

# The Thank-You Note

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## **Domain:**

Written social interaction

## **Benchmark:**

Give and receive short messages in writing, such as notes, and invitations

## **Description:**

In this task, pupils write a thank-you note for a gift sent by a cousin who lives in Canada. Before writing the note, pupils complete a guided exercise to help them plan their work.

## **Rationale for choice of topic:**

Most people enjoy receiving gifts. Children this age are old enough to be expected to acknowledge gifts by writing thank-you notes.

## **Suggestions for implementation (prior to and/or during):**

Have a class discussion about gifts: when gifts are given; what gifts pupils have received or given (or would like to give or receive); who gives gifts to whom and why. Discuss appropriate behavior when receiving a gift: thanking the giver in person or in writing. You may also address related issues, such as what to do if one receives a gift that one does not like.

Note: It is very important to teach pupils how to use a checklist before they are given this performance task.

## **Suggested time allotment:**

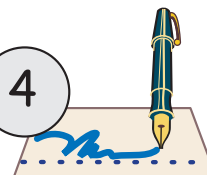
One lesson

## **Prerequisites:**

- ◆ Familiarity with the basic form of notes and letters
- ◆ Ability to write short sentences

# The Thank-You Note

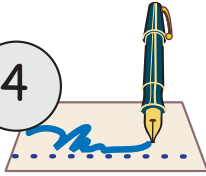
4



Points	Part One Planning*	Part Two Performance
5	<ul style="list-style-type: none"> <li>◆ Filled in all the blanks appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ Wrote at least three sentences</li> <li>◆ Note includes all required elements (items 2-7 in the checklist)</li> <li>◆ Writing is well organized</li> <li>◆ Vocabulary is varied</li> <li>◆ Skillful use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation)</li> </ul>
4		
3	<ul style="list-style-type: none"> <li>◆ Filled in some of the blanks appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ Wrote two sentences</li> <li>◆ Note includes some of the required elements (items 2-7 in the checklist)</li> <li>◆ Writing is fairly organized</li> <li>◆ Vocabulary is basic</li> <li>◆ Adequate use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation)</li> </ul>
2		
1	<ul style="list-style-type: none"> <li>◆ Filled in few of the blanks appropriately</li> </ul>	<ul style="list-style-type: none"> <li>◆ Wrote one sentence</li> <li>◆ Note includes few of the required elements (items 2-7 in the checklist)</li> <li>◆ Writing is not well organized</li> <li>◆ Vocabulary is limited</li> <li>◆ Limited use of basic language (spelling; word order; singular/plural forms; verb forms; capitalization; punctuation)</li> </ul>

\* Do not take off points for spelling and grammar in Part One.

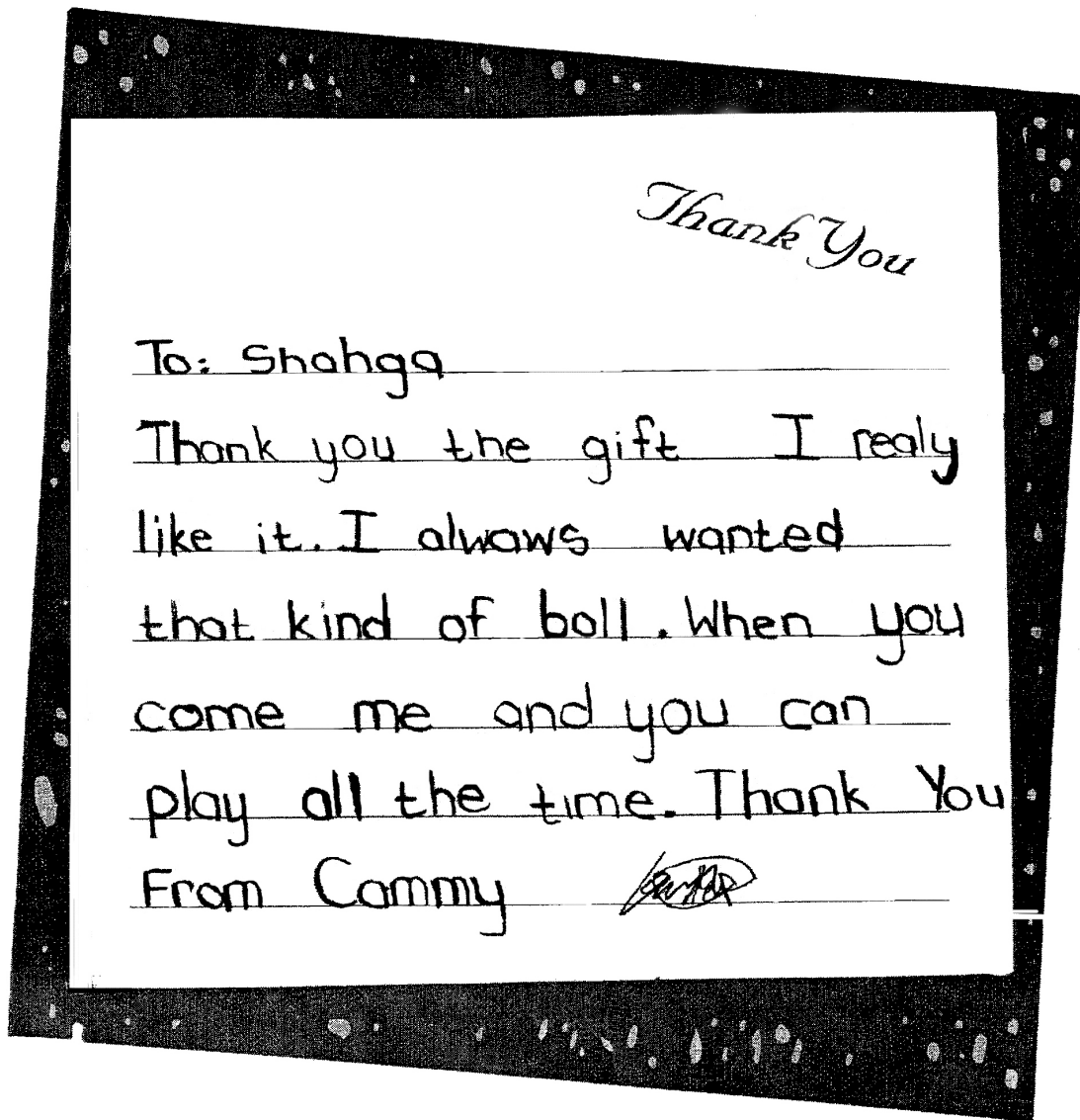
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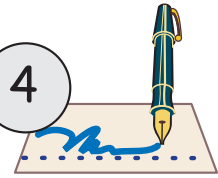
Good start → → → → → → → Well done!

Score	Part One:	1	2	3	4	5
	Part Two:	1	2	3	4	5

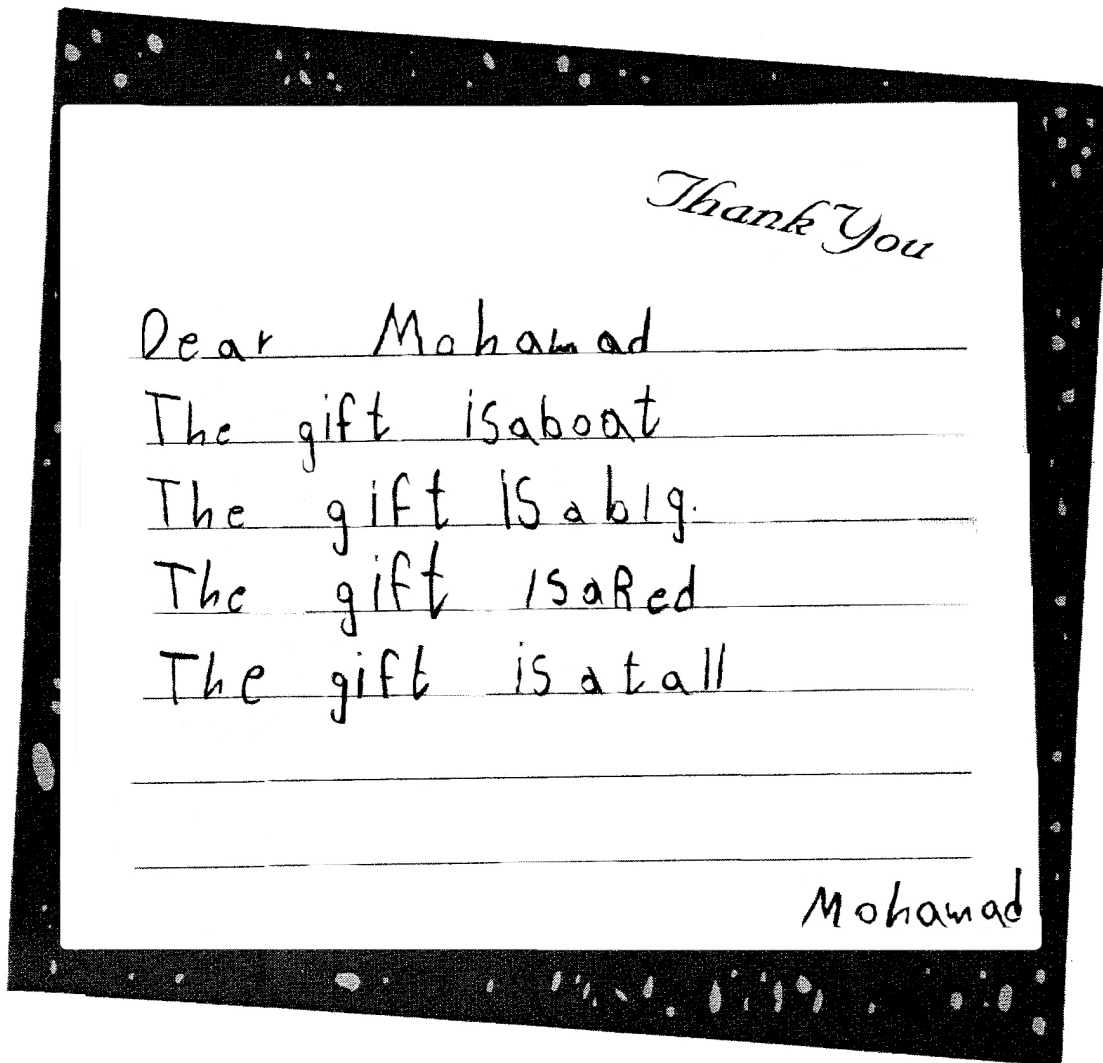


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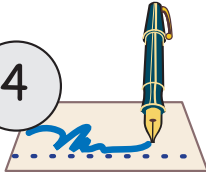
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		Good start → → → → → → → Well done!				
Score	Part One:	1	2	3	4	5
	Part Two:	1	2	3	4	5



4



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		Good start → → → → → → → Well done!				
Score	Part One:	1	2	3	4	5
	Part Two:	1	2	3	4	5

