



30 DAY CHALLENGE LESSON PLAN FOR GRADES 4/5/6

Write_On Challenge: The Write_On Challenge is a call to action to write 30 letters in 30 days during April, National Letter Writing Month. In today's fast-paced, media-saturated world, Write_On offers a path for slowing down and engaging with others in a meaningful way, expressing ourselves, and noticing and savoring the present moment. Join the challenge to strengthen your students' letter-writing practice and connect with a community that's dedicated to positive, personal communication.

Learning Objective(s): Handwriting, spelling, logical writing structure, creative thinking, development of personal voice and writing style.

Common Core Standards: English Language Arts Writing Standards for 4-6th Grade

- **Standard 4:** Produce clean and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **Standard 5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **Standard 10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Materials (per student): 30 cards and envelopes, or postcards, pens, and stamps.

	Teacher & Class	Students Individually
Phase 1: Last week of March <i>Activate prior knowledge & introduce objectives</i>	- Introduce 30 Day Challenge to take place during April - Ask students why they think the focus of the challenge is on handwritten letters instead of typed, emailed, or texted - Brainstorm a list of reasons why people might write letters - Brainstorm possible audiences for letters (mindmap format, list, etc.) - As a class, decide on a time of day to write letters every day during the challenge & discuss how writing over the weekend should work (2 on Friday, 2 on Monday, or students bring home two cards to complete over the weekend on their own as homework)	- Students individually brainstorm and write down a list of people they will write to (family, friends, neighbors, pets, celebrities, etc.) - Students start their individual list of 30 letters to keep track of their progress toward challenge completion
Phase 2: Throughout April <i>Ongoing practice of writing and relative skills, evaluation, and engagement</i>	- Walk through a model letter and identify its parts (greeting, message, closing) - Brainstorm a standards checklist (punctuation, spelling, spacing, clear handwriting), to be visible in the classroom for students to reference throughout the challenge - Walk through how to address envelopes and postcards, and where to put stamps - Provide time each day for students to write and log letters - Provide one-on-one feedback during writing time to make sure students are sticking to the standards list	- Write letters that adhere to the standards checklist created as a class every day during the challenge - Keep an updated list of letter recipients and track of progress toward 30 complete letters
Phase 3: Conclusion & Assessment <i>Reflection on challenge, process, and learning</i>	- Final prompt for all students is to write a letter to the teacher about what they thought of the challenge and what they learned/gained from the challenge - Use this letter as an evaluation tool for students' understanding of concepts and learning objectives	- Students to write final letter as assessment of the 30 day challenge - Students to share letters in small groups or as a class



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Extension and Modification Ideas:

- Create 30 writing prompts (or use prompts provided by Write_On) and place in fishbowl in classroom - have students pick and read a writing prompt for the class, daily.
- Host a wrap party on the 30th day of the challenge to celebrate the accomplishment, share letters aloud, and learn about letterpress.
- Select letter recipients could be assigned to the whole class, around specific lesson plans and/or current events. Consider a group brainstorm to generate a word bank to inspire these more structured letters.
- Incorporate art into the challenge, by allowing students to create their own cards or postcards.
- Have students map where their letters are going on a printed map.
- Have students graph the amount of letters they have sent and received to track progress throughout the month.
- After the challenge, continue to leverage the letter-writing practice when it makes sense with other lessons as a way to show understanding of materials (letters to characters in books, historical figures, letters around holidays and events).
- Take a field trip to the post office to purchase stamps and mail letter on site.