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| **Lesson Title**: Business letter, Memos and Email Writing | | | **Level of Lesson:**  NRS Level 5-6 |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) | | |
| Writing | * 5.W.PD.3 * 6.W.PD.2 * 6.W.CS.2 | | |
| Reading | * 5.R.FW.2 * 5.R.FW.3 * 6.R.FW.2 | | |
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| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | □ Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| □ Work Ethic *(Dependability, Professionalism)* | | □ Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   * Identify situations that require formal business letter and Memo writing * Identify elements of a formal letter (block format) * Write and type a formal business letter and Memo * Define and label the parts of a business letter * Use proper punctuation for business and Memo writing * Construct proper business emails | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**   * Providing rubrics for students to review before their assignments * Students will have a choice of writing their own emails, business memo or business letter | | | |
| **Key Vocabulary**:   * Correspondence * Memo * Block Style * Top Margin * Heading * Reference * Initials * Body * Enclosure/Attachment * From * To * Subject * Date * Double Spacing * Single Spacing * Cc * Bcc * Reply * Reply all | | | |
| **Instructional Materials:**  Textbooks or online curriculum: N/A  Websites:  **Business letter Rubric:**  <https://www.tvschools.org/userfiles/499/Classes/846/BusinessLetterAssessmentRubric.pdf> | | | |
| **Lesson Activities:**   * Format a mail-able memo * Identify the correct spacing in various parts of a memo * Become familiar with terminology related to a memo * Construct business letters * Construct emails | | | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**   * The use of Templates for letters and emails | | | |
| **Performance Tasks:**  **Day 1-2: Introduce:** **(Sustaining Effort & Persistence)**   * Business Memo * Business email * Business letter   Show examples of each and discuss the difference (PowerPoint)  **Class discussion:**   * Why is important to make sure the tone of an e-mail fits the purpose? * Do you need good etiquette when writing e-mails?   **In class Assignment (whole class):**  **E-mail Worksheet**  Directions: Read over the emails below and explain what you feel is wrong with them.     1. **What is wrong with the email below?**   To: All Staff  From: John Doe  Subject: Budget Cute  Hey, All!  I hope this email finds you well, but you might want to hold on to your seats for this one! Due to the low production our company has been having we will be cutting 50% of our staff. We, of course, never meant for this to occur, but supply and demand is down. We value our staff, but we must keep out company sustainable.  Look at this in another light, you might be getting a fresh start! Won’t that be a pleasant thing!  I hope you have a wonderful week, and if you see me, don’t run! HA!  **2. What is wrong with the email below?**  To: All Staff  From: Jane Doe  Subject: Staff Meeting  Hi, Staf,  We be meeting in room 202. The gest speeker will be Donald Doe. He will be speeking to you about classroom strategies. Please bing a a laptop or paper/pen.  Look forward to seeing you there!  3. **What is wrong with the email below:**  To: All staff  From: Jane Doe  Subject: Staff Lounge  HELLO!  PLEASE DO NOT LEAVE YOUR LUNCHES IN THE REFRIGERATOR OVERNIGHT. WE HAVE A COCKROACH PROBLEM AND THIS ONLY MAKES THE ISSUE WORSE.  **Email Activity:**   * Make a copy and have students review the “Good Email Tips” (**see notes below***)* * Have students construct a sample email that is ineffective. * Have them exchange the ineffective emails with classmates and then rewrite them so they are more effective**.**   **Day 2-3 Business Letter**: **(Self-Regulation**)  **Review parts of the business letter:**  <http://connellynet.com/245/letters/busletexample.pdf>  ***Assignment#1: (Individual work)***  [**http://connellynet.com/245/letters/busletpartsold.pdf**](http://connellynet.com/245/letters/busletpartsold.pdf)  **Have students use the Business letter template to construct a business letter**  [**https://templates.office.com/en-us/formal-business-letter-tm00002133**](https://templates.office.com/en-us/formal-business-letter-tm00002133)  **Graded Assignment #2: (Individual work)**  Draft a letter using the following information and template:  <https://templates.office.com/en-us/formal-business-letter-tm00002133>  You have been waiting for furniture for 3 months and when it arrives it is badly damaged and some of the furniture looks worn. You called several times, but nothing has been done. Construct a business letter to address your concerns.   * ABC Company * Today’s Date * John Bennett   **Day 4 Business Memo (Sustaining Effort & Persistence)**   * After Reviewing the Business Memo have students choose one of the topics below * Have students review the rubric before they construct their memo   <file:///C:/Users/bennett/Pictures/iRubric_%20Memorandum%20rubric%20-%20XX4CB62_%20RCampus.html>  **Topic #1**: You are the personnel director for a school. You have interviewed a candidate that you want to hire for the job of English teacher. You need to persuade the principal of the school of your choice and explain why that candidate is outstanding.  **Topic #2:**  Write a memo requesting, but not demanding, that employees attend the picnic. Also ask your employees to let you know at least one week in advance whether they are coming or not, and how many guests they are bringing, and make sure employees know when and how to respond to you. Be sure to list the activities for that day as well.  **Topic #3:**  At work, there is very little healthy food to eat in the cafeteria, and you would like that to change. Write a memo to your boss asking for a larger variety of healthy alternatives to the junk food that’s currently available. Stress a recent survey that states that healthy employees are more productive and show that the business would have to spend less on insurance if the employees are healthier.  **Reflection:**  After students complete the business memo, group students to answer the following questions:   1. Compare and Contrast the differences in a business letter and a business memo. 2. How do you format a memo to make it easy to read and professional? 3. What is the advantage to using a memo when it is necessary to be informative and to the point? 4. List the most important elements that you have learned from constructing, emails, a business letter and a business memo. | | | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**   * Reflection questions * Graded assignments using a rubric | | | |
| **Notes:**  **Good Email Tips**   1. Think about your audience. You might write with different words and a different tone depending on who you are writing to. Emails to people you have never met might be more formal; emails to friends will probably be more informal. 2. Include a subject line that helps the person opening the email know what to expect. 3. Get right to the point and try to keep the message to one screen for formal emails. People who get tons of messages every day will thank you. 4. Write only what you would say to a person’s face. Anything you say over email you should be able to say to someone’s face. 5. Only use uppercase letters one time if you want to emphasize an idea or a word. Typing whole sentences in uppercase letters is like shouting. 6. Provide context so that the intent of your message is clear.   7. Use emoticons, such as a smiley face, or an exclamation point on occasion to help people understand your meaning when they cannot see your face or hear your voice. But a word of caution: Emoticons may not be appropriate when writing more formal emails.   1. Check your spelling, grammar, punctuation, and formatting before sending an email, especially a formal one. 2. Type your name at the end of the email. | | | |