

**LESSON 28**

pages 83–85

**FORMAT PERSONAL-BUSINESS LETTERS****Objectives**

To learn to format personal-business letters in block format; to improve word-choice skills.

**Competencies**

3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e

**Focus**

Have students complete Conditioning Practice 28A.

**Instruction**

Explain the purpose and formatting of personal-business letters in block format, referring to page 82. As a class, brainstorm a list of occasions on which people might want to write personal-business letters.

Review Word Processing 4 on pages 90–93. During this unit or Unit 10 (whichever works best), assign activities from Word Processing 4 that cover features students need to learn or review for Unit 10. The following table lists activities and the lessons in which features are first used. You may wish to explain and demonstrate some features.

Activity	Feature(s)	Lesson
1	Insert Table	31
2	Insert and Delete Rows and Columns	32
3	Join Cells and Change Column Width	31
4	Change Table Format	31
5	Center Tables Horizontally and Vertically	31
6	Sort Tables	33
7	Change Row Height and Vertical Alignment	32

Activities 8 and 9 reinforce previous activities. A complete list of word processing activities and the lessons in which the features they cover are first used appears in the *WP Table* file.

**Guided Practice**

Guide students through the first part of 28B. Examine with them the model personal-business letter on page 83, identifying the margins, parts, and spacing between parts. Demonstrate the keying of the opening and closing lines, calling out letter part names and specifying the number of returns to move from part to part. As students key Letter 1, observe formatting and confirm/correct.

**Independent Practice**

Have students finish 28B and do 28C on their own. Observe formatting and confirm/correct.

### **Reteaching**

Have students complete Project 3 in the “Exploring Cultural Diversity” supplement.

### **Enrichment**

Have students complete the Speed Building activity in Skill Builder 2 on page 89. Have them compose at the keyboard four sentences that correctly use the four words presented in 28C.

### **Closure**

Review the purpose and format of personal-business letters in block format, using the model on page 83.

**LESSON 29**

pages 85–86

**FORMAT PERSONAL-BUSINESS LETTERS**

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**Objectives**

To review format of personal-business letters in block style; to learn to format/key envelopes.

**Competencies**

3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e

**Focus**

Have students complete Conditioning Practice 29A.

**Instruction**

Review the purpose and formatting of personal-business letters in block format, referring to page 82. Introduce procedures for formatting large and small envelopes (page 86) with the equipment available in the classroom.

**Guided Practice**

Guide students as they begin 29B. Review with them the model personal-business letter on page 83. Get students started keying Letter 1. Make sure they understand that they should insert the appropriate number of hard returns where a color vertical appears in letter copy. As students work, observe formatting and confirm/correct.

Guide students through 29C. Demonstrate procedures for formatting envelopes. Explain the USPS style and ZIP Code + 4. Make sure students understand that one space precedes the ZIP Code. As students complete Step 2, observe formatting and confirm/correct.

**Independent Practice**

Have students finish 29B on their own. Observe formatting and confirm/correct.

**Reteaching**

Have students compose at the keyboard a set of guidelines for formatting personal-business letters in block format. Have them prepare envelopes for the letters in 28B.

**Enrichment**

Have students practice folding standard-size sheets of paper for large and small envelopes. Have them complete the Timed Writings activity in Skill Builder 2 on page 89. Administer two or three 1-minute writings on the opening lines and then on the closing lines of selected letters to see if students can improve speed when keying these lines (the slowing elements of a letter).

## **Closure**

Review (or have student volunteers review) the purpose and format of block personal-business letters and procedures for formatting large and small envelopes. Encourage students to practice the Skill Builder 2 drills on page 89 frequently to improve speed and control.

# LESSON 30

pages 87–88

## FORMAT PERSONAL-BUSINESS LETTERS

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### Objectives

To format personal-business letters in block format; to format/key envelopes.

### Competencies

3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5g

### Focus

Have students complete Conditioning Practice 30A.

### Instruction

Review the purpose and formatting of personal-business letters, referring to page 82. Review procedures for formatting large and small envelopes.

### Guided Practice

Guide students as they begin keying Letter 1 in 30B. As they work, observe formatting and confirm/correct.

### Independent Practice

Have students finish 30B on their own. Observe formatting and confirm/correct.

### Reteaching

Give students a copy of a personal-business letter and have them label the parts, margins, and spacing. Have students compose at the keyboard a set of guidelines for formatting large and small envelopes.

### Enrichment

Have students complete the Word Processing and Internet Activities on page 88.

### Critical Thinking/Decisions

Have students compose at the keyboard a personal-business letter pertaining to a real school or work situation. Have students prepare envelopes and send their letters.

### Closure

Review the purpose and format of personal-business letters in block format and procedures for formatting large and small envelopes. Alternatively, you may wish to have individual students or groups of students conduct the review. Assign students to read page 94 in preparation for Unit 10. Choose some good examples of personal-business letters from those prepared in Lessons 28–30 for inclusion in the notebook of correctly and attractively formatted documents for class use started in Lesson 24.