

## Australia Post – Santa Mail Lesson (Foundation – Year Two)

Lesson overview	
In this lesson students will learn about letter writing by composing and sending a letter to Santa through Australia Post. The lesson will focus on three areas; letter writing structure, composing the letter and addressing the envelope.	
Learning intention	
Students will: <ul style="list-style-type: none"> <li>Understand the structure of a letter including name and address, date, greeting, body, farewell, signature and postscript.</li> <li>Compose a letter to Santa independently or by using a scaffold.</li> <li>Learn how to correctly address, stamp and mail an envelope sending it to Santa using Australia Post.</li> </ul>	
Resources	
<ul style="list-style-type: none"> <li><a href="#">Santa Mail sample letter</a></li> <li><a href="#">Letter writing templates</a></li> <li>Envelope</li> <li>65c Christmas stamp</li> </ul>	
Assessment	Differentiation
<b>This lesson provides teachers with various assessment opportunities:</b> <ul style="list-style-type: none"> <li>Monitoring understanding throughout class discussion and questioning.</li> <li>Collecting letter to Santa as work samples.</li> <li>Student self-assessment while reviewing and editing their letter.</li> </ul>	<b>Structured:</b> Use small group instruction to help support students while composing their letter to Santa. <b>Core:</b> Students complete activity as instructed; independently with the support letter scaffold. <b>Extension:</b> Students complete letter writing activity independently without the use of a scaffold.
Australian Curriculum Links	
<b>Foundation - English</b> <i>Language:</i> <ul style="list-style-type: none"> <li>Understand that language can be used to explore ways of expressing needs, likes and dislikes <b>(ACELA1429)</b></li> <li>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences <b>(ACELA1432)</b></li> <li>Recognise that sentences are key units for expressing ideas <b>(ACELA1435)</b></li> <li>Know how to read and write some high-frequency words and other familiar words <b>(ACELA1817)</b></li> </ul> <i>Literacy:</i> <ul style="list-style-type: none"> <li>Create short texts to explore, record and report ideas and events using familiar word and beginning writing knowledge <b>(ACELY1651)</b></li> </ul>	

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations **(ACELY1646)**
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops **(ACELY1652)**
- Produce some lower case and upper-case letters using learned letter formations **(ACELY1653)**
- Construct texts using software including word processing programs **(ACELY1654)**

### **Year One - English**

#### **Language:**

- Understand that the purposes texts serve shape their structure in predictable ways **(ACELA1447)**

#### **Literacy:**

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams **(ACELY1661)**
- Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation **(ACELY1662)**
- Write using unjoined lower case and upper-case letters **(ACELY1663)**
- Construct texts that incorporate supporting images using software including word processing programs **(ACELY1664)**

### **Year Two - English**

#### **Language:**

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose **(ACELA1463)**

#### **Literacy:**

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose **(ACELY1671)**
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions **(ACELY1666)**
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure **(ACELY1672)**
- Write legibly and with growing fluency using unjoined upper case and lower-case letters **(ACELY1673)**

### **General Capabilities**

#### **Literacy**

#### **Critical and Creative Thinking**

#### **Personal and Social Capability**

#### **Information and Communication Technology (ICT) Capability**

### **Lesson introduction**

#### **10 mins**

1. Explain to students that we are coming up to a very exciting time of year, Christmas. Santa is very busy in the North Pole getting things ready before he has to deliver presents to boys and girls all over the world.
2. Visit the Santa Mail page on the Australia Post website to show students the image of the North Pole. Ask students to identify the different activities they can see happening in the image (e.g. the reindeer waiting for Santa or the Postie delivering letters).

3. Allow students to brainstorm some questions they would like to ask Santa about the North Pole using the image below as a stimulus.



### Main body of teaching

25 mins

4. Explain to students that they are going to write their own letter to Santa to tell him about themselves, their Christmas Wish list and ask him questions. Tell students that if they write and send their letters correctly Santa will send a reply. They will need to do three things in class;
  - Write the letter using correct the structure.
  - Address the envelope.
  - Add a 65c stamp.
5. Explore the structure of a letter by looking at a [sample letter](#). Discuss familiar aspects of the letter and ask students to identify parts they already know.
6. Show students the letter writing template and explain that they are going to write some parts of the letter with you.
7. Send students back to their desks with their own letter writing template. Write parts of the letter together by first modelling to students what is required and then asking them to copy onto their own sheet. Talk about each section of the letter as you complete it together.
8. Show students the top right-hand corner of the template and explain that you are going to begin your letter by writing your name and school address so that Santa will know who the letter is from and can send a reply. Allow students some time to copy the address from the board, alternatively, you may like to have the school address already printed on the template.
9. Show students the date section on the template and explain that you are going to record today's date, month and year so that Santa will know when the letter was written.
10. Underneath the date write the greeting explain that this tells the reader who the letter is for. There are different greetings people can use, we commonly use 'Dear' or 'To' followed by the person's name e.g. "Dear Santa".
11. Now it's time to write the body of the letter. Explain to students that this will be different for everyone as they will all want to tell or ask Santa different things. Reinforce ideas that were discussed using the image at the beginning of the

lesson. Display the image on your interactive whiteboard so all students can see it while writing their content.

12. Tell students to read and edit the body of their letter to make sure that it makes sense. Remind them check their spelling and punctuation.
13. After the body has been written we need to close the letter using a farewell. Explain to students that just like the greeting there are lots of ways to do this. For this letter, we are going to use the word "From".
14. Now we need to sign our letter with our name.
15. If students have forgotten to include something in their letters or they want to add an extra message they can use a postscript (PS).

### Plenary 10 mins

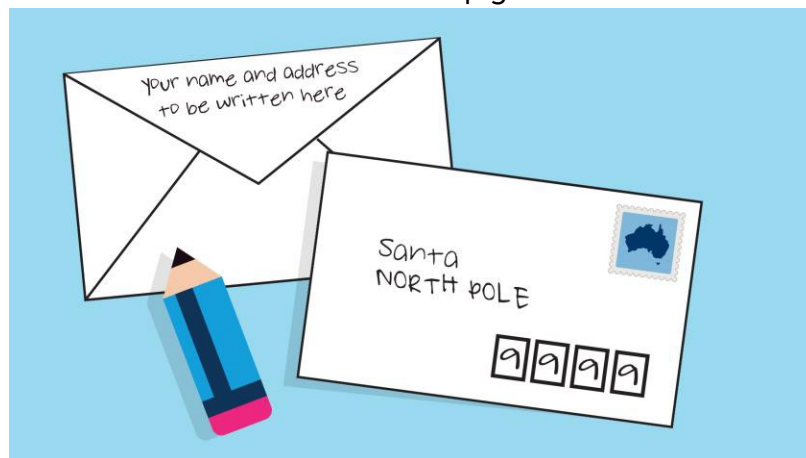
16. Once all the letters are completed it's time to put them in an envelope. Explain to students that because you have so many letters to send to Santa you are going to put them in one big envelope so you know they will be delivered at the same time. You will need to address the envelope so that Australia Post knows where to deliver the letters. Complete this as a whole class.

17. Show students how to correctly write Santa's address clearly on the front of the envelope;

**Santa**

**NORTH POLE 9999**

18. Place a 65c Christmas stamp on the top right-hand corner of the front of the envelope.
19. Turn the envelope over and write your class and school address on the back so Santa that will know where to send his reply. It should look like this:



20. Seal the letters inside the envelope and tell students that you will post the letter in a street posting box or at an Australia Post retail outlet.
21. Explain to students that it will take some time for the letters to travel all the way to the North Pole, you will check the school mail box to look out for Santa's reply!