

# **Preparing Envelopes for Mailing**



# Preparing Envelopes for Mailing

Getting out the mail is a routine task in any office. In this unit, the student will learn how to prepare letters and envelopes for mailing. The student will learn about the different sizes and styles of envelopes in common business use, and will learn to fold letters appropriately to fit the envelope, revealing an address through a window is necessary. The different parts of the address, including abbreviations, will be taught.

## PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Reading and writing numerals.
- Concepts of left and right, top and bottom, same and different, complete and incomplete.
- Copying accurately.
- Matching words, several at a time, with total accuracy

## OBJECTIVES

Students will

- Recognize varying sizes and styles of envelope and choose the appropriate one for a letter or other mailing.
- Fold a business letter into thirds to fit a standard business envelope. (4" X 9").
- Identify the various parts of a complete address.
- Recognize the common abbreviations used in addresses, including business abbreviations.
- Match an inside address to an address label.
- Copy a return address.
- Know where to place a stamp.
- Prepare a letter and envelope for mailing.

## MATERIALS

- Variety of envelopes of various sizes and styles
- Box of business envelopes, 4" X 9"
- Samples of business envelopes, addressed and stamped (collected from self or students and colleagues), including those with windows.
- Several sheets of 8½" X 11" paper
- Address labels
- Stamps, (used is fine)
- Return envelopes with windows, for practice inserting pre-addressed return stubs (photocopy some from personal mail, blanking out personal or private information)
- 3 plastic file baskets

## VOCABULARY

- Abbreviation
- Address
- Business
- Complete
- Edge
- Envelope
- Fold / folded
- Incomplete
- Letter
- Mail
- Name
- Return address
- Stamp

## RESOURCES

- Your own office will be a good resource – for supplies, samples of mail, samples of envelopes, etc.
- Visit the office where you work, or some other local business to see how mail is sent out (among other office tasks which students are learning.)
- **workwrite: Volume 1 (Book 1 - 3)**, by Aleksandra Popovic, Karen Geraci . Preparatory Training Programs 2002 ISBN: 0-9689048-4-X . This is a good source for letters and other business writing.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Experience sending letters		1							1				*				*
2.	Fold it in three	1	1				1		1	2	1	1	1	*				*
3.	What goes on an envelope	1	1	1						2	1	1		*				*
4.	Parts of an address		1							2	1	1		*	1			*
5.	Parts of the return address		1							2	1	1		*	1			*
6.	Decode the envelope	1	1								1	1		*	1			*
7.	Abbreviations	1	1							1	1	1		*	1			*
8.	Complete addresses	1	1							1	1	1		*	1			*
9.	The right letter in the right envelope	1	1							2	3	2		*	1			*
10.	Envelopes with windows		1							2	2	1		*				*
11.	Self-addressed envelopes	1	1	1						2	1	1		*	1			*
12.	In the mail room		1	1						1	2	2	1	*	1			*
D	Getting out the mail	1	1	1							1	1	1	*	1			



## LEARNING ACTIVITIES

<p><b>1. EXPERIENCE SENDING LETTERS</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Samples of addressed and stamped mail – letter size, legal size, 9 “ X 12” kraft (brown) envelopes</li> </ul>
<p>Discuss their experiences sending letters or bills in the mail.</p> <p>Explain that an office usually has a lot of mail. Office assistants need to be able to put letters into envelopes and to make sure that the envelope is addressed and stamped correctly.</p> <p>Show samples of various sized envelopes, which have been addressed and stamped (could be mail received).</p> <ul style="list-style-type: none"> <li>• Display these three common size envelopes and make a vocabulary card for each: letter, legal/ business (4 1/8” X 9 1/8”), brown “kraft” envelopes of varying sizes.</li> <li>• You could also show them bubble mailers and discuss what they would be used for.</li> </ul>	

<p><b>2. FOLD IT IN THREE</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Numeracy</b> <ul style="list-style-type: none"> <li>◦ Measurement &amp; Calculation</li> <li>◦ Numerical Estimation</li> </ul> </li> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Job Task Planning &amp; Organization 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Letter size paper and business envelopes</li> <li>• Teaching Aid: <i>Folding a Letter</i></li> <li>• Student Activity Sheet: <i>Which is Folded Correctly?</i></li> </ul>
<p>Explain that business letters are written on letter size (8½" X 11") paper and must be folded into three equal parts in order to fit into a business sized envelope. Show both the paper and the envelope.</p> <p>Show how to fold a business letter into 3 equal parts. Use Teaching Aid: <i>Folding a Letter</i>. Obtain a piece of paper and business envelope.</p> <ul style="list-style-type: none"> <li>• Begin by saying that normally the letter will be facing up, so that when it is folded, the words are inside. (This is not the case when folding to reveal a preprinted address through an envelope window.)</li> <li>• Show students how they can use a business envelope to measure up from the bottom of the paper to find where their first fold should be: the paper folded up must be a little smaller than the envelope height.</li> <li>• Make the first fold, pressing across the page to make a neat crease.</li> <li>• Bring the top edge of the paper toward the folded edge – it may not quite reach the folded edge. Crease neatly as before.</li> </ul> <p>Ask what might happen if the letter is not folded into 3 <b>equal parts</b>. (It will be too wide and will not fit into the envelope, making it impossible to fold the envelope flap over neatly to seal.)</p> <p>Provide students paper to practise folding technique. Have them test their results with an envelope. Do as much practice as is required to achieve skill.</p> <p>Use Student Activity Sheet: <i>Which is Folded Correctly?</i> to reinforce the concept.</p>	



<p><b>3. WHAT GOES ON AN ENVELOPE</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Selection of used, addressed envelopes</li> <li>• Prepared vocabulary cards</li> <li>• Student Activity Sheet: <i>What Goes on an Envelope?</i></li> </ul>
<p>Ask students to examine the selection of addressed and stamped envelopes.</p> <p>Locate the STAMP.</p> <ul style="list-style-type: none"> <li>• Tell them that it is <b>always</b> put in the upper right hand corner.</li> <li>• Some may be stamps they lick or stick, and some may be printed on the envelope itself (by a machine).</li> </ul> <p>Locate the NAME AND ADDRESS that the envelope was <b>sent to</b>.</p> <ul style="list-style-type: none"> <li>• Tell them that this is always in the middle of the envelope, sometimes to the left side but still midway down.</li> </ul> <p>Locate the RETURN ADDRESS.</p> <ul style="list-style-type: none"> <li>• Tell them that it is always located in the upper left hand corner.</li> <li>• If the “sent to” address is on the left side, the return address is still above it.</li> </ul> <p>Use prepared vocabulary cards. Attach these to a large sample envelope posted on the board for easy reference.</p> <p>Use Student Activity Sheet: <i>What Goes on an Envelope?</i></p>	

<p><b>4. PARTS OF AN ADDRESS</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> <li>◦ Finding Information 1</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Collection of addressed envelopes (bills, letters, etc. collected from various sources)</li> </ul>
<p>Show students mail that has come into the office, or have students bring in some envelopes from home. Locate the name and address that the mail was sent to.</p> <p>Choose one envelope to work with together. Enlarge if possible.</p> <ul style="list-style-type: none"> <li>• Read the first line. What is this? (Name of a person or a business.)</li> <li>• Read the second line. What is this? (Street address: number and name)</li> <li>• Look to see if there is an apartment number, a suite number, or a unit number as well.</li> <li>• Read the third line. What is this? City and Province (or state)</li> <li>• Is the country named on this envelope? <ul style="list-style-type: none"> <li>◦ Explain that often the country is not named if the mail stays within the country.</li> <li>◦ If the mail is going outside the country, then the country that it is going to must be named.</li> </ul> </li> <li>• Read the final line. What is this? (Postal code) <ul style="list-style-type: none"> <li>◦ In Canada, this is 2 sets of 3: letter/number/letter (space) number/letter/number.</li> <li>◦ Ask if they know their own postal code.</li> </ul> </li> </ul> <p>Look at several more envelopes and locate the same information. Note that the order stays the same, with the exception that the apartment or unit number may either come before or after the street address.</p>	

<p><b>5. PARTS OF THE RETURN ADDRESS</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> <li>◦ Finding Information 1</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Collection of addressed envelopes (bills, letters, etc. collected from various sources)</li> </ul>
<p>Repeat the process in Learning Activity 4, looking at the return address.</p> <ul style="list-style-type: none"> <li>• Explain that sometimes the name of the sender is omitted.</li> </ul> <p>Notice that some businesses have envelopes that have the return address printed on them already.</p> <p>Some people have stickers with their return address that they stick on the envelope.</p>	

<p><b>6. DECODE THE ENVELOPE</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> <li>◦ Finding Information 1</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Student Activity Sheet: <i>Solve the Envelope</i></li> </ul>
<p>Use Student Activity Sheet: <i>Solve the Envelope</i> to reinforce the learning from the previous two learning activities.</p>	

<p><b>7. ABBREVIATIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> <li>◦ Finding Information 1</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Student Activity Sheet: <i>Abbreviations in Addresses</i></li> <li>• Playing cards if desired</li> </ul>
<p>Ask students how they recognize the street address (number, name and often abbreviation for road, street, etc.)</p> <p>Teach the most common street abbreviations: Rd., St., Dr., Ave., Blvd., Cr/Cres., Ct., Pl..</p> <p>Teach other abbreviations commonly found on envelopes. (Use the collected envelopes as a source.); Apt., P.O.Box, #, R.R., CA or Can., Co., Ltd., ON (use appropriate province or state abbreviations for your location.)</p> <p>Use Student Activity Sheet: <i>Abbreviations in Addresses</i> for practice matching abbreviation to full form.</p> <p>You could make a game of this.</p> <ul style="list-style-type: none"> <li>• Write the abbreviation on one side of a playing card, and the full form on the other.</li> <li>• Have students look at one side and say or print what would be on the other side of the card.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Make a set of abbreviation playing cards, and a set of full word cards.</li> <li>• Place face down and match pairs (<i>Concentration</i>)</li> </ul>	

<p><b>8. COMPLETE ADDRESSES</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> <li>◦ Finding Information 1</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Student Activity Sheet: <i>Is the Address Complete?</i></li> </ul>
<p>Discuss what would happen if part of an address is missing. Often that would result in the mail being undeliverable. Sometimes it will be returned to the sender (if the return address is complete.)</p> <p>Use Student Activity Sheet: <i>Is the Address Complete?</i> To reinforce their understanding of addresses.</p>	

<p><b>9. THE RIGHT LETTER IN THE RIGHT ENVELOPE</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 2</li> <li>◦ Significant Use of Memory</li> <li>◦ Finding Information 1</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Student Activity Sheet: <i>Match the Letter to the Envelope</i></li> </ul>
<p>Sometimes the envelope will have the address already printed on it, or will have a preprinted address label to stick on.</p> <p>In this case, when they put letters into envelopes for mailing, they <b>will</b> have to check that the name on the letter matches the name on the envelope.</p> <p>Ask if they know where to look for the name on the letter.</p> <ul style="list-style-type: none"> <li>• Usually, the letter begins “Dear...”</li> <li>• However, a person may not be named. (Dear Sir,)</li> <li>• Sometimes, above the “Dear” is the name and address of the person the letter is being sent to. <ul style="list-style-type: none"> <li>◦ This is called the “inside address”.</li> <li>◦ This is not the same as the “return address”.</li> </ul> </li> </ul> <p>Use Student Activity Sheet: <i>Match the Letter to the Envelope</i> for practice.</p> <p>***This is a very complex topic as businesses use a wide variety of styles in writing letters. Some use letterhead that incorporates the business name and address. Some put the return address on the left top side; others put it at the top and centred. Some use an inside address; some do not. Most entry level employees would not have to make this level of decision. They are more likely to “stuff” envelopes, sending identical letters to many different people or businesses. There is no matching problem encountered here.</p>	

<p><b>10. ENVELOPES WITH WINDOWS</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Envelopes and enclosures that used the “window” method of displaying address</li> </ul>
<p>Explain that companies use a simpler form of stuffing envelopes that ensures that the letter gets to the right person. There is no need to match the letter to its envelope.</p> <p>Show the students an envelope that has a window for the main address. It may also have a window for their company return address, or it may be simply printed on the envelope.</p> <ul style="list-style-type: none"> <li>• Examples such as bills from Bell Canada, government cheques or income tax forms, GST rebates may be used.</li> </ul> <p>Explain that the office assistant needs to be careful when folding the letters or documents to make sure that the address will show through the window.</p> <p>For student practice, use an actual bill that arrived this way.</p> <ul style="list-style-type: none"> <li>• Blank out any personal information.</li> <li>• Photocopy the page (2 sided) to eliminate the original folds.</li> <li>• Now have the student fold it so that the address will show through the envelope window.</li> </ul>	

<p><b>11. SELF-ADDRESSED ENVELOPES</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Text 1</b></li> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 2</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 1</li> <li>◦ Decision Making 1</li> <li>◦ Significant Use of Memory</li> <li>◦ Finding Information 1</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Selection of self-addressed envelopes</li> <li>• Selection of envelopes with “windows”</li> <li>• Selection of bills or invoices that use the “window” system for return mailing. (Make copies of these for students to practise folding and stuffing correctly.)</li> <li>• Student Activity Sheet: <i>Return Address</i></li> </ul>
<p>Discuss the meaning of the term “self-addressed envelope.”</p> <ul style="list-style-type: none"> <li>• Show students some of these envelopes. (Bell Canada, Hydro, Union Gas, Canada Customs, etc.)</li> <li>• Ask what is different with these envelopes: some have an address already printed; others have “windows” on them.</li> </ul> <p>Explain that sometimes self-addressed envelopes are included with bills. The company does this because they want to make sure that the payment gets mailed to the right place.</p> <p>If there is a window, it means that there is a paper stub to be returned with the payment.</p> <ul style="list-style-type: none"> <li>• Explain that the stub will have the company’s address printed on it.</li> <li>• It may be tricky to fold or fit the stub correctly into the envelope so that the company address is showing through the window.</li> <li>• Demonstrate how to do this and give the students opportunity to practise.</li> </ul> <p>Remind the students that they still have to write the return address of the company they are working for in the upper left hand corner.</p> <p>Use Student Activity Sheet: <i>Return Address</i> for further practice. You may need to read the instructions to the student.</p>	

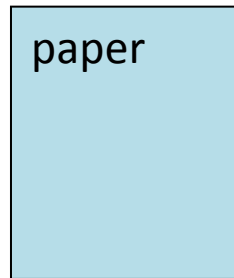


<p><b>12. IN THE MAIL ROOM</b></p> <ul style="list-style-type: none"> <li>• <b>Document Use 1</b></li> <li>• <b>Writing 1</b></li> <li>• <b>Oral Communication 1</b></li> <li>• <b>Thinking Skills</b> <ul style="list-style-type: none"> <li>◦ Problem Solving 2</li> <li>◦ Decision Making 2</li> <li>◦ Job Task Planning &amp; Organization 1</li> <li>◦ Significant Use of Memory</li> <li>◦ Finding Information 1</li> </ul> </li> <li>• <b>Continuous Learning</b></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• 3 plastic file baskets</li> <li>• Envelopes of varying sizes and styles</li> <li>• Stickers to use as stamps, or used stamps</li> <li>• Address labels</li> <li>• Variety of business letters, invoices, etc. (photocopy some that you have gathered over a period of time, blanking out private information)</li> </ul>
<p>Set up a mail room in the classroom.</p> <ul style="list-style-type: none"> <li>• Label baskets: TO BE STUFFED, TO BE STAMPED; READY FOR MAILING.</li> <li>• Discuss what each heading means.</li> </ul> <p>Have students work through the baskets. (Fill the baskets appropriately with materials you have collected)</p>	

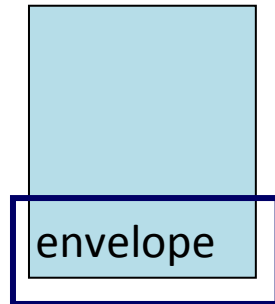


## Folding a Letter

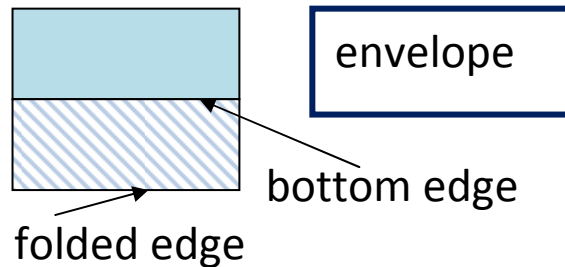
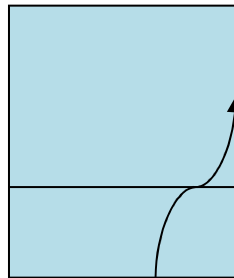
**STEP 1:** Collect a sheet of paper and an envelope.



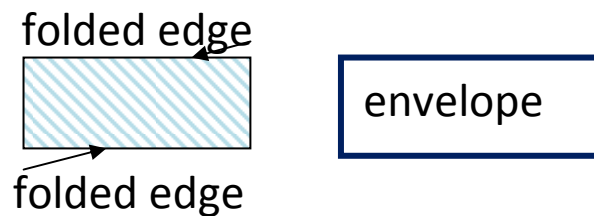
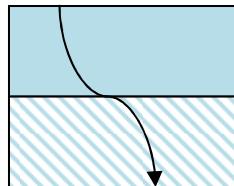
**STEP 2:** Locate the first fold line.



**STEP 3:** Make the first fold, from the bottom up.



**STEP 4:** Bring the top to the folded edge.

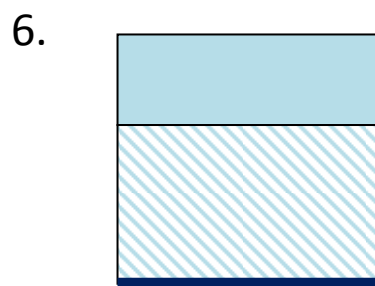
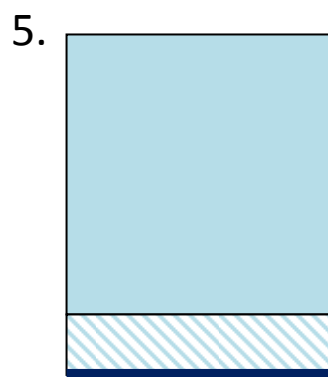
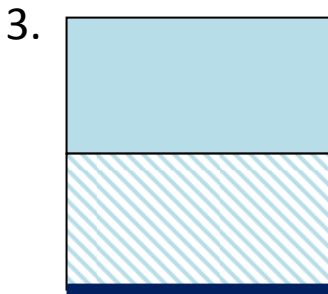
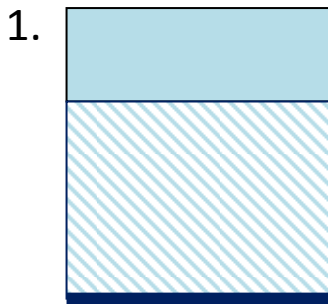




## Which is Folded Correctly?

Which letters are being folded correctly into thirds?  
The dark lines show the fold lines.

- Circle the letters being correctly folded.

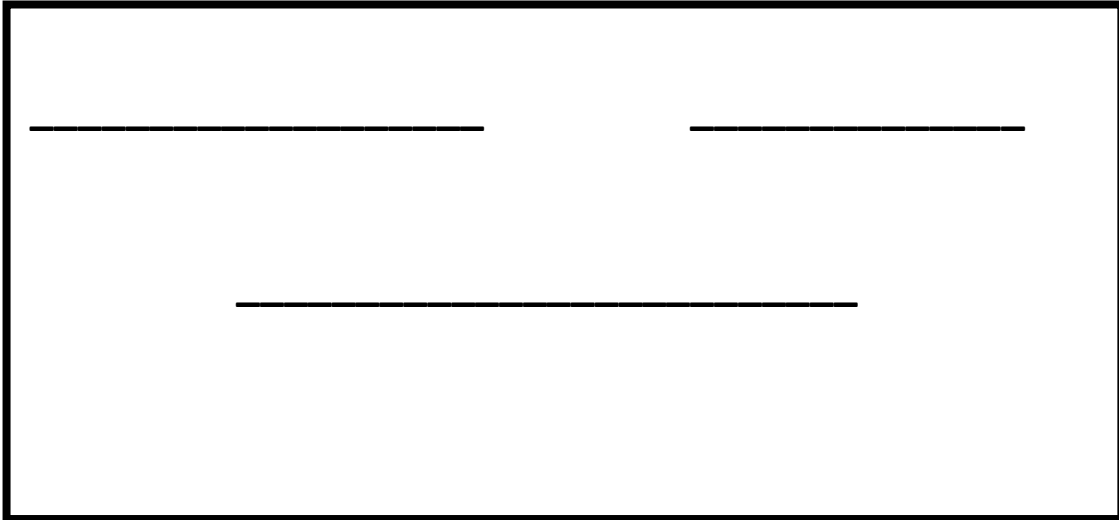




# What Goes on an Envelope

Copy the words where each should go on the envelope below.

- Name and Address
- Stamp
- Return Address








## Solve the Envelope

Look at the addressed envelope.

- Highlight the stamp location in pink.
- Highlight the return address in blue.
- Highlight the name and address the letter is sent to in yellow.

25 Main Street Orillia, ON S4V 2D6	
ABC Paper Ltd., 1189 Johnson St., Halifax, NS Q4Y 3R2	

Copy the requested information from the address the letter is sent to.

Name \_\_\_\_\_

Street Number \_\_\_\_\_

Street Name \_\_\_\_\_

City or town \_\_\_\_\_

Province \_\_\_\_\_

Postal Code \_\_\_\_\_



## Abbreviations in Addresses

Draw a line from each short form (abbreviation) to the word (or words) it stands for. You do not have to be able to read the words. The first few letters will give you a clue.

Avenue

Dr.

Street

ON

Drive

Can.

Crescent

Co.

Ontario

St.

Post Office Box

R.R. 2

Canada

Cr.

Boulevard

P.O.Box

Apartment

Ave.

Company

Blvd.

Rural Route 2

Rd.

Road

Apt.



## Is the Address Complete?

Put a ✓ if the address is complete.

Put a X if the address is missing something.

Tell your instructor what is missing.

1. Beth's Beading C.  
33 Jones Blvd.  
Newmarket, ON  
L8L 4T5

2. R.J.Toys  
Burlington, ON  
L6T 3W4

3. 78 Poole Rd.  
Kelowna, BC  
J9J 2Z6

4. Sally Henderson  
98 Napir Cr.  
Apt. 407  
Toronto, ON

5. ERTM Trucks Ltd.  
549 Porter Ave.  
Grimsby, BC  
V5Y 8U4

6. Patty Harris  
9 Mapleview Dr.  
Barrie  
L7T 8Z7

7. Dawson Garage  
4009 Fig St.  
MAN  
M5T 4H4

8. P.O.Box 89  
Sudbury, ON  
R4D 8W3



# Match the Letter with the Envelope

Draw a line from each letter to the correct envelope, matching the addresses.

ACBrass  
Keman Dr  
Oakville, ON

A.B.Burns  
14 Blyth St.  
Cambridge, ON  
N4R 6Y7

Dear.....

John Smith  
16 Annex Pl.  
Radisson, MAN  
T5T 6U7

E.P.Oak  
Wasie Pl.  
Kingston, ON

John Smith  
16 Annex Pl.  
Radisson, MAN  
T5T 6U7

Dear John,.....

-----

A.B.Burns  
14 Blyth St.  
Cambridge, ON  
N4R 6Y7

T Heal Co.  
123 Sun Ave.  
Toronto, ON

S.A.King & Co.  
245 Spring St.  
Toronto, ON  
M4M 8T8

Dear Sir,

-----

S.A.King & Co.  
245 Spring St.  
Toronto, ON  
M4M 8T8





## Return Address

1. You work for ABC Trucking Company in Midland, Ontario. The street address is 459 King Street, and the postal code is L4R 7U1.

This self-addressed envelope with a window was received along with the hydro bill. Write the correct return address on the envelope.

<hr/> <hr/> <hr/> <hr/>	Hydro One POBox 5700 Markham, ON L6P 7P9
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2. You work for Shirley's Catering Service at 123 Main Street in Orillia, Ontario. The postal code is L4N 6T9.

Last week you got a bill from Enbridge for gas. The self-addressed envelope was enclosed. You must write the return address.

<hr/> <hr/> <hr/> <hr/>	Enbridge Gas Company PO Box 644 Scarborough, ON M1K 5H1
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**DEMONSTRATION INSTRUCTOR PAGE**

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***Getting Out the Mail***

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**ESSENTIAL SKILLS**

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 1
  - Significant Use of Memory

---

**DEMO DESCRIPTION**

The student will prepare a letter and envelope for mailing. The letter is to be folded in thirds to fit in a business (4 1/8" X 9 1/2") envelope. The student will choose the correct address label based on the inside address on the letter, will copy the return address appropriately and will affix the stamp in the correct location. Legibility, neatness and address conventions are all important.

The student will also complete an "I Can" checklist and assess own performance.

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**INSTRUCTOR NOTES**

- Provide a copy of the letter, envelopes of varying sizes, address labels, and stamp (use a sticker or a used stamp.)
- You **could** print the address labels on the computer, using actual self-adhesive labels, or even cut the ones provided and attach them to self-adhesive labels.
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks to the Essential Skills.

**With student**

- Read the letter and instructions to the student if necessary; do not tell student which is the return address or the "send to" address.
- Tell student that Task 1 should be completed quickly but carefully and accurately.

---

**ACHIEVEMENT INDICATORS**

- Folded a letter into thirds to neatly fit in envelope.
  - Chose correct size envelope.
  - Chose correct address label and attached it in appropriate place on envelope.
  - Completed the return address correctly on envelope.
  - Applied stamp to appropriate place on envelope.
  - Completed Task 1 in 5 minutes or less
  - Assessed own performance
-



## ***Getting Out the Mail***

### **TASK 1**

You work in the office of Touchstone Decorative Paving.

You must send out a business letter that your supervisor has given you, using the correct size envelope.

You must complete the envelope neatly, with everything in the right place.

- Choose the correct envelope for the letter.
- Fold the letter to fit the envelope.
- Choose the correct address label, and attach it with glue.
- Copy the return address on to the envelope,
- Put the stamp on the envelope.



**Touchstone Decorative Paving**

4598 Snider Street, Elmira, ON, N6T 6R8

519-888-9767

Janet Johnson  
Newton's Quarry  
34 Stone Road  
Cambridge, ON  
N3G 3F5

Dear Ms. Johnson,

We are pleased to tell you that we have replaced the cheque which was destroyed in the fire that occurred last week in your offices.

We have always been happy with the quality of your products and service and we are delighted that the firm experienced only minor damages.

We trust that our account with you is now paid in full.

Yours truly,

Sandra Jenkins  
Office Manager

Encl.





# ***Getting Out the Mail***

## **TASK 1 cont.**

Choose the correct address label.

Cut it out and use glue to attach it to the envelope.

Ms. Janet Johnson  
Newton's Quarry  
Cambridge, ON  
N3G 3F5

Mr. J. Johnston  
34 Stone Road  
Cambridge, ON  
N3G 3F5

Janet Johnson  
Newton's Quarry  
34 Stone Road  
Cambridge, ON  
N3G 3F5

Ms. Sandra Jenkins  
Touchstone Decorative Paving  
4598 Snider Street  
Elmira, ON  
N6T 6R8

Ms. Janet Johnson  
Newton's Quarry  
43 Stone Road  
Cambridge, ON  
N3G 3F5

Ms. Janet Johnson  
34 Stone Road  
Cambridge, ON



# ***Getting Out the Mail***

## **TASK 2**

### **I Can Prepare the Mail**

<b>I Can</b>	<b>Date</b>
I can fold a letter into thirds to fit in an envelope.	
I can match the inside address to an address label.	
I can tell if an address is complete or incomplete.	
I can place the address label correctly on the envelope.	
I can find the address to use as the return address.	
I can copy a return address in the correct place on the envelope.	
I can prepare an envelope neatly and completely.	
I know where to place the stamp on an envelope.	
I use capitals and abbreviations correctly in addresses.	



**DEMONSTRATION ASSESSMENT**

## *Getting Out the Mail*

**Student:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Total Time for Demonstration:** \_\_\_\_\_

**Help Given?**     Yes     No  
**Details:** \_\_\_\_\_

**Accommodations?:**     Yes     No  
**Details:** \_\_\_\_\_

- ESSENTIAL SKILLS:**
- **Reading Text 1**
  - **Document Use 1**
  - **Writing 1**
  - **Oral Communication 1**
  - **Thinking Skills**
    - Problem Solving 1
    - Decision Making 1
    - Job Task Planning & Organization 1
    - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Folded a letter into thirds to neatly fit in envelope.			
• Chose correct size envelope.			
• Chose correct address label and attached it in appropriate place on envelope.			
• Completed the return address correctly on envelope			
• Applied stamp to appropriate place on envelope.			
• Completed Task 1 in 5 minutes or less			
• Assessed own performance.			

**ADDITIONAL COMMENTS**

