**Name:** Alexa Kupillas

**Date and time that the lesson will be taught:** Week of April 7th (this week is benchmark week so I will only see each class once)

**Lesson Title:** Document Formatting

**Name of Class:** Computer Applications I

**Curriculum Framework Unit and Item:**

Unit 2: Word Processing-Creating Simple Documents

2.1 Define Terminology

2.8 Explain uses of business letters

**Objectives:** Upon completion of the lesson students will be able to:

* Identify the seven main parts of a business letter
* Determine why people write letters
* Discuss scenarios when letter writing would be appropriate
* Share their opinion on whether letter writing will become a thing of the past or will remain a vital part of business communications.
* Compose an original business letter

**Content to be presented in lesson:**

* The seven main parts of every business letter:
  + the letterhead
  + the inside address
  + the date
  + the salutation
  + the body
  + the closing
  + the sender’s name

**Terminology:**

* **Typist’s initials-** Only used when someone other than the sender typed the memo.
* **Enclosure Notation-** Only used when another item, such as a pamphlet, is placed in the envelope with the memo.
* **Closing-** The closing is a traditional part of every business letters. It is also called the Complimentary Close.
* **The body-**The paragraphs containing the content of the letter is the body.
* **Salutation-** A greeting such as Dear Sir or Madam
* **Inside Address-** This is the name and address of the recipient.
* **Letterhead-** The letterhead contains the contact information for the sender.
* **Business letter--**A formal document used for correspondence with another a business.

**Introduction to the Lesson: Time: 10 minutes**

We will hold a class discussion about business letters and why they are important. Some students may not feel comfortable sharing without having time to think out their answers. So to increase participation students will complete a quick write where they will answer three questions. The questions are:

1. Why do people write letters? What are some specific events or purposes when letter writing is important or expected?
2. When would sending a letter be more appropriate or convenient than using other means of communication?
3. With the growing popularity of email, IMs, and text messages, some people speculate that letter writing will become a thing of the past. What is your opinion? Will letter writing remain a vital part of business and personal communications?

Students will be given 5 minutes to complete the quick write. Then I will hold a class discussion where the students can use their quick write as a tool to reference to in order to spark conversation during the class discussion. I will call on students if they do not participate in discussion.

**Learning activities: Time: 15 minutes**

I will go over the Business Letters PowerPoint with the class. The PowerPoint will familiarize the students with the terminology of the unit and the seven main parts of a business letter.

After teaching the students the seven main parts of a business letter through the PowerPoint I will have the students label the parts of a business letter. Students will be given a handout of an example business letter where they will need to label each of the seven main parts of a business letter. This will allow me to assess what the students took away from the lesson.

**Learning activities continued: Time: 30 minutes**

Then I will have the students produce an original business letter on their own. They will write a letter to a principal, class sponsor, youth group leader, etc. to ask permission to update, change or add an activity. The letter must contain three paragraphs. It should explain what they want to do, why they want to change or add the activity, and the benefits of the activity. I will go over the rubric before the students start the assignment. Some students will finish the assignment by the end of class while others will need to finish it next class period. The ones that are finished will work on their document formatting assignments or they will move on to the email unit if they have already finished document formatting.

**Evaluation/assessment of student learning:**

The learning activities planned for the Document Formatting Lesson gives students opportunities to meet the lesson’s objectives. Students will identify the seven main parts of a business letter in the labeling handout. Students will determine why people write letters, discuss scenarios when letter writing is appropriate, and share their opinion on whether letter writing will become a thing of the past in the quick write activity and discussion. Students will compose an original business letter in the letter production assignment. By the end of the lesson each student will have met the objective by completing these assignments accurately and by participating in class discussion.

**References:**

Copying between Multiple Documents and Page Break PowerPoint: © 2010 M and K Solutions, LLC

Memorandums PowerPoint: © 2010 M and K Solutions, LLC

Business Letters PowerPoint: © 2010 M and K Solutions, LLC

Microsoft Word 2010 Textbook:By Pasewark and Pasewark, Katherine Pinard, Connie Morrison

**Materials and equipment needed for lesson:**

Access to CaWeb assignments and powerpoints and Microsoft Word 2010

**Special Accommodations:**

One of my CA1 students is deaf. She is fully capable of completing the same assignments as the other students she just needs more time to complete the assignments. So she will continue to work on her assignments at her pace while the rest of CA1 works with me. Extended time students will be given three more days on each unit.

**Directions:** The following questions ask you to think about letters and the reasons that people write them. Answer these questions to the best of your ability; you will be sharing with the class ☺

1. Why do people write letters? What are some specific events or purposes when letter writing is important or expected?
2. When would sending a letter be more appropriate or convenient than using other means of communication?
3. With the growing popularity of e-mail, IMs, and text messages, some people speculate that letter writing will become a thing of the past. What is our opinion? Will letter writing remain a vital part of business and personal communications?

**Label the Parts a Business Letter!**

**Directions:** Review the business letter below and label the six main parts of the business letter in the callouts provided.

**Kelly Boortz  
Springdale High School  
101 S. Pleasant  
Springdale, AR 72764**

July 21, 2010

Alexa Kupillas  
345 Emma Avenue  
Springdale, AR 72764

Dear Ms. Kupillas:

Hello! Hope your year is going well. I am writing this letter in order to keep our FBLA files updated. Every year we have a birthday calendar that includes each member’s birthday. Once a month, we have a “party” for everyone who has a birthday that month.

My files show that your birthday is **June 12th**. If this is correct, then please disregard this letter. However, if this in incorrect, please let me know. You can reach me via phone at 442-9983 or via email at [shsfbla@sdale.org](mailto:shsfbla@sdale.org).

Looking forward to an exciting year in FBLA.

Sincerely yours,

Kelly Boortz

**Letter Production Assignment Rubric**

**Score\_\_\_\_\_\_/100**

**Student should receive 0 if assignment is not an original composition and his/her own words.**

**Student will be required to correct or re-do if the score is under 80.**

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| --- | --- | --- | --- |
| **ACCEPTABLE** | | **NOT ACCEPTABLE** | |
| **Circle Pts. 15 14** | **13 12** | **11 10 9** | **8 7 6** |
| **Content**  The idea or topic is clear and easy to identify. I stuck to the topic from beginning to end. I used intriguing details to expand the central idea and elaborate. My ideas and paragraphs are in an organized, logical order. | **Content**  The idea or topic is somewhat clear and easy to identify. I stuck to the topic almost all of the time. I have some great details, but I didn’t elaborate enough. The organization of my ideas and paragraphs are OK. | **Content**  The idea or topic is confusing. I kept wondering from the topic. There are very few details, if any. My ideas and paragraphs seem disconnected and unorganized. | **Content**  The idea or topic unclear. What is this about? I did not stay on topic. There are little to no details. My ideas and paragraphs are a maze of random, disconnected thoughts. |
| **Circle Pts. 15 14** | **13 12** | **11 10 9** | **8 7 6** |
| **Style**  My personality is noticeable through the words and information I selected. My tone of voice and attitude is perfect for the audience and purpose. I used a variety of words, phrases, and sentences. | **Style**  The words and information I chose show some personality. My tone of voice and attitude is appropriate. I tried to use many different words, phrases, and sentences. | **Style**  The words and information show very little personality. My tone of voice and attitude is a bit inappropriate for the audience/purpose. I did not try very hard to use different words, phrases, and sentences. | **Style**  Anybody could have written this. There is no personality showing. The tone of voice and attitude is inappropriate for the audience and purpose. I have no variety in my words, phrases, or sentences. |
| **Circle Pts. 15 14** | **13 12** | **11 10 9** | **8 7 6** |
| **Sentence Formation**  This is easy to read. The sentences flow together exceptionally well. My sentences are complete and written correctly. My sentences have different lengths, modifiers, and transitions. | **Sentence Formation**  This is pretty easy to read. The sentences go together well. Most of my sentences are complete and written correctly. My sentences have some variety in length, modifiers, and transitions. | **Sentence Formation**  This is hard to follow. The sentences are stiff, choppy, or confusing. A lot of sentences are incomplete or written incorrectly. My sentences look and sound alike and have almost no transitions. | **Sentence Formation**  I can barely read this. I don’t understand the sentence formation.  Almost all of the sentences are incomplete or written incorrectly.  My sentences have no variety and transitions. |
| **Circle Pts. 15 14** | **13 12** | **11 10 9** | **8 7 6** |
| **Usage**  The words I chose are used correctly and meaningful. I have word agreement (ex. subject-verb) throughout my paper. I use standard inflection (ex. correct verb tenses) throughout my paper. | **Usage**  The words are usually used correctly and meaningful. I have very few agreement mistakes. I have very few inflection mistakes. | **Usage**  Many of the words I chose are used incorrectly. I have a lot of agreement mistakes. I have a lot of inflection mistakes. | **Usage**  Most of my words are used incorrectly. This is hard to read and understand because of agreement mistakes. This is hard to read because there are too many inflection mistakes. |
| **Circle Pts. 15 14** | **13 12** | **11 10 9** | **8 7 6** |
| **Mechanics**  I have used spelling, capitalization, and punctuation correctly. | **Mechanics**  I almost always used spelling, capitalization, and punctuation correctly. | **Mechanics**  I had many spelling, capitalization, and punctuation errors. | **Mechanics**  I had spelling, capitalization, and punctuation errors throughout my paper. |
| **Circle Pts. 25 24** | **22 21 20** | **19 18 17 16 14 15** | **15 14 13 12 11 10** |
| **Formatting**  I have used the appropriate format correctly. | **Formatting**  I have tried to use the appropriate format, but I made a few minor errors. | **Formatting**  I struggled to use the appropriate format, but I made errors. | **Formatting**  I used an inappropriate format. |

**Letter Production Assignment**

* Write a letter to your principal, class sponsor, Boy Scout Leader, Youth Group Leader, etc. to ask permission to update, change, or add an activity. Your letter should contain three paragraphs. It should explain what you want to do, why you want to change or add the activity, perhaps how you would implement your idea, and the benefits of your activity. Some examples:
  + - * You have been reading about the increased obesity among teenagers. So, you write your principal asking for changes in the lunch selection or perhaps increased physical activity for the students.
      * Your club has always had the same fundraiser, with limited success. You write your club sponsor about a new product or fundraising project for the club.
      * Your Youth Group has limited summer activities for teenagers. You write your Youth Minister about new activities for the summer or perhaps a camp/mission that you are proposing participating in.
    - Compose your letter using good writing skills. See the rubric.
    - Follow the letter formatting rules.
    - Use the spell and grammar checker to help you find errors.
    - Save as *Letter Production-Your Name*.
    - Staple a copy of the rubric to your printout and turn in.