

Lesson Plan

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Classroom Teacher: Mrs. Fauquher **Grade Level:** 5

Lesson Objectives: The students will **organize** the parts of a persuasive letter.
The students will **defend** arguments with reasoning.

IN State Standard: Standard 5 – Writing: Applications (Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:

IN Indicator 5.5.4

Write persuasive letters or compositions that:

- State a clear position in support of a proposal.,
- Support a position with relevant evidence and effective emotional appeals.
- Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
- Address reader concerns.

Content:

1. Purpose of a persuasive letter
2. The components of a persuasive letter
3. Arguments and reasoning to support them
4. Organize a persuasive letter

Materials/Media: The book: *I Wanna Iguana*, a poster of an example of a persuasive letter made prior to the lesson, a PowerPoint presentation, laptop, strips of paper of examples of arguments and reasons from *I Wanna Iguana*, laminated parts of a persuasive letter made prior to the lesson, and possibly a hat.

I. Motivation:

- Read *I Wanna Iguana*.
- Ask:
 - Do you agree with the Alex's opinion or the mother's opinion of having an iguana?
 - Why do you agree with Alex or his mother?
 - If you were the mother, would you give Alex an iguana?

Goal for Learner

Today we are going to learn what the different parts of a persuasive letter are and learn how to support your opinions with reasoning. At the end of the lesson, you will organize the parts of a persuasive letter and defend arguments with reasoning.

II. Procedure

New Information:

- Look at PowerPoint presentation.
A persuasive letter's purposes are to write to make a person agree with a specific opinion and to act or complain about a problem and offer a possible solution.
- A persuasive letter needs to include: heading, inside address, salutation, body, closing, and a signature.
- Alternate between looking at the PowerPoint and pointing out where the different parts of a persuasive letter are located on the poster, which will be made prior to the lesson.
- The heading includes the date and the writer's address.
- The inside address includes the name and address of the person being persuaded.
- The salutation is "Dear..." or "To whom it may concern:" or saying hello.
- The body consists of a thesis, reasons, examples, and a conclusion.

- The closing is “Sincerely,” “Love,” “Thank you,” etc. or saying goodbye.
- The signature is where the writer signs his or her name.

Checking for Understanding:

What is the first part of a persuasive letter?

What is the inside address?

What does the salutation state?

What should the body of your letter consist of?

How do you say goodbye in a persuasive letter?

What is the last part of a persuasive letter?

New Information:

- Look at PowerPoint presentation.
- The body of a persuasive letter is the largest section.
- It is important to clearly state the issue and the writer’s position on it in the introduction or thesis.
- The letter is focused on one problem.
- OREO – Opinion, Reason, Examples, and Opinion – is a great way to remember the organization of the body.
- Usually three to four reasons are appropriate.
- Each reason should cover a main point to back up the argument or your opinion.
- Each reason should have examples to support it.
- You should restate your opinion at the end with feeling.
- The most powerful argument should be stated first and the least powerful argument should be stated last.

Checking for Understanding:

What does the color red represent of OREO on the poster?

What does blue represent?

What does green represent?

What does purple represent?

Modeling:

Give the example: Cats are better than dogs. I will think aloud that I like cats better than dogs so I will put my thumb up. Then, I will say aloud that I believe cats are better than dogs because cats are more loveable.

Practice:

Explain to the students that I have a list of ten different arguments and I want them to tell me if they agree or disagree with each argument. If the students agree, they will put their thumbs up and if they disagree, they will put their thumbs down. Then, I will go around and ask why each student agreed or disagreed with each argument.

Checking for Understanding:

I will observe the students to make sure they have a clear understanding that they have to have a reason to support their opinion.

Modeling:

I'll grab two strips of paper: "I know you don't think I should have Mikey Gulligan's baby iguana when he moves, but here's why I should" and "If I don't take it, he goes to Skinky and Stinky's dog, Lurch, will eat it." Then, I will place them correctly on a T-chart. I will think aloud as to why I believe the strips of paper go on that side of the chart.

Guided Practice:

I'll show the students *I Wanna Iguana* book again and explain how Alex and his mother have different opinions and reasons as to why Alex should or should not get an iguana. I would tell them to just focus on Alex and explain what a T-chart is. Next, I would explain how our T-chart would contain Alex on the top of the T, his arguments for why he wants an iguana on the left side of the T, and his reasoning for his arguments on the right side of the T. Then as a group, the students will place the strips of paper in the correct side of the T-chart.

Checking for Understanding:

I will observe the students as they work to make sure they clearly can distinguish an argument between its reasons. When they are finished, we will go over why they placed each strip of paper on that side of the T and will discuss whether they are right or wrong and why.

Assessment:

I will give each individual student parts of a persuasive letter that would be made prior to the lesson. The students will organize the pieces of the letter in the correct order. Through organization, the students will also defend the arguments with reasoning.

Extension:

Each student will pick a statement out of a hat that relates to why or why not he or she would change this about his or her classroom. Then, they will discuss possible solutions. Lastly, the students will state possible arguments and reasons to support their opinion.

Closure:

We have all learned a lot about persuasive letters today. To review what we have learned today, someone tell me the different parts of a persuasive letter. How do we organize the body of our letter? What does an argument always have to have to support it? Why do we write persuasive letters? Remember a persuasive letter could be written to your parents, your teacher, your school, anyone who you want to change their opinion to agree with yours.

III. Evaluation:

For assessment, the students organized the parts of a persuasive letter and through organization; they defended the arguments with reasoning.

	In Correct Order 1 point	Is Not in Correct Order 0 points
Heading		
Inside Address		
Salutation		
Opinion		
Reason		
Examples		
Restate Opinion		
Closing		
Signature		
Total	/9 points	