

Lesson Plan
by Whitley Starnes

Lesson: Persuasive Letters using the book *Dear Mrs. LaRue Letters from Obedience School* by Mark Teague

Length: 2 Days

Day 1: Read and Write Persuasive Letters (45 minutes)

Day 2: Edit and Share Persuasive Letters (45 minutes)

Age or Grade Level Intended: 2nd grade

Academic Standard(s):

2.4.1 Writing

Organization and Focus: Create a list of ideas of writing. (Core Standard)

2.4.7 Writing

Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

2.5.3 Writing

Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature.

Performance Objective(s):

1. In their Writer's Notebooks, the students will write a list of ideas for their friendly letter with at least three written ideas.
2. Given an editing checklist, the students will edit their own friendly letter by putting a check mark next to the criteria they completed with 100% accuracy.
3. Given an editing checklist, the students will edit another classmate's letter by putting a check mark next to the criteria they completed with 100% accuracy.
4. Given a letter template, the students will write a letter using all the components included in a letter (date, salutation, body, closing, signature) with all five letter components written on the letter template.

Assessment:

For objectives 1 and 4, I will use a rubric as my assessment tool. I will have a rubric for the writer's notebook activity and the friendly letter, which will be located at the end of the lesson.

For objectives 2 and 3, I will use a class chart to record a completion grade for filling out the checklist for their own writing and classmate's writing.

Advance Preparation by Teacher:

- Locate copy of *Dear Mrs. LaRue Letters from Obedience School* by Mark Teague
- Make copies of Rubric for Writer's Notebook (1 for each student)
- Make copies of Rubric for Friendly Letter (1 for each student)
- Make copies of friendly letter template (2 for each student)
- A classroom size letter template
- Index cards labeled date, salutation, body, closing, and signature
- Tape
- Make copies of Ike's letters from story
- Teacher example of persuasive letter activity

Procedure:**Introduction/Motivation:**

1. Remind students about the letters they wrote to their friends yesterday. (Gardner: Verbal/Linguistic)
2. Review Activity: On the classroom size letter template, choose volunteers to identify the components included in a letter by taping a index card labeled date, salutation, body, closing or signature where it goes on the letter template. (Gardner: Bodily-Kinesthetic, Visual/Spatial, Verbal/Linguistic)
3. Ask students to give an example of a greeting and salutation. (Gardner: Verbal/Linguistic)
4. Share the title of the book and the author with the students, *Dear Mrs. LaRue Letters from Obedience School* by Mark Teague (Gardner: Verbal/Linguistic, Visual/Spatial)

Step-by-Step Plan:

1. Have students meet you in their special spots on the carpet, which is located by the teacher's chair.
2. Read the book out loud to the students. While reading the story, direct students' attention to the illustrations and how they show two perspectives. (Gardner: Verbal/Linguistic, Visual/Spatial)
3. After reading the book, ask the students the following questions. (Gardner: Verbal/Linguistic, Interpersonal, Intrapersonal)
 - a. Who was writing the letters? (Bloom: Knowledge)
 - b. Who was Ike writing the letter to? (Bloom: Knowledge)
 - c. How would you describe Ike? (Bloom: Comprehension)
 - d. Why do you think Ike does not tell the truth about Obedience School in his letters to Mrs. LaRue? (Bloom: Analysis)
 - e. Would you recommend this book to a friend? Why or why not? (Bloom: Evaluation)
4. Explain to the students that Ike wrote persuasive letters to Mrs. LaRue. Say: "A persuasive letter is a letter where someone is trying to get their viewpoint across to someone else." (Gardner: Verbal/Linguistic)

5. Using a print out of one of Ike's letters, discuss and point out what persuasive techniques and words Ike uses in his letter to Mrs. LaRue. (Gardner: Verbal/Linguistic, Visual/Spatial)
6. In groups, have students read one of Ike's letters from the story and have them talk with their group members about what persuasive techniques and words he uses in his letter to Mrs. LaRue. (Gardner: Interpersonal, Visual/Spatial)
7. Have each group share what they found/discussed. While the students are sharing, write on the board, what persuasive techniques and words Ike uses in his letters to Mrs. LaRue. (Gardner: Verbal/Linguistic, Visual/Spatial)
8. Explain to students that they will be writing their own persuasive letters. Tell them that while they write their persuasive letters, they can use the persuasive techniques and words that are listed on the board. (Gardner: Verbal/Linguistic)
9. Explain the directions/criteria for their persuasive letters.
 - a. Role – Something that couldn't actually write a letter
 - b. Audience – Someone the chosen Role could complain to
 - c. Format – A friendly letter
 - d. Topic – Persuade your audience to behave differently
10. Show Teacher example of persuasive letter (located at the end of the lesson plan) and discuss the persuasive techniques and words used in the letter. (Gardner: Visual/Spatial, Verbal/Linguistic)
11. Have students go back to their desk, and in their Writer's Notebook have them write at least three ideas of who could be their Role and Audience. Also, have the students jot down notes as to what the Role will be persuading to its Audience. (Gardner: Intrapersonal)
12. Once the students have written at least three ideas for their persuasive writing, have them share their ideas with a partner next to them. (Gardner: Interpersonal)
13. Tell the students to decide on their Role and Audience. (Gardner: Verbal/Linguistic)
14. Pass out the Friendly Letter Template and tell them to begin writing. Remind them where the components are located in the letter by showing the class size letter template again. Also, at this time, pass out the individual editing checklist, so that the students know the criteria for their persuasive letters. (Gardner: Verbal/Linguistic, Visual/Spatial, Intrapersonal)

Closure:

15. If there are students who finish writing early, have them reread what they wrote at least 3 times quietly to themselves and look over their individual checklist. (Gardner: Verbal/Linguistic, Intrapersonal)
16. Once the students are finished writing a rough draft of their persuasive letters and have completed their editing checklist, have them put both papers in their Writing Folder. (Gardner: Verbal/Linguistic)
17. Tell them that tomorrow they will be reading another classmate's persuasive letter and filling out an editing checklist over their classmate's writing. (Gardner: Verbal/Linguistic)
18. Then, tell them that they will fix their errors in their letter and rewrite their persuasive letter on a clean letter template. (Gardner: Verbal/Linguistic)
19. Finally, tell them that once they have rewritten their persuasive letters, they will share them with the class. (Gardner: Verbal/Linguistic)

20. Collect the Writer's Notebooks, Individual Checklist, Partner Checklist, Rough Draft of Persuasive Letter, and Final Draft of Persuasive Letter on Day 2.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension

There is no individual reading during this lesson; however, once the students are sitting at their seats and writing their persuasive letters go over to the student and discuss the story that was just read. When discussing the book and the writing assignment, guide the student so that he or she fully understands the writing assignment.

Student with ADHD

Stop by the student's desk occasionally to make sure the student is staying on task. If the student looks like he or she is getting off task, ask the student to share what they have written thus far and ask what else he or she is going to add to his or her writing. Once this student completes the writing assignment, provide him or her with additional letters from Ike to read or have him decorate his letter.

Student with Gifts and Talents in Creativity

If this student finishes his or her writing assignment early, have him or her write another persuasive letter with a new role and audience. Also, challenge him or her to be creative when persuading his or her audience by using persuasive techniques they have talked about during the lesson.

Student with Autism

For this student, make sure you repeat the directions for the persuasive letter assignment more than once to ensure that he or she understands what is being asked of him or her. If the student is following directions and behaving well, give him a sticker for his or her sticker card. Depending on how many stickers the student earns at the end of the week, he or she will receive an award such as a Lunch in the Room Certificate or Show & Tell Pass.

Self-Reflection:

The concept I was teaching in this lesson was persuasive writing. To teach this concept, I used the book *Dear Mrs. LaRue Letters from Obedience School* by Mark Teague and had the students write persuasive letters. In the book, Ike writes persuasive letters to his owner, Mrs. La Rue. By using examples from the story, the students would write persuasive letters that used effective persuasive techniques and words to persuade their audience.

Reference:

http://www.writingfix.com/Picture_Book_Prompts/DearLaRue3.htm

May 13, 2011

Dear Book,

I am squished between your pages. I do not like it at all! Could you please give me some air by opening up? I may hold your place, but I do not like it when my corners are bent from the force of your pages slamming down on them. I get all crinkled up.

Also, I know you get mad at me for falling out of your pages, but it is your fault for not staying closed. Please be careful!

Your friend who keeps your place,
Bookmark

Name _____ Date _____

Rubric for Writer's Notebook

OBJECTIVE	CRITERIA			SCORE
	1	2	3	
Write a list of ideas for a friendly letter	1 idea written	2 ideas written	3 ideas written	
			TOTAL	

Name _____ Date _____

Rubric for Writer's Notebook

OBJECTIVE	CRITERIA			SCORE
	1	2	3	
Write a list of ideas for a friendly letter	1 idea written	2 ideas written	3 ideas written	
			TOTAL	

Name _____ Date _____

Rubric for Writer's Notebook

OBJECTIVE	CRITERIA			SCORE
	1	2	3	
Write a list of ideas for a friendly letter	1 idea written	2 ideas written	3 ideas written	
			TOTAL	

Name _____ Date _____

Rubric for Writer's Notebook

OBJECTIVE	CRITERIA			SCORE
	1	2	3	
Write a list of ideas for a friendly letter	1 idea written	2 ideas written	3 ideas written	
			TOTAL	

Name _____ Date _____

Rubric for Friendly Letter

OBJECTIVE	CRITERIA					SCORE
	1	2	3	4	5	
Use all 5 components included in a letter (date, salutation, body, closing, signature)	Uses 1 out of the 5 components included in a letter	Uses 2 out of the 5 components included in a letter	Uses 3 out of the 5 components included in a letter	Uses 4 out of the 5 components included in a letter	Uses all 5 components included in a letter	
The date is written correctly using this format <i>May 13, 2011</i>	Date is correctly written	X	X	X	X	
The student used their checklists to fix errors in their friendly letter	Some errors are fixed in the friendly letter	All errors are fixed in the friendly letter	X	X	X	
					TOTAL	

COMMENTS:

RECORD SHEET

Directions: Place a check mark in the box if the student completed the checklist.

Name of Student	Individual Checklist	Partner Checklist
1.		
2.		
3.		
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14.		
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17.		
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21.		
22.		
23.		
24.		
25.		

Name _____ Date _____

Individual Checklist

_____ I used all 5 components included in a letter

_____ Date example: May 13, 2011

_____ Salutation example: Dear Book,

_____ Body

_____ Closing example: You friend who keeps your place,

_____ Signature example: Bookmark

_____ I identified my Role (something that couldn't actually write a letter)
example: Bookmark

_____ I identified my Audience (someone that chosen Role could complain to)
example: Book

_____ I used capital letters at the beginning of my sentences and for proper nouns

_____ I used correct punctuation marks at the end of my sentences.
Period.
Question mark?
Exclamation point!

_____ I spelled Word Wall Words correctly.

Your name _____ Date _____

Name of partner _____

Partner Checklist

_____ They used all 5 components included in a letter

_____ Date example: May 13, 2011

_____ Salutation example: Dear Book,

_____ Body

_____ Closing example: You friend who keeps your place,

_____ Signature example: Bookmark

_____ They identified their Role (something that couldn't actually write a letter)

example: Bookmark

_____ They identified their Audience (someone that chosen Role could complain to)

example: Book

_____ They used capital letters at the beginning of their sentences and for proper nouns

_____ They used correct punctuation marks at the end of their sentences.

Period.

Question mark?

Exclamation point!

_____ They spelled Word Wall Words correctly.

_____ Did they persuade their audience to behave differently?