

EL/Civics Lesson Plan

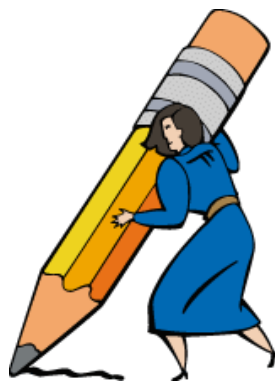
Program Name Canton City Schools


Staff Responsible for Lesson Patricia Dolezal

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| Date(s) Used | April 29 -30, 2008 |
| Civics Category | II. 1. Consumer Economics-Complaints |
| Civics Objective | Access community or commercial agencies to resolve a consumer complaint. |
| Time Frame to Complete Lesson | One-hour session |
| EFL(s) | NRS Level 5 |
| Standard(s)/Components of Performance | <p style="text-align: center;"><u>Convey Ideas in Writing</u></p> <p>C3. Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.</p> <p>C4. Seek feedback and revise to enhance the effectiveness of communication.</p> |
| Benchmark(s) | <p>W5.3 Produce simple paragraphs with topic sentences and supporting details.</p> <p>W5.4 Use some complex grammatical structures with errors.</p> <p>W5.5 Use mostly correct spelling and punctuation.</p> <p>W4.6 Edit and revise writing based on teacher and peer editing.</p> <p>W5.6 Edit and revise writing based on self-editing using dictionaries and checklists.</p> |
| Materials | <p style="text-align: center;"><i>2007 Consumer Action Handbook*</i> (free from www.ConsumerAction.gov)</p> <p style="text-align: center;">Computer/laptop</p> <p style="text-align: center;">Editing checklist (taken from http://jc-schools.net/write/checklist.pdf)</p> <p style="text-align: center;">paper</p> <p style="text-align: center;">Pen or pencil</p> <p style="text-align: center;">*This book has been updated; pages may need to be adjusted.</p> |

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| <p>Activities</p> | <ol style="list-style-type: none"> 1. In a previous lesson, students had looked through real catalogs and had “ordered” two or three items. One or two of these items were used in the letter of complaint. 2. Discuss how sometimes when we order something from a company there is a problem. Explain that most of the time you can fix the problem with a phone call to the company. However, sometimes written correspondence is necessary as proof of what transpired. Explain that in this lesson, they will learn how to write a letter of complaint. 3. First, review the proper format for a business letter using the sample letter on page 55 in the <i>2007 Consumer Action Handbook</i>. 4. Read the letter of complaint on page 55 and discuss what types of complaints they might use for the items they ordered (order was incorrect, product in poor condition, product misrepresented, etc.) 5. Explain that part of writing a letter includes correct punctuation, grammar and spelling. Distribute the editing checklist and make sure students understand what type of errors for which they need to look. 6. Have students write out their letter of complaint on paper skipping every other line so there’s more room to make corrections. 7. As students complete their letters, they go over it again themselves using the checklist. Next, they ask one or more peers to look for errors. 8. Students rewrite it and then have teacher edit it. 9. A final copy can be typed or handwritten in the classroom or as homework. 10. All rough drafts and final copies should be turned in for the portfolio. |
| <p>Assessment/ Evidence</p> | <p>Students will bring in a final copy of their letter of complaint to be put into their portfolio along with the rough drafts.</p> |
| <p>Reflection</p> | <p>It was very helpful for students to help each other edit. As a follow-up, I typed in their editing mistakes into a Word document and projected it onto a screen. I solicited student input on how they would correct the errors and used “track changes” to put them in. It helped because the students heard the thought processes that went into deciding why something needed to be changed.</p> |



|  Editing Checklist | |
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| | Indent Paragraph(s) |
| | Complete Sentences (each has a subject and predicate) |
| | Capitalization <ul style="list-style-type: none"> • Do all sentences begin with a capital letter? • Do all proper nouns begin with capital letters? |
| | Punctuation <ul style="list-style-type: none"> • Are periods and commas used correctly? • Are quotations punctuated correctly? |
| | Verb Usage <ul style="list-style-type: none"> • Do all main verbs agree with the subject in person and number? • Are any parts of verb phrases missing or incorrect? Are verb endings correct? • Is the verb tense correct? • Are helping verbs used when needed? |
| | Noun Usage <ul style="list-style-type: none"> • Do regular plurals end in “s”? Are irregular plurals correct? • Are articles (“a,” “an,” and “the”) used correctly? • Does every pronoun have a clear referent? |
| | Correct Spelling (Be careful of words that sound the same but have different meanings.) |
| | Descriptive Words <ul style="list-style-type: none"> • Are words used that give a picture of what is taking place? • Are transitional words used? |
| | Word Variety <ul style="list-style-type: none"> • Do sentences begin with different words? • Did the writer use a variety of words in each sentence? |