

MATERIALS COLLECTION FOR LESSON PLAN

Name: Elizabeth Wood

Date: February 26, 2014

EDEL 200 Section: 3

EDEL 200 Group: A-1

Subject/Discipline: Language Arts

Lesson Topic: Writing

Grade Level: Fifth

Classroom Teacher: Mrs. Fauquher

Children's Literature:

1. Orloff, K. K. (2004). *I wanna iguana*. New York: Putnam.
This book is located in the Educational Resources area of Bracken Library.

This book consists of letters written back and forth between a mother and her son. The son wants an iguana and tries to persuade his mother why he should have one. His mother then writes him back explaining why his reasons are invalid. I could read this book for motivation and I could use it as an opener into persuasive letters. Later the students could go back to this book and create a T-chart.

2. <https://www.youtube.com/watch?v=QsZFsZw5jtU>
This commercial is located on YouTube.

This commercial is about how people are eating extremely fatty foods such as cheeseburgers and fries. People are ripping their pants and breaking their chairs, which will help keep the students interested. At the end of the commercial, it explains how Subway is affordable and healthy. I could use this commercial for motivation and then we could discuss if the commercial was persuasive or not and why.

Hands-on Activity:

1. Orloff, K. K. (2004). *I wanna iguana*. New York: Putnam.

G, M. (2013). *Persuasive Writing*. (ProTeacher, Producer) Retrieved Feb. 5, 2014, from ProTeacher Collection :

http://www.proteacher.org/c/650_persuasive_writing.html

This book is located in the Educational Resources area of Bracken Library. I found this source by doing a Google search for “teaching persuasive writing.” The idea was inspired from the example of the materials page in my EDEL 200 class.

After reading this book, as a group the students would have to construct a T-chart. This chart would contain the son 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. This activity shows that for every argument the son provides, there is reasoning behind it. This would be done as a group for guided practice.

2. I got the idea for this hands-on activity from my EDEL 200 class.

This hands-on activity has the students work with laminated parts of a persuasive letter that would be made before the lesson. The students would have to place the pieces of the letter in the correct order. I could use this as a practice activity or it could be done individually for an assessment.

3. I came up with this idea on my own.

I would have a list of different arguments. Then, I would explain to the students that they would have to put thumbs-up for yes they agree or thumbs down for no they do not agree on the statement provided. Lastly, we will go around explaining why each child agrees or disagrees with the statement. This activity would help the students better understand that in order for an argument to be effective, there has be reasons to support it. This activity would be done as a guided practice.

Visual Aid:

1. This idea came from my past English 101 and 102 teacher, Mrs. Kwiatkowski at Washington Township High School in Valparaiso, Indiana.

This visual aid will be a Prezi, created prior to the lesson. I will use this Prezi to will explain and teach the different parts of a persuasive letter including the foundations behind it. Due to its length, I will break the

presentation into multiple parts. Activities will be done in between the information. This Prezi would be used for providing new information. It would be followed directly after the motivation.

2. *Writing a Persuasive Letter*. (2011). (S. Zone, Producer) Retrieved Feb. 5, 2014, from Study Zone:

<http://www.studyzone.org/testprep/ela4/h/persuasivel2.cfm>

I found this website by doing a Google search for “parts of persuasive letters.” My idea was inspired from this website.

This website shows the different components of a persuasive letter. I plan on making a poster about what is included in the each part. It would be made prior to the lesson. Also, the poster would consist of multiple colors each representing a component of the letter. This poster will be presented during the new information section and during the same time as the Prezi. This would allow me to point to the section of the letter I am explaining on the Prezi, which will help the students comprehend the lesson in a more effective way.

Technology:

One way I can incorporate technology is through my first visual aid. A Prezi allows me to explain and teach the different parts of a persuasive letter and the foundations behind it. It also helps the students take in the new information in a more fun and production way.