

**& PROJECT**

# **P.S. You Sound Like Someone I Can Trust**

Session 7 of 7

## **A TIME FOR CELEBRATION**

Students celebrate being a part of this process and creating a new friendship!

### **YOU WILL NEED**

- Paper and writing utensils
- Optional: markers and stickers
- [“Behind the Plexiglass” — Mentor Text](#)
- Letters from your buddies!

### **BEFORE YOU START**

Before you start, make sure that you have delivered the letters you students wrote to their buddies *and* received the replies from your partner classroom.

### **HOW TO BEGIN (10 MINUTES)**

Give your students the following list of words:

*Fear, anger, sadness, joy, disgust, envy, trust, confidence, calm*

Have your students choose one of the words and write about a memory or experience where they remember having that emotion. They should try to

make their reader feel exactly what they felt at that moment through description, dialogue, and details.

If students finish before the time is up, have them choose another emotion and repeat the process.

### **STEP 1 (10 MINUTES)**

#### **Mini-Lesson: Behind the Plexiglass**

Read "[Behind the Plexiglass](#)" together. You could have one consistent reader for the entire piece, or switch readers throughout.

As your class makes its way through the piece, dissect it by drawing the scene to illustrate what the reader sees and feels throughout. You can do this in a few different ways: have students independently draw out the scene while you read; have students split into small groups (2-3 students per group) and, pausing periodically throughout, have them create a collaborate drawing of the scene; or produce a class-wide collaborative drawing of the scene on the board, with your students tagging each other in to add details.

After you read, discuss the process. Guiding questions are below:

- What did the author of the piece do to make those visuals and emotions feel real?
- Was it easy to illustrate what you as the reader were feeling during this piece?
- What can you do to make the emotions in your writing feel as real?

## **STEP 2 (35 MINUTES)**

### **The Wrap-Up Letter**

Pass out the replies from their buddies. As they read their letters, they should make notes in their notebooks about what they want to say in response, questions/stories they want to share, and—the big one!—what emotions they feel (or have felt overall) reading their buddy’s letters.

This is the final letter exchange, so make sure that your students have a large chunk of time to complete the following tasks for this letter:

- Communicate the emotions you’ve felt during this project when receiving your buddy’s letters—you can do this in writing, illustrations, or a combination of both.
- Share something that you’ve learned as a result of this project—it can be about letter writing as a process, something about yourself, or something about relationships/making new friends.
- Thank your buddy for being a part of this process with you.

## **STEP 3 (5 MINUTES)**

### **Wrap-Up**

Have your students share one of the things they’re taking away from this project with a partner. If your students want to, have them share with the whole class too.

Collect their letters to send along—they can (and should!) keep the letters they received.

## **STEP 4**

### **CONCLUSION**

There are countless ways to celebrate this project. Below is a list of suggestions you can implement:

- Organize a meet and greet celebration with your partner class! You can do a simple meeting for partners to meet each other and communicate IRL (in real life) or something more extravagant like a potluck.
  - During the meeting, you could have partners try to find each other based on what they know from their letters.
  - You could also have a display set up of the different (student-chosen) letter excerpts and artwork that has been produced during the project.
- You can display different (student-chosen) letter excerpts and artwork that has been produced during the project in the hallway or classroom.
- You can have your students create a bound book (or binder) of the letters they received and other materials from this project, like their own unsent letters, drawings, writing exercises, etc.
- You can have one final day where students choose a medium of their own (essay, comic book panels, letter, short story, etc.) and explore the importance of reflection and writing letters—sent and unsent.