

## Teacher/Adult Lesson Plan: How to Write a Formal Letter: Unit 1, Lesson 3

**Learning Objective:** To draft a formal letter of complaint.

Explain to students that they are going to learn how to write a first draft of a formal letter of complaint using paragraphs for different purposes. This lesson focuses on getting first ideas down in writing **not** on spelling, punctuation or grammar.

**Age Group:** 8-11 years old

**Success Criteria:** By the end of the lesson students will be able to:

- Write an opening paragraph stating the nature of the complaint
- Write one or two paragraphs outlining the details of the complaint
- Write a final paragraph suggesting a solution
- Write a closing sentence

**Materials Needed** (See also Unit Overview):

1. Formal Letters of Complaint No.3
2. Scenario created in Scribeasy.com
3. Language for a Formal Letter
4. Formal Letter Graphic Organiser
5. Highlighter pens

**Lesson Procedure:**

**Task 1. Introduction (10 minutes)**

- Explain that paragraphs help to organise our thoughts. Paragraphs are a group of two or more sentences on the same subject. Each paragraph should have one main idea. The first sentence of a paragraph tells the reader what the paragraph is about. It's called a 'topic sentence'.
- In a letter of complaint, the first paragraph introduces the problem, the middle paragraph (can be one or more than one) gives more detail, and the third paragraph suggests a solution.
- The closing sentence ends the letter.

Give students a copy of **Formal Letters of Complaint No.3** and ask them to highlight the topic sentence in each paragraph and identify what each paragraph is about.

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### Task 2. (40 minutes)

- Give students the **Formal Letter Graphic Organiser**. Remind them of where everything goes on the page and what needs to be included.
- Ask students to use the **scribeasy scenario** they created in Lesson 2 to write their own first draft of a letter of complaint. Provide the **Word Bank: Language for a Formal Letter** and remind them to use the vocabulary on their picture to describe the item they purchased or bad experience and their feelings about the situation.
- Ask students to look at the picture they created in their **scribeasy scenario**. Remind them this is who they are writing to and to keep an image of them in their mind as they write.
- Remind them to use first person, past tense and polite formal language.

### Task 3. Review & Reflect (10 minutes)

If you are working one-to-one with a student, listen as they read their letter aloud, then ask them the **Review & Reflect Questions** below.

If you are working with a group or class, get the students to swap letters with a partner. Give one student in each group the role of 'questioner' and ask them to read the **Review & Reflect Questions** to their group. Partners can highlight any errors.

For the final five minutes, partners should give each other feedback on anything that needs to be improved or added to their letter next lesson.

### Review & Reflect Questions

Questions on Paragraphs	
What is a paragraph?	Does your letter have an opening paragraph explaining why you are writing?
Why do we write in paragraphs? How does it help the reader?	Does your letter have one or more middle paragraphs that provide more detail?
How do paragraphs help the reader understand what they are reading?	Does your letter have a final paragraph that suggests a solution?
What is a 'topic sentence'?	Does your letter have a closing sentence?
Do your paragraphs begin with topic sentences?	Is the layout correct? Have you included everything (date, addresses, signature, etc.)