


14 Plowden Road
Torquay
Devon
TQ6 1RS
Tel 0742 06538

22 December 2007

The Secretary
Hall School of Design
39 Beaumont Street
London
W4 4LJ

Dear Sir or Madam

I should be grateful if you would send me information about the regulations for admission to the Hall School of Design. Could you also tell me whether the school arranges accomodation for students?

Yours Faithfully

Allan Parker

Sector 17
Vashi
New Bombay

6th July, 2013

Dear Maya

Thank you very much for your last letter. It was great to hear from you after so many months. You seem to be having a nice time in France.

Thanks also for the photographs. I absolutely loved that snap of yours standing in front of the Eiffel Tower. France looks stunning. Someday, I would definitely like to go there.

There's not much happening here. I am busy with my work and kids.

By the way, are you coming home anytime soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon!

Aditi

Sector 17
Vashi
New Bombay

The Manager
Modern Restaurant
Sector 23
Vashi

6 July 2010

Dear Sir / Madam,

I am writing to complain about a meal we had in your restaurant yesterday.

We had booked a table for six but when we arrived there were no free tables and we had to wait for more than 45 minutes to sit down.

From a menu of 12 dishes, only four were available and their quality was poor. The fish, in particular, tasted awful and the waiter was rude when we told him about this.

We have eaten in your restaurant several times in the past but this is the first time we have received such bad treatment. I am not asking for a refund but I would like you to improve the quality of your dishes and service.

Yours faithfully
(Handwritten signature)
Ravi Menon



Box 101999,
Kitwe,
ZAMBIA

27th September, 2009

Book House Ltd,
Box 311002,
Lusaka,
ZAMBIA

Dear Mrs. Kamwi,

Thank you very much for offering me the position of Assistance Editor in your firm. I have for a long time admired the high level of professionalism that your firm displays, and therefore I consider it the utmost privilege to work with you.

I intend to put in all my effort in the job and demonstrate to you that you made no mistake in choosing me. I am indeed excited about applying my skills to accomplish the job.

Once again, I really look forward to working with you, and I cannot wait to report for work this Monday.

Yours sincerely,

Richard Ch
Richard Chabu

Sector 17
Vashi
New Bombay

The Manager
Modern Restaurant
Sector 23
Vashi

6 July 2010

Dear Sir / Madam,

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Yours faithfully

(Handwritten signature)

Ravi Menon

123 Elm Ave.
Treesville, ON M1N 2P3
November 7, 2016

Mr. M. Leaf
Chief of Syrup Production
Old Sticky Pancake Company
456 Maple Lane
Forest, ON 7W8 9Y0

Dear Mr. Leaf:

Let me begin by thanking you for your past contributions to our Little League baseball team. Your sponsorship aided in the purchase of ten full uniforms and several pieces of baseball equipment for last year's season.

Next month, our company is planning an employee appreciation pancake breakfast honoring retired employees for their past years of service and present employees for their loyalty and dedication in spite of the current difficult economic conditions.

We would like to place an order with your company for 25 pounds of pancake mix and five gallons of maple syrup. We hope you will be able to provide these products in the bulk quantities we require.

As you are a committed corporate sponsor and long-time associate, we hope that you will be able to join us for breakfast on December 12, 2016.

Respectfully yours,

Derek Jeter

From,

Date - 14th May 2017

Dear _____ [name of person]

Hello! How're you? How's the weather there? It's extremely warm here. I hope you and everyone else is doing well.

I'm very busy here with _____. There's a lot of work to be done. Time is extremely precious. I cannot wait to meet _____.

I'll be coming to _____ for a conference/wedding/meeting. We have to meet up then. Do write back soon. I'm waiting for your reply.

Take care,

Love,

_____ (Name)

