

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Writing	Lesson Title <i>Put That in Writing</i>	Correlation to Framework 01.05, 01.06	Lesson Number 46
Objectives/Learner Outcomes At the end of this lesson, the learner will be able to: <ul style="list-style-type: none"> • Identify life situations which require various writing responses • Use the power of the written word to obtain results • Practice writing responses to real-world events • Demonstrate the skills needed to recognize and create effective letters of complaint • Demonstrate the skills needed to recognize and create effective friendly letters 		Materials/Resources/Internet Sites/Handouts/Worksheets <ul style="list-style-type: none"> • Handout – <i>Making the Connection Activity, Worksheet #1</i> • Handout – <i>Making the Connection Activity, Worksheet #2</i> • Handout – <i>Sample Letter of Complaint</i> • Handout – <i>Sample Family Holiday Letter and Timeline</i> • Handout – <i>Patterns of Organization</i> • Internet Resources <ul style="list-style-type: none"> ◦ Letter writing Internet sites for complaint letters <ul style="list-style-type: none"> ▪ www.consumerhelpweb.com ◦ Letter writing Internet sites for friendly letters <ul style="list-style-type: none"> ▪ www.WriteExpress.com ▪ http://www.thinkquest.org/library/site_sum.html?name=J001156&url=J001156/forms%20of%20writing/cp_friendlyletter.htm 	
Pre-Requisite Knowledge The learner should be able to: <ul style="list-style-type: none"> • Write in basic letter format • Use correct punctuation • Write simple sentences with correct grammar 		Key Words <ul style="list-style-type: none"> • Formal and informal writing • Consumer complaints • Family timelines • Complimentary • Patterns of Organization: Time/Order, Cause and Effect, Compare and Contrast, Simple Listing 	
Anticipatory Set/Introduction To introduce the lesson, students should understand the purpose and power of written communication and how choosing the right style and format can enhance the effectiveness of their writing. Ask: What are the things you have to write for in your daily lives? Record responses on the board/chart. Say: We have several languages in which we use to communicate in written format our needs, questions, requests, and other personal desires. Ask: Can you name some of the times when you may have had to write a letter? What were the reasons? Students should reveal personal information that may have required action on their part in the form of written responses. Say: Authentic texts are found in our daily world outside of the classroom. Let's look at what we deal with every day.			

Preview Questions for Lesson

1. What are types of written correspondence that you use in your daily life? Record responses on the board.
2. What situations would require a formal written response?
3. What situations might require an informal written response?

Instructional Outline

Say: Today, we are going to connect the use of real-life situations to our need for enhancing our written communication skills. Let's look at some of the materials we have in our homes and daily lives that require a response and whether it needs to be written or not. Pass out the handout, ***Making the Connection Activity, Worksheet #1***. Students need to fill out their responses during class discussion.

Say: We use written language in various ways.

Personal Language

Language that includes the expression of personal feelings, participation and withdrawal, interest, pleasure, disgust, etc.

- Memo of a personal reaction to a new policy
Writing in a journal of personal reactions and feelings, etc.
Language used to satisfy a material need, enabling one to obtain goods and services that one wants or needs.
- Ordering something via a form
Requesting service in a memo

Interactional Language:

Language used to make or maintain interpersonal contact.

- Personal letters, greeting cards, notes like, "I love you," etc.

Informative Language

Language used to communicate information to someone who does not already possess that information.

- Writing information texts
Writing research reports
Writing personal letters to inform someone of what has happened to a relative, etc.
(Functions of Language, Halliday, 1978)

Ask: How might you use these documents? Pass out ***Making the Connection Activity, Worksheet #2*** and have students write their response during class discussion.

Say: In the next two days, we are going to exercise our power of the written word using our personal, interactional, and informative languages. We will be writing a formal letter of complaint to a business and an informal friendly letter that may be used in a yearly holiday newsletter.

Process/Activities

First Day

Say: Before we begin with our letters, let's rethink all the things in our daily lives that we must read and respond to in a written format. Our next activity is to look at ***Making the Connection Activity, Worksheet #2***. Listed are categories of things we encounter. List the texts (things we read), the purpose (why we read), and the written communication (what we have to write) by identifying specifics in each category. Have students work in small groups to assist those who may have trouble in completing the form.

Example:	TEXT	PURPOSE	WRITTEN COMMUNICATIONS
<i>Workplace</i>	<i>Safety Manuals</i>	<i>Safety in the Workplace</i>	<i>Accident reports, Safety checklists</i>

Say: Our first activity is to write a letter of complaint to a business. It is our responsibility to protect our rights as a consumer.

Ask: Is there anything that you have purchased that was not what you thought it would be, did not provide the service you wanted, or simply did not work properly? You will use this as the topic of your letter. *If students do not have a personal example, provide them with one.*

Say: Referring to Handout #3 - ***Sample Letter of Complaint***, use the skeleton letter to form your letter of complaint by filling in the specifics.

Second Day

Ask: Have you ever received a thank you letter, letter of compliment, or a note of encouragement? How did that make you feel?

Say: Another way to further understand the purpose and power of written communication is to look at the informal style of letter writing. Equally important and more powerful is writing something that compliments, encourages, and/or praises others. Refer to Handout #4 - ***Sample Family Holiday Letter***, use the sample timeline and informal letter format to draft your friendly letter.

Product/Evaluation/Summary

Have students report the information in ***Making the Connection Activity, Worksheet #2***.

Have students read aloud their letters of complaint to the class. If the situation was used in a real-life scenario, have students report back to the class the outcome.

For the next assignment, have students read aloud their yearly holiday letter of family news. Have students report when they would send this type of a letter and to how many people. If students feel uncomfortable reading their letters, have them display their timeline of events.

Extra credit should be given to those students who write encouraging notes to their children as suggested in the ***Family Connection***. Students who report those actions may want to share the reaction of their children and how it helped with positive behaviors in school and at home.

Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Provide written directions to students.	Incorporate activities that allow students to work together and discuss what they have done.	Have students match pictures or create a drawing to represent the style and type of written communication assigned.
Special Differentiation Strategies	Use an overhead transparency to visually show the format for a letter of complaint and a family yearly timeline. When providing directions orally, have them in writing as well.	Check for understanding by asking questions when giving directions or assignments in writing.	Show students how to diagram a formal letter format and/or timeline for the second assignment - family yearly events.
Evaluation	Allow students to show their completed letters.	Allow students to orally report what they have composed.	Allow students to use pictures in order to display what product with which they are dissatisfied. Assessment of learning can also be completed through drawing pictures or a timeline with pictures posted on it.
The Family and Adult Literacy Connection		ESE/ESOL Accommodations	
<p>For students to further understand the purpose and power of written communication, explain how equally important and powerful writing is when complementing and encouraging others. Use other patterns of organization by having students:</p> <ul style="list-style-type: none"> • Write a note to their children of happy thoughts and encouraging words and put it in the lunchbox, backpack, or mail. (cause and effect, compare and contrast, and simple listing). • Compose a once-a-year holiday letter with a synopsis of the family news. (time/order). 		<ul style="list-style-type: none"> • Provide an opportunity for the student to dictate personal stories/letters for him/her to copy after editing by the teacher. Note that the editing process should be an individual learning experience between the teacher and student. • Allow students to work in small groups. • Use a timeline to help students visualize. • Provide a dictionary for students in their native language. • Provide extra time for ESOL and LD students. 	

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Making the Connection Activity, Worksheet #1

Name _____

Date _____

Activity: Making the connection with real-life materials and classroom objectives.

Text	School-based use	Authentic use	Have you used this text? How?
TV schedule	looking for proper nouns capitalization review	look for favorite TV show	_____
Health brochure	words for spelling test	get information about a specific condition	_____
Classified ads	abbreviations	finding a job	_____
People Magazine	main idea/factual details literal/evaluative comprehension	pleasure/interest reading	_____
Packaged food items	construct meaning from text compare /contrast	obtain nutritional information	_____
Mailing ads	evaluative comprehension author's purpose fact/opinion compare/contrast	personal choices/interests	_____
Newspaper	_____	_____	_____
Appliance Manual	_____	_____	_____
Change of Address	_____	_____	_____ Mail Order Forms
_____	_____	_____	_____

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Making the Connection Activity, Worksheet #2

Name _____

Date _____

Activity: Making the connection with real-life materials used in daily life.

	TEXT	PURPOSE	WRITTEN COMMUNICATIONS
1. workplace	_____ _____	_____ _____	_____ _____
2. family	_____ _____	_____ _____	_____ _____
3. the U.S.	_____ _____	_____ _____	_____ _____
4. your city/town	_____ _____	_____ _____	_____ _____
5. public transportation	_____ _____	_____ _____	_____ _____
6. your children's school	_____ _____	_____ _____	_____ _____
7. financial institutions	_____ _____	_____ _____	_____ _____

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Sample Letter of Complaint

[Your name]
[Your address]
[Your city, state, zip code]

[Date]

[Name of company]
[Address]
[City, state, zip code]

Re: [Your account information or customer number, or a one-line summary]

Dear [name of manager, president, or owner spelled correctly]:

On [date], I [purchased, rented, repaired, leased] a [product] in the amount of [dollar amount] from [name of store], located at [address of store]. Unfortunately, when I [got the item home, opened the box, plugged it in, assembled it, etc.]. I realized the item was [damaged, defective, missing a part, etc.] and I was unable to get it to work.

To resolve this problem, I would like to request a [state specific request: credit to charge card, replacement item, correct part, merchandise credit]. For your review, I have enclosed copies of my [sales receipt, warranty, charge card, etc.]. I would like to resolve this problem quickly and would be grateful if the process could be completed by [date]. Please feel free to call with questions. I can be reached at [work phone number] or [home phone number]. I can also be reached via e-mail: [e-mail address]

Thanks in advance for helping resolve this matter.

Sincerely,
[Your signature]
[Your name printed]

cc: [Names and address of relevant people and organizations - your state attorney general (www.naag.org), the Federal Trade Commission (www.ftc.org), trade organizations, consumer agencies (www.consumer.gov), or top offices in the company are smart choices. Use your discretions.]

Real Simple Magazine, (September 2002)

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Sample Family Holiday Letter

[Your name]
[Your address]
[Your city, state, zip code]

[Date]

Happy Holidays,

As another year comes to an end, the [surname] family extends our wishes for a happy, healthy and peaceful holiday and New Year. Our year was filled with [describe in general the year's experiences; exciting times, great accomplishments, sorrow with the loss of, etc.].

[Starting with the beginning of the year summarize the highlights of the year by month, individual family members, and/or specific events]. [Use family timeline to guide you in the dissemination of news]. [The number of paragraphs depends on the amount of information being shared]

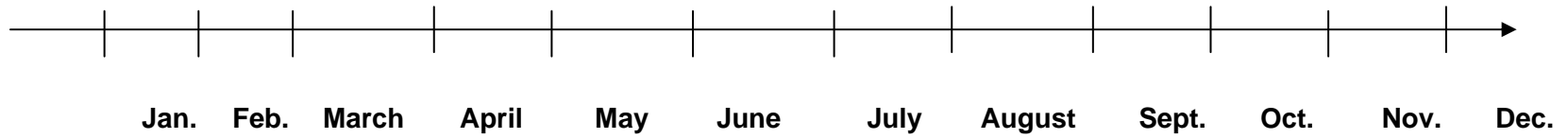
[Closing wishes - simple sentence].

Sincerely,
[The family name]

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Family Timeline

20__ __



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Patterns of Organization

Good writing must be organized. The following patterns of organization can be used whenever you write, whether you are writing a formal or informal letter, report for your employer, or the essay for the GED Tests.

Time Order

Use a time order pattern when you need to:

- List steps in progress
- Explain how something works
- Describe a routine
- Tell about an event

Cause and Effect

Use a cause and effect pattern when you need to:

- Trace the reasons why an event occurred
- Determine the results of something
- Predict the results of an event or action

Comparison and Contrast

Use a comparison and contrast pattern when you need to:

- Describe what is the same/different about something/someone
- Explain the pros and cons of something

Simple Listing

Use a simple listing pattern when you need to:

- Give examples to support your position on something
- List characteristics of something
- Divide some thing into parts