



Canada C3 Digital Classroom Learning Module

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Learning Module Title: Learning to write a formal persuasive opinion letter

Grade(s)/Teaching Division(s): Grade 8

Subject(s)/Course(s): French Immersion

Time: 75 minutes

Learning Module Topic & Description

This Learning Module assumes students have already had a few classes to research an issue related to their chosen topic. For example, my own students researched the possible economic, social, and environmental impacts of the proposed Kinder Morgan Trans Mountain pipeline expansion from Strathcona County, Alberta to Burnaby, British Columbia. Students will use their research to inform and substantiate their letters. They will learn the elements involved in writing a formal letter of opinion, and, by the end of the lesson, they will begin writing the first draft of a letter. Students will begin by watching a Prezi (created by *LEARN*, see link provided which follows) that explains how to write a formal letter of opinion. Students will go over each step in the writing process to make sure that they understand the importance of opinion letters and how to best write one. Templates will be provided to each student to use as a guide.

Once students understand what a formal opinion letter looks like, they will each start a first draft of their individual letter. The teacher will circulate around the class, answering questions and making sure students understand what was taught. Each student will be asked to formulate two to three persuasive arguments to include in their letter. After completing a first draft, each student will be paired to peer-edit each other's letters, offer suggestions, and help each other in the writing process.

Essential Question(s)

How can I best express my ideas and opinions in a formal persuasive letter?

Canada C3 Central Theme(s) Addressed

Youth Engagement

Learning Objective(s)/Goals

In this module, students will learn the elements involved in writing a formal letter of opinion. By the end of the module, students will begin writing the first draft of a letter.

Essential Concepts/Knowledge/Skills to be Learned/Applied

- Independent work
- Thinking
- Communications

Curriculum Connections/Big Ideas

- **D2 The Writing Process:** Use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively. (*The Ontario Curriculum, French as a Second Language, French Immersion Grades 1-8*, 2013, p. 195*)
- **D2.3 Drafting and Revising:** Plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a range of strategies. (*Ibid.*, p. 197*)

* <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

Teacher Goals

- Empower students, helping them to find their own voice and express their own ideas and opinions in a persuasive opinion letter.
- Show students how they can have a positive impact on governmental policies that touch a variety of social, economic, and environmental issues.

Student Groupings

(e.g., whole class, small groups, pairs, independent work)

- Pair work in computer lab (students will be paired by the teacher)
- Whole class grouping during direct instruction

Materials/Resources

(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools)

- Templates for the formal letter format
- Computer/tablet (one per student)
- Provide students with a list of “mots de liaison” to aid their writing
- Prezi video from *LEARN*
- Smart Board or projector
- Word processing software

Instructional Strategies

(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.)

- Video/Prezi
- Ticket out the door

Considerations

(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns)

- If computers are not available, each student can handwrite their draft

Accommodations & Differentiation Strategy (to address different needs & preferences of students)

Some possible accommodations could include:

- Students can read a transcript of the Prezi if necessary
- Students will be able to re-view the Prezi as many times as they need to view the information again
- Students will be able to work on their draft at home if necessary since all work will be saved onto the Google classroom portal
- Students can use the speech-to-text software if needed
- Students can use the “remue-méninges” sheet that could help them organize their thoughts and ideas (see appendix)

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback

Discuss with students and post the following:

1 – Learning Intentions: Today ...

- I will learn the different elements of a formal opinion letter.
- I will learn how to plan and produce a first draft of a formal opinion letter.
- I will learn how to phrase my opinions in a clear and concise way.

2 – Why: So that...

- I can write an official letter of opinion (e.g., addressed to the Prime Minister of Canada).

3 – Success Criteria for this Lesson:

- I understand all the different elements of a formal opinion letter.
- I can formulate proper salutations.
- I can establish a clear objective for my letter.
- I can develop my arguments.
- I can summarize my arguments in a conclusion.
- I can produce a first draft.

Motivational Hook (*process for acquiring & focusing students' attention*), Time (10 minutes)

The teacher will begin by asking the class a few questions about letter writing and ask students to respond.

Some questions could include:

- Who has written a letter before?
- What do you write about in a letter?
- Why do people write letters? – What kind of information do you think they want to convey?
- Has anyone ever written or read a letter of opinion before?
- Who knows what a letter of opinion is?

Those who have written letters in the past will be encouraged to share with the class any similarities and differences they observed when hearing from their peers. This discussion will be a very informal check-in to start having students think about the process of writing their letters.

Open (*process for introducing/framing module & agenda*), Time (10 minutes)

- After this short discussion, the teacher will point out a few of the differences in vocabulary usage when writing personal and official letters (highlighted in the following *LEARN* link).
- Using the projector, the class will view a Prezi presentation provided by *LEARN* on the letter writing process. The Prezi explains the necessary elements of writing a formal opinion letter (<http://www.learnquebec.ca/en/content/howtos/content.html?page=fls%3AlettreOff>).
- The Prezi will be viewed at least twice to reinforce what is needed to write an effective letter. The teacher will explain each element, elaborate as needed, and answer questions from students.
- After viewing the Prezi, the teacher will facilitate a short class discussion. The teacher will ask the class to come up with a list of possible and appropriate “*conjunctions*” and “*mots de liaison*” that could be used to express opinions or disagreements. This is to start getting students to think about vocabulary usage and how to incorporate it into their writing. (*Note: A *handout with these possibilities will be offered to students before they start to work on their letters – see first Appendix.*)
- Students’ suggestions will be written on the board, all students will be encouraged to participate and provide one possible example.

continued...

- The teacher will project samples of formal letter templates for students to view as examples. Students will also receive handouts of the sample letter templates. (These templates are available from the same link as the Prezi, <http://www.learnquebec.ca/en/content/howtos/content.html?page=fls%3AlettreOff>).
- The teacher will answer any student questions.
- The teacher will provide a checklist to each student to be used in self-assessment (*see Appendices*).

Body (*main instructional & learning processes to build understanding, skills, attitudes*), Time (50 minutes)

- Students will use word processing software on Google classroom or another similar platform to allow the teacher to read their work and provide initial feedback on their first draft.
- Each student will start working on their draft by deciding on their main objective for their letter. They will then use concrete examples from their research to use as arguments. They will start to develop their argument in a logical way and then start writing their conclusion.
- Each student must include all required elements of a letter as well as two-to-three well-developed arguments. Each letter must also include a well-written conclusion to finish the letter.

Consolidation (*processes for application & practice of knowledge, skills, attitudes*), Time (5 minutes)

At the end of class, each student will send their first draft to the teacher using Google classroom or another similar platform. The teacher will ask if there are any questions.

Closure (*processes for recapping, looking ahead*), Time (5 minutes)

The teacher will hand out the “Ticket out the Door” and ask students to complete it before leaving class. (See following section.)

Student Reflection on Learning (*i.e., critical thinking questions to extend the learning*)

Ticket out the door

Question: Which aspects of the letter writing process are you still unsure of, or struggling with?

Extension Ideas & Additional Resources

This is a first draft for the culminating task, which is writing a formal opinion letter concerning the Kinder Morgan Trans Mountain Pipeline expansion or a similar issue being studied in a classroom. The teacher will read what the students have written, and provide concrete feedback for next class via the Google classroom portal.

During next class, students will begin by examining how peer editing works, and the teacher will provide each student with a peer-editing checklist to follow. Students will be paired to peer-edit each other’s letters. Students will also have more class time to work on their letter draft individually.

Teacher Reflection (*e.g., notes for next time*)

The teacher will mail out student letters once they are completed.

Les mots de liaison / conjonctions

| Exprimer son opinion : | Exprimer son désaccord : |
|-------------------------------|-------------------------------------|
| <i>À mon avis</i> | <i>Je ne suis pas d'accord</i> |
| <i>D'après moi</i> | <i>Je crois que non</i> |
| <i>Selon moi</i> | <i>Absolument pas</i> |
| <i>En ce qui me concerne</i> | <i>Bien sûr</i> |
| <i>Moi personnellement</i> | <i>Bien sûr que non</i> |
| <i>Quant à moi</i> | <i>Je ne partage pas votre avis</i> |
| <i>Si je ne me trompe pas</i> | <i>Je ne trouve pas</i> |
| <i>Il me semble que</i> | <i>C'est inexact / faux</i> |
| <i>Je crois que</i> | <i>Je ne pense pas</i> |
| <i>Je pense que</i> | <i>Vous avez tort</i> |
| <i>Je trouve que</i> | <i>Vous vous trompez</i> |
| <i>J'ai changé d'avis</i> | <i>Quel drôle d'idée!</i> |

www.bonjourdefrance.com

Remue-méninges !

Quelles sont vos idées pour le sujet de votre _____ ?

(ex. article, présentation orale, reportage, BD, ...)

Toutes les idées sont bonnes
lors d'un remue-méninges.
Écrivez tout ce qui vous
vient en tête ici !

Limitez vos choix

Quelles sont vos 2 ou 3
meilleures idées ?

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http://www.learnquebec.ca/en/content/howtos/docs/remuemeninges_howto.pdf

For more Canada C3 Learning Modules, visit CanadaC3.ca/classroom

Nom : _____ Date: _____

Rédiger une lettre officielle...

Lettre





Écris le lieu et la date



Écris la vedette (le nom, le titre et l'adresse de la personne à qui tu fais parvenir la lettre)

Objet : _____ (Le but de ta lettre)

_____ ,



Écris la formule d'appel

Pourquoi écris-tu cette lettre? Sois précis et concis!

Quelles sont les informations que tu désires communiquer ou que tu recherches?

Reprends ton idée principale et remercie ton lecteur.

_____ ,



Écris ta salutation



Signe et écris ton nom



Écris ton adresse

Lettre

Nom : Date:

Rédiger une lettre officielle...

Lettre



← Le lieu et la date

← La vedette

Objet : _____

← L'appel

← La salutation

← La signature

← Les coordonnées

Lettre

Nom : _____
Date : _____

Auteur Enseignant Parent Pair

(Nom du réviseur)

Réviser une

Lettre



Lettre

1. Est-ce une lettre officielle ou personnelle ? Comment le sais-tu ?

2. Est-ce que certains paragraphes (introduction, développement, conclusion) ont besoin d'être développés davantage ? Donne des suggestions.

3. Est-ce que la salutation respecte le type de lettre ? Suggère une autre façon de saluer ?

4. Voici une suggestion pour l'auteur de la lettre :

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Nom : _____
Date : _____

Auteur Enseignant Parent Pair

(Nom du réviseur)

Réviser une

Lettre



1. Est-ce une lettre officielle ou personnelle ? Comment le sais-tu ?

2. Est-ce que certains paragraphes (introduction, développement, conclusion) ont besoin d'être développés davantage ? Donne des suggestions.

3. Est-ce que la salutation respecte le type de lettre ? Suggère une autre façon de saluer ?

4. Voici une suggestion pour l'auteur de la lettre :

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| | |
|-----------------------------|--|
| Nom : Date : | <input type="radio"/> Auteur <input type="radio"/> Enseignant <input type="radio"/> Parent <input type="radio"/> Pair <small>(Nom du réviseur)</small> |
|-----------------------------|--|

Réviser une



Voici une suggestion pour l'auteur :

| Critères pour l'écriture d'une lettre : | OUI | UN PEU | NON |
|---|-----------------------|-----------------------|-----------------------|
| 1. Est-ce que tu reconnais la personne à qui s'adresse la lettre ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Est-ce que la lettre contient un message ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Est-ce que la lettre est bien structurée avec une introduction, un développement et une conclusion ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Est-ce que le but de la lettre est mentionné dans l'introduction ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Est-ce que la conclusion résume les idées de la lettre ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Est-ce que la salutation respecte le type de lettre ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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| | |
|-----------------------------|--|
| Nom : Date : | <input type="radio"/> Auteur <input type="radio"/> Enseignant <input type="radio"/> Parent <input type="radio"/> Pair <small>(Nom du réviseur)</small> |
|-----------------------------|--|

Réviser une



Voici une suggestion pour l'auteur :

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