## Project VOICE: Voice, Opportunity, Independence and Civic Engagement

City College of San Francisco
Fund by California Community Colleges Chancellor's Office

### Using Letter Wizards

**Unit:** Civic Engagement  
**Theme:** Writing Letters  
**Topic:** Using Letter Wizard in Word  
**Level:** ESL 6-8; ABE/ASE

### Objectives:
- Identify the different types of letters
- Identify the parts of a letter
- Write a letter using a letter format
- Write a letter using the Letter Wizard in Word
- Research on the internet

### Length of Session:
- Section One: Part 1 - 40 minutes
- Section One: Part 2 - 30 minutes
- Section Two - 50 minutes

### EFF Standards:
- Problem Solving and Use Technology
- Writing
- Language Arts Standards:  
  - R1: Experience through reading a wide range of quality, diverse and multicultural objectives and WS-Write for a real or potential real situation

### Internet Access

**Materials**
- Newspaper articles
- Word processing (Letter Wizard)
- Floppy disk
- Computer
- Smart Cookie from The House on Mango Street by Sandra Cisneros (See attachment for worksheet)
- Letter template
- Instruction form on how to use Letter Wizard in Word
- Computer
- Newspaper sheet
- Peer evaluation

### Through EVALUATION

**PRESENTATION**

- The teacher asks the students if they have written a letter lately and what kind of letter they have written. Then she asks them what kind of letters they know (complaint, recommendation, friendly, etc.). Afterward, the teacher asks the students if they have written a letter lately and what kind of letters they have written.

**Peer Evaluation**

- The students print the first draft of their letters and give it to a classmate to be proofread. After that, they make the necessary changes and print a second draft to be given to the instructor.

### THROUGH EVALUATION

**PRESENTATION**

- The teacher provides instructions on how to use the Letter Wizard in Word.

**Materials**

- Instruction form on how to use Letter Wizard in Word
- Smart Cookie from The House on Mango Street by Sandra Cisneros

**Interdisciplinary Skills**

- Reading comprehension
- Writing
- Word Processing & Researching

**SCANS/EFF Common Activities**

- Creative Thinking Skills
- Peer evaluation
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SCANS Competencies:
- Technology (Computer literacy, Word Processing & Internet searching)
- Resources (Human & material resources)
- Lifelong skills (Research, work as a team member, negotiate, time management, etc.)

Tuesdays, 9:00 am-11:50 am

Session One: Writing (90 minutes)

PART I: Reading & Writing (30 minutes)

The teacher reads Esperanza’s background to the class.

PART II: Word Processing (40 minutes)

The students read the instructions and answer any questions from the teacher.

Session Two: Research (50 minutes)

The students are divided into pairs. The teacher assigns each student a character to research Esperanza. Each pair of students will write a letter to Esperanza.

Session Three: Writing (60 minutes)

The teacher gives each student a flawed draft of Esperanza’s letter. The students have to correct the letter and print a second draft to be given to the instructor.

Group Presentation

The group reporter reads the letter to the class.

GROUP PRACTICE

The teacher reads a model letter to Esperanza. She/he writes the students’ answers on the board.

BEYOND

APPLICATION: In cooperation with the student, consider other letters that can be written. (Letters of complaint, letters of appreciation, etc.)

BEYOND

THESE

SESSION TWO: RESEARCH (40 MINUTES)

SESSION ONE: WRITING (30 MINUTES)

SESSION THREE: WRITING (60 MINUTES)

Instructor:

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Author: