

Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.04, 01.05	Lesson Number - 32
<p><b>Activity Title - Dear Abby or Dear Ann</b></p> <p><b>Goal/Objective</b></p> <p>To draft an opinion letter in response to a topic identified by a writer to Dear Abby or Dear Ann Landers.</p> <p><b>Lesson Outline</b> <b>Introduction</b></p> <p>Most people write different types of letters in their daily lives. They write business letters, friendly letters, and even letters of opinion. The newspaper is filled with letters of advice or opinion, such as those written to Dear Abby or Ann Landers. The same kinds of skills that advice columnists use to respond to readers are also useful in the workplace.</p> <p><b>Activity</b></p> <p>Provide students with copies of a sample advice column, such as Dear Abby or Dear Ann Landers. Give them only the initial letter, not the response of the columnist. Have the students read the letter aloud. You may wish to use sample letters that are supportive of job skills, such as an out-of-work individual, a person wanting advice on how to advance his/her career, or a person with a problem in the workplace.</p> <p>Tell students to respond to the letter using effective communication skills.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>After students have written their letters of response, have them share them with the class. Have them assess whether or not their responses were effectively and clearly written and whether the advice would be appropriate if applied to the workplace. Discuss whether the scenario could actually occur in the workplace.</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Sample copies of advice columns from the local newspaper.</li> <li>• Paper and pencils</li> <li>• Dictionaries</li> </ul>	
<p><b>Real-Life Connection</b></p> <p>The workplace requires that employees deal with different types of situations effectively. Have students identify different workplace problems that could be assisted through effective written or oral communication. Discuss how misunderstandings often occur because of misinterpretations of both written and oral communications, i.e. memos, meetings, letters, directives, etc.</p>		<p><b>Extension Activity</b></p> <p>Have students write a sample letter of opinion to an advice columnist or to the editorial department of the local newspaper. Have them identify a workplace or local issue on which to write.</p> <p><b>ESE/ESOL Accommodations</b></p> <p>Provide students with a sample copy of a well-written letter from an advice column.</p> <p>Have students use a graphic organizer to initially draft a letter.</p> <p>Provide dictionaries.</p>	

## GED 2002 Teachers' Handbook of Lesson Plans

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### Activity Title - Dear Abby or Ann

#### Introduction

*Ask:* How many of you read the advice columns in the newspaper, such as Dear Abby or Dear Ann Landers? Was the information applicable to your daily life? Were there ever letters that you wondered what the reader was asking about or how the advice could be used?

*Say:* Today, you are going to be the advice columnist. Being an advice columnist requires the use of effective communication— much like that which you need to use in the community and workplace.

#### Main Activity

Provide students with a sample letter from an advice column. You may wish to choose a letter that deals with a specific workplace issue, such as an out-or-work individual, a specific problem in the workplace, or a question on how to achieve a better job. Cut off the advice columnist's answer.

*Say:* Today, you will be an advice columnist. First, read the letter and identify the writer's question or problem. Next, draft a response to the writer that effectively communicates appropriate advice on how the writer could solve his/her problem. Clear communication is essential for an advice columnist. Clear and effective communication is also necessary in the community and workplace. Many problems in real-life are often the result of ineffective communication.

Have students write a response letter using appropriate Edited American English.

#### Debriefing/Evaluation Activity

After students have completed their letters, have them share them with the class. *Ask:* What was the problem that was identified? What types of responses were provided? Were the advice letters clear and easy to understand? What difficulties did you have when drafting a letter of response to the writer?