Greetings in a Card

Student Material

A greeting is a way to share a polite welcome.
Turn to the person next to you and say "hello."
This is a greeting.



Do you greet all individuals the same way?
How do people around the world greet one another?

A *greeting card* is a kind way to say hello,
express feelings, or celebrate an occasion.
A greeting card is a nice way to make someone smile.
It shows thoughtfulness and care, which are beautiful gifts.

Think of someone who would love to receive a greeting card.
Write that person a special message in the card to show that you care.
Then, we will send the greeting card in the mail and make people smile!

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Student Material

Greetings in a Card *Rubric*

	 **I Am Working on It!**	 **I Did It!**	 **I Did It and . . .**
Card Content	I wrote a complete sentence about the purpose of the card.	I wrote 2–3 complete sentences about the purpose of the card. ❑ I did it! I used an appropriate greeting. ❑ I did it!	I included a personal thought with an appropriate closing.
Picture	I did 1 of the following: I included a picture that relates to the card. My picture has color variety.	I included a picture that relates to the card. ❑ I did it! My picture has color variety. ❑ I did it!	I included a self-portrait.

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	 **I Am Working on It!**	 **I Did It!**	 **I Did It and . . .**
Address Envelope	I used adult/peer support to address the envelope.	I centered my address on the envelope using my name. ❑ I did it! I centered my address on the envelope using my number and street. ❑ I did it! I centered my address on the envelope using my town state and zip code. ❑ I did it! I stamped my school return address on the envelope. ❑ I did it!	I helped my peers address envelopes.

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	 **I Am Working on It!**	 **I Did It!**	 **I Did It and . . .**
Capitalization	I sometimes capitalized the first word of each sentence, I sometimes capitalized the pronoun *I*. I sometimes capitalized names and places.	I capitalized the first word of each sentence. ❑ I did it! I capitalized the pronoun *I*. ❑ I did it! I capitalized names and places. ❑ I did it!	I correctly capitalized the greeting and closing words.
Punctuation	I used punctuation at the end of a sentence.	I used correct punctuation at the end of a sentence. ❑ I did it! I used a comma in the date, greeting, and closing. ❑ I did it!	I included one other form of punctuation, such as an exclamation point or a question mark.

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Teacher Material

Greetings in a Card *Scaffold for Learning*

Benchmark Video and Discussions
- Unit launch — the importance of a greeting — to create a felt need
- Different Greeting Cards
- Main Topics of Text
- Retelling Key Details
- Different Greetings From Around the World



Instructional Activities: Learning

Instructional Texts/Websites
- Address an envelope (I)
- Write an address (I)
- Capitalize (I)
- Punctuate (I)
- Identifying main topic (I, P)
- Retelling key details (SG)
- Reviewing cards (SG)

Instructional Videos
- Address an envelope (I)
- Write an address (I)
- Capitalize (I)
- Punctuate (I)
- Identifying main topic (I, P)
- Retelling key details (SG)
- Reviewing cards (SG)

How-to Sheets
- Address an envelope
- Write an address
- Capitalize
- Punctuate
- Publishing your card on the computer

Interactive Websites
- Addressing an envelope (P)
- IXL — capitalization/punctuation (I)
- freerice.com — countries of the world, grammar (I, HW)
- Videos of greetings (SG)
- Publishing greeting card (I, P)

Learning Centers
- Addressing envelopes (P)
- Capitalization (I, P)
- Punctuation (I, P)
- Match the greeting (I, P)
- Greetings from around the world (P, SG)

Small-Group Mini-Lessons
- Address an envelope
- Write an address
- Capitalize
- Punctuate
- Identifying main topic
- Retelling key details
- Reviewing cards

Instructional Activities: Additional

Practice
- **Read stories about different greetings (I, P)**
- **Address envelopes (I)**
- **Practice writing address (I)**
- **Practice capitalization and punctuation (P)**
- **Ask & answer questions about text (SG)**
- **Identify main topic of a text (I)**
- **Write card message (IV)**

Application
- **Mail a greeting card (I)**
- **Buddy read stories about greetings (P)**
- **Research different types of greetings (SG)**
- **Summarize read-aloud (I)**
- **Retell stories (P)**
- **Suggestions for improving card message (P)**

Assessment
- **Peer edit card message (P)**
- **Self-assess correct address (I)**
- **Self-assess capitalization rules (I)**
- **Self-assess punctuation rules (I)**
- **Use rubric to self-assess task (I)**

Reflection
In you *Efficacy Notebook*, reflect:
- **How did sending a card make you feel?**
- **How do you think the receiver will feel?**
- **What country's greeting did you like best? Why? (I)**

Key: Individual **(I)**, Pairs **(P)**, Small Groups **(SG)**, Activities suitable for Homework **(HW)**, Insights Video **(IV)**

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Teacher Material

Greetings in a Cards *Content Facilitation Grid*

Students	Ask & answer questions about key details in text	Identify the main topic of a text	Retell key details of a text	Draw/write to tell about a topic	Draw/write to give some information about a topic	Respond to suggestions and suggestions from peers and add details to strengthen writing	Recall/gather information from provided sources to answer a question	Use digital tools to produce or publish writing	Can capitalize the beginning of a sentence	Can capitalize proper nouns

M – mastery *P – peer tutor level* *HW – needs homework for reinforcement*
W – working on it *ML – needs a mini-lesson*

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Greetings in a Card *Facilitation Questions*

Teacher Material

COMPREHENSION *Ask questions that ensure students understand content and skills needed to solve the problem.*	• What is a greeting? • What is a greeting card? • When do you use a capital letter? • When do you use a period? Comma?
APPLICATION *Ask questions that ensure the ability of students to apply learning to new situations.*	• When would you send a greeting card? • What should be capitalized in this sentence? Address? • How do you mail a card?
CONNECTION *Ask questions that ensure the ability of students to apply learning to their lives.*	• When have you received or sent a greeting card? • What kind of message was in the card? Picture? • How greet one another at school?
SYNTHESIS *Ask questions that encourage students to create new information from existing data.*	• Who else could we send greeting cards to? • What else could you include in a greeting card? • Do you greet all individuals in the same way? • Other than mail, how could you share a greeting card? • Why is punctuation important?
METACOGNITION *Ask questions that prompt students to think about their own thinking process.*	• What did you learn about greeting cards that you could share with your family? • Why did you select that picture for your card? • If you wrote another card, what would you say?

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Greetings in a Card *Task Management Grid*

Teacher Material

Students	Identifies main topic	Retells key details	Writes greeting card message	Peer edits card message	Revises card message	Identifies picture to use for card	Publishes card	Addresses envelope for card

✓= *Completed* *S=Submitted* *R=Return for Revisions*

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Greetings in a Card *Transfer Task*

Student Material

What kind of greeting card is your favorite to receive?
Let's send one.
Write a greeting card with a special message for someone in your family.

Use the student checklist to guide your efforts.

Student Checklist

As you write your letter, be sure to:

- ❑ Identify the reason for the card.
- ❑ Write a message.
- ❑ Use at least two sentences.
- ❑ Include a picture related to the card.
- ❑ Use a proper greeting.
- ❑ Use proper punctuation.
- ❑ Use proper capitalization.
- ❑ Edit the message for spelling.

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Greetings in a Card *Teacher Notes*

Unit Overview

In this unit, students explore the purpose of a greeting. They will then create a greeting card and send it to the person of their choice. Content and skills addressed include reading informational text, writing, letter writing, and addressing an envelope.

Common Core State Standards Addressed

ELA:
RI.1.1, RI.1.2, RI.2.1, RI.2.2, RF.1.1, RF.1.2, RF.1.3, W.1.2, W.1.5, W.1.6, W.1.8

Math: N/A

Enduring Understandings	Essential Questions
• A greeting expresses a thought. • Mail must have a correct address. • Proper writing helps make our thoughts clear. • Writing helps us show what we know.	• How are greetings used? • How do you mail a letter? • How can we show others what we know?

21st Century Skills Addressed

Core Content and Interdisciplinary Themes
- Subject-Area Mastery
- Global Awareness

Learning and Innovation
- Communication and Collaboration
- Creativity and Imagination

Information and Media Literacy
- Information and Communication Technology

Life and Career:
- Flexibility and Adaptability
- Initiative and Self-Direction
- Productivity and Accountability
- Leadership and Responsibility
- Social and Cross-Cultural Skills

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