

& PROJECT

P.S. You Sound Like Someone I Can Trust

Session 3 of 7

FINISH YOUR INTRODUCTION LETTERS

In this session, students add details, polishing and finishing their introduction letters.

YOU WILL NEED

- Paper and writing utensils
- Optional: markers and stickers
- “[Christopher & Bryan & Jahir](#)” — Mentor Text*

*Alternatively, the chapter “José Mercado” from

The Book of Unknown

Americans by Cristina Henríquez would work beautifully here.

BEFORE YOU START

Make sure copies of the mentor text are available for each student—that could look like making copies, sharing the link with students, or ensuring that you have the means to project it. Two solid examples of mentor texts are referenced above—the 826CHI

student example and Henríquez chapter—but any text with really vivid descriptive language can work here!

HOW TO BEGIN (10 MINUTES)

Give your students a writing prompt to get their creative juices flowing:

What place in your neighborhood has a special and significant memory attached to it? Describe or draw that place, tell that memory, and help your reader understand why both are important to you.

Give your students most of the ten minutes to tackle this! With about 3 minutes left, have them share with a partner and then volunteers can share out the whole class. As always, feel free to jump into this activity and sharing alongside your students.

STEP 1 (15 MINUTES)

Mini-Lesson: Description

Description: a skill that your students just practiced and that we do as humans every single day! But describing your favorite moment in writing class to your best friend is different than describing someone unfamiliar to someone you’ve never met before—that’s the skill we’re practicing now!

Read through “[Christopher & Bryan & Jahir](#)” (if you have three students who want to read for each of the boys, go for it!). While you read the letters together, have your students note at least three places where they can see or hear any form of description. Have them also put a star next to their favorite line or something that really resonated with them.

After, give your students one of the following tasks (you can either choose one yourself or present both and let your students choose):

- Rewrite the line that you starred in your notebook. Then write about why you choose that particular line.
- Take one of the descriptive sections that you found and draw it in your notebook.

STEP 2 (30 MINUTES)

Mini-Lesson: Finish That Letter!

Tell your students they are going to finish the letter to their partners today to send this week!

For the next 30 minutes, have your students do the following things:

- Choose a new mentor text or re-read one you’ve covered together.
- Actually finish their letter—and that includes editing!
 - Optional:
 - Return to an idea in your letter that you began last session and add one line of description to it—how can you help your partner see, hear, feel the experience like you did?
 - If they need additional content, they can respond to this prompt: *Write about a time that you learned a lesson. Add details!*

- They can add drawings, doodles, or even stickers to their letter—doing so will only add more of their personality!

STEP 3 (5 MINUTES)

Wrap-Up

Have your students share one of two lines from their letter—either a line of description they’re proud of or something they’re excited to share with their partner. If your students want to, have them share with the whole class too.

Collect their letters to send along. Play *Sign, Sealed, Delivered* to mark the occasion.