

## LESSON 5—Analyzing a Business Letter of Concern

### TEACHER-PRESENTED MODEL

#### PREPARING TO WORK IN THE WRITER'S WORKSHOP—ACTIVITY

**PREPARATION:** Make a transparency or Smart Board file of BLM 5A. Each student will need a copy of BLM 5A.

**During the past few lessons, you've been learning to write friendly letters. When you get ready to mail a letter, you must know how to write an address on an envelope so the letter will reach the correct person.**

(Display BLM 5A. Show students the top portion of BLM 5A.)

**Envelopes should include a return address so that if the letter cannot be delivered, it will be returned to the sender. Explain why it is important for envelopes to include a return address.** *Idea: So that if the letter cannot be delivered, it will be returned to the sender.*

(Show students that the return address is written in the top left corner of the envelope. Use the school address for this activity. Model the following for students, writing your name on the first line; writing the school's street address on the second line; writing the city, state abbreviation, and zip code on the third line. Point out that you separate the city and the state abbreviation with a comma.)

**An envelope needs a mailing address to show where the letter should be delivered. Why does an envelope need a mailing address?** *Idea: To show to where the letter should be delivered.*

(Point out that the mailing address is written in the center of the envelope. Model the following for students: writing the full name and title of the person to whom you're writing; writing the person's street address on the second line; writing the city, state abbreviation, and zip code on the third line.)

The city and the state abbreviation are separated with a comma. What punctuation mark separates the city and the state abbreviation? *A comma.*

(Show the correct placement of the stamp.)

Ask students to imagine they're mailing a letter to the principal of the school. Write the name and title of the school principal and the school mailing address on the board. Have students address the envelope on the top portion of BLM 5A.)

**Starting in the top left corner of your envelope, write your return address. What should you remember about writing a name?** *Idea: A name begins with a capital letter.*  
(Remind students to use correct capitalization and punctuation. Tell students they may look at the sample envelope for help. Students should use the school address.)

**Starting in the center of your envelope, write the name and title of our school principal. Next, write the mailing address of our school.**

**Finally, sketch a stamp in the top right corner of your envelope. You've now learned to address an envelope.**

#### DELVING INTO THE TOOLS—WORKSHEET

**PREPARATION:** Each student will need a copy of BLM 5B.

(Explain to students that the Delving into the Tools Worksheet will help them practice various writing skills. Have each student complete BLM 5B to reinforce the concepts of proofreading for correct capitalization, punctuation, abbreviation of state names, and envelope addresses.)

Ask a student to read the instructions aloud. Explain any unfamiliar terms or vocabulary. If you find this task is particularly difficult for your students, read the instructions to them as they follow along, and complete the first item as a guided task.

After students have completed the Delving into the Tools Worksheet, review and discuss the answers with them. An answer key for the worksheet can be found below.)

**Delving into the Tools Worksheet** **BLM 5B**

**Part 1** Use proofreading marks to correct each sentence for punctuation and capitalization. Write each sentence correctly on the lines.

1. Janine's dance recital is on May 10, 2018 at 1 P.M. in Smith Hall at 539 Broad Street.  
Janine's dance recital is on May 10, 2018 at 1 P.M. in Smith Hall at 539 Broad Street.

2. Gabriel will play soccer at Woodland Park on Friday night at 6 P.M.  
Gabriel will play soccer at Woodland Park on Friday night at 6 P.M.

3. I'll meet you at 1 P.M. at the Royal Theater at 1829 Bennett Boulevard to see the movie.  
I'll meet you at 1 P.M. at the Royal Theater at 1829 Bennett Boulevard to see the movie.

**Part 2** Use the information below to address the envelope. Remember to look up the correct state abbreviations.

|   |  |
|---|--|
| To: Steve Brindle<br>Address: 3785 Butterfly Blvd.<br>City: Duluth<br>State: Minnesota<br>Zip Code: 55819 | From: Bill Johnson<br>Address: 183 Stanton St.<br>City: Dearborn<br>State: Michigan<br>Zip Code: 48126 |
|---|--|

|   |   |
|---|---|
| Bill Johnson<br>183 Stanton St.<br>Dearborn, MI 48126 | Steve Brindle<br>3785 Butterfly Blvd.<br>Duluth, MN 55819 |
|---|---|

## APPLYING THE TOOLS TO MY WRITING—WRITER'S WORKSHOP

### Getting Started

**PREPARATION:** Make a transparency or Smart Board file of BLM 5C.

During the last few lessons, you learned about writing friendly letters. A friendly letter is a letter you write to a friend, a relative, or a person you know very well.

You might write a business letter to someone you don't know. When you write a business letter, your language should be formal. You should write the letter as you would speak to a person you respect. You would use the

formal language you would use in a job interview.

What kind of language might you use if you were at a job interview? *Formal.*

A business letter of concern is written when someone is worried about something that is happening. Most people write a business letter of concern when they want to do something about a problem that needs to be solved. When might a person write a letter of concern? Ideas: *When they are worried about something that is happening; when they want to do something about a problem that needs to be solved.*

(Remind students they'll be the audience. Ask students what kind of behavior the reader would expect from an audience.) Ideas: *Listening attentively to the reader; sitting quietly; eyes on the reader; looking interested.* (Encourage students to pay attention to the information in the sample letter of concern.)

Display BLM 5C. Call on individual students to read aloud parts of the sample business letter of concern.)

Discuss students' responses to the letter.)

What did the writer of this letter do before she expressed her concern? Idea: *She gave a compliment about the parks.*

What is the writer's concern? Idea: *A swing set at the park is not safe.*

What request does the writer make? Idea: *The parks department needs to put up a new frame for the swing set.*

What is the writer willing to do to help solve the problem? Idea: *She would be willing to put up signs warning people not to swing on the crossbars.*

How did the writer end her letter? Idea: *She thanked the Parks Department for giving their attention to the problem.*

**When you write a letter of concern, you include your street address as a heading that starts at the left margin.** (Review with students the components of a heading. Point out how the placement of the heading of a business letter is different from the placement of the heading of a friendly letter.)

**What's the street address of the writer?** *49 East Bennington Rd.* **What is important to remember when we write a street name?** *It begins with a capital letter.*

**What is written on the second line of the heading?** *Littlefield, AR 72856.* **Tell me what is capitalized in the second line of the heading.** *The first letter of the city and both letters of the state abbreviation.* **What punctuation mark is used between the city and the state abbreviation?** *A comma.*

**What do we write for the third line of the heading?** *The date.* **What part of the date is capitalized?** *The name of the month.* **What punctuation mark is used between the day and the year?** *A comma.*

**A letter of concern, or any other type of business letter, has an inside address that includes the name, the address, the city, the state, and the zip code of the person or organization to whom the letter is written. What elements are included in the inside address of a business letter?** Ideas: *The name, the address, the city, the state, and the zip code of the person or organization to whom the letter is written.*

Call on a student to read aloud the first line of the inside address.) **To whom is this sample letter of concern written?** *Littlefield Parks Department.*

**The address of the person or organization to whom the letter is written appears on the second line of the inside address. What is the street address of Littlefield Parks Department?** *1832 Main St.*

**The city, the state abbreviation, and the zip code are written on the third line of the inside address. Tell me what is written on the third line of this sample inside address.** *Littlefield, AR 72856.*

(Explain that most letters begin with a salutation such as Dear.) **What do we do to the first word in the salutation?** *Put a capital letter at the beginning.*

**If you don't know the name or the title of the person to whom you're writing, it's appropriate to write Sir or Madam instead of the name.**

**The salutation of any business letter, including a letter of concern, ends with a colon after the person's name or title.** (Point to the colon.) **In this sample letter of concern, the person addressed is Sir or Madam, so the colon is placed after the title Sir or Madam. A colon is a punctuation mark that looks like two periods, one on top of the other.**

**What do we do to each new paragraph in the body of a letter?** *Indent.* **How does each sentence of a letter begin?** *With a capital letter.*

**An effective letter of concern opens with a positive comment. Does this letter of concern begin with a positive comment?** Yes. (Call on a student to read aloud the positive comment.) *Littlefield has a great system of parks that my family and I use a lot. We especially like the park on Arcadia Court because it is closest to our house and has a great playground.*

**A letter of concern should get to the point quickly so as not to waste the reader's time. The third sentence clearly expresses Tina's concern. This writer got to the point of her concern quickly.** (Call on a student to read aloud the third sentence.)

**It's important for the writer to present reasons, facts, and examples.** (Call on a student to read aloud the rest of the first paragraph.) **What facts and reasons does the writer give for fixing the swing set?** Ideas: *Children are swinging on the crossbars at the ends; they can hit the children swinging on the swings; Tina saw such an accident happen.*

**It's important for the writer to use language that encourages the reader to act on the request. What are some examples of words or phrases that might encourage the reader to act right away?** Ideas: *Dangerous problem, safety hazard, could possibly be hit, accident, hurt.*

(Call on a student to read aloud the second paragraph.) **The writer of an effective letter of concern should give one or more suggestions about how they want the reader to respond to the concern. Tina has thought of two ways in which the Parks Department could respond to her concern.**

**What would she like the Parks Department to do?** Ideas: *Replace the frame of the swing set with one that has no crossbars on the ends; put up warning signs.*

**The writer of a letter of concern should also say what they are willing to do to help solve the problem. What is Tina willing to do to help prevent accidents on the swing set?**  
Idea: *She could put up some temporary warning signs.*

**The closing sentence of a letter of concern should thank the reader for their time and attention in reading the letter.** (Call on a student to read aloud the last sentence of the body of this letter of concern.) **Did the writer of this letter thank the Parks Department for their attention to the problem?** *Yes.*

**Business letters, including letters of concern, end with a closing such as Sincerely or Yours truly. The closing begins at the left margin. What do we do to the first word of the closing? Capitalize it. What punctuation mark is used at the end of the closing? A comma.**

(Point out that the person writing the letter of concern signed her full name at the end.) **Tina Babcock wrote this sample letter of concern. She signed her full name under the closing in cursive writing.**

**Sometimes a signature is hard to read. In a letter of concern, it's important that the reader knows the exact spelling of the writer's name. The writer should type or print their full name below the signature.**

**During the next lesson, the class will write a letter of concern cooperatively.**



Name \_\_\_\_\_

Date \_\_\_\_\_

## Delving into the Tools Worksheet

**BLM 5B**

**Part 1** Use proofreading marks to correct each sentence for punctuation and capitalization. Write each sentence correctly on the lines.

1. janine's dance recital is on may 10 2018 at 1 pm in smith hall at 539 broad street

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2. gabriel will play soccer at woodland park on friday night at 6 pm

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3. I'll meet you at 1 pm at the royal theater at 1829 bennett boulevard to see the movie


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**Part 2** Use the information below to address the envelope. Remember to look up the correct state abbreviations.

**To:** Steve Brindle  
**Address:** 3785 Butterfly Blvd.  
**City:** Duluth  
**State:** Minnesota  
**Zip Code:** 55810

**From:** Bill Johnson  
**Address:** 183 Stanton St.  
**City:** Dearborn  
**State:** Michigan  
**Zip Code:** 48126

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