

**Title of Session:** Language Arts Forum

**Moderator:** Donna Hendry

**Title of File:** 20050316laforum

**Date:** March 16, 2005

Room: After School Online Room

**BrendaIR:** Hello! have I missed anything yet?

**DonnaH:** nope, nothing at all:)

**DonnaH:** But, I guess it is time we get started.

**DonnaH:** First, let's check...we're all here for the LA forum?

**BrendaIR:** yes

**DonnaH:** My name is Donna Hendry, and i'm an educational consultant from Connecticut.

**BJ:** a reminder that if you are new to the Tapped In interface click on the ONLINE tab in the top right of this chat window and then click on DETACH

**DonnaH:** (encourages everyone to introduce themselves)

**JeffC:** My name is Jeff Cooper... Helpdesk here at Tapped In... I'll be afk in a minute but want to stay logged in to read the transcript later.

**BrendaIR:** cool thanks BJ. I'm Brenda and I teach third grade (bilingual) in Pasadena Texas

**DonnaH:** Is there anything in specific you are interested in, Brenda?

**DonnaH:** Perhaps this would be of interest..

**BrendaIR:** Well I'm trying to introduce my reading class to more writing. They all passed their state reading exam and now I want to try to get them ready for fourth grade where they will be writing much more.

**DonnaH:** I use this in my bilingual preschool literacy program...but hthey have a section for elementary as well..

**DonnaH:** <http://www.storyplace.org/>

**BrendaIR:** Neat thanks. I'll try this site

**DonnaH:** working on elaboration? or just story generation, or organization?

**BJ:** click on the url, Brenda. If you have a pop up blocker, hold down the ctrl button on your keyboard

**DonnaH:** My daughter is in 3rd right now...so I hear a lot about it.

**BrendaIR:** They are in three groups. Healthy hearts, Exercise for life and Good nutrition. They came up with questions and will find the answers. Once they've answered their questions they will make a persuasive poster in addition to their written response to their question

**DonnaH:** well, you know, I have this great lesson plan on persuasive words.

**DonnaH:** I pulled out a bunch of full page ads out of magazines...

**BrendaIR:** Do tell.

**DonnaH:** and they had a worksheet...asked, what was the product, what were the persuasive words to describe the product (ie, lush, exotic, rich...) and what did they say that gave a sense of urgency...(what did they say that made you want to do it NOW and not later...)

**DonnaH:** I had an ad for going to Costa Rica...(my fav. example)

**BrendaIR:** That's a great idea

**DonnaH:** hence the examples...but the sense of urgency fell into the rare rainforest animals, etc that might not be there if you wait.

**DonnaH:** it helps to, because it helps them recognize the BS in advertising, vs. the real value.

**JasonDe** joined the room.

**BrendaIR:** I see, makes sense.

**DonnaH:** Hello, Jason:)

**JasonDe:** good evening!

**DonnaH:** You can do it with cereal boxes as well.

**BrendaIR:** hello Jason

**DonnaH:** Are you here for the LA Forum?

**JasonDe:** yes

**DonnaH:** Excellent:) We're just discussing persuasive writing:)

**JasonDe:** what grade level are we dealing with?

**DonnaH:** Well, Brenda is in 3rd...but the things we've discussed, I've used up to 8th.

**DonnaH:** I like teaching simile and metaphor with persuasive writing as well.

**JasonDe:** great, I teach a 1/2

**DonnaH:** because the basis behind simile is to help people relate to something they might not otherwise understand.

**BrendaIR:** coll hadn't thought of that. They could apply the metaphores to their posters! Those would be great.

**DonnaH:** similes tend to be much much easier for students to grasp than metaphors.

**BrendaIR:** oh ok

**DonnaH:** I'd spend a lot of time with the differences between metaphor and simile with 6th graders...and I'd have to honestly say only about half the kids ever really got metaphors.

**DonnaH:** too abstract.

**DonnaH:** example..."He was so hungry, he could eat a horse"

**DonnaH:** but ask them to come up with their own...and they can't...

**BrendaIR:** ok gotcha. thanks for the tip.

**DonnaH:** but similes...they spew them out ....and quite often are absolutely hysterical.

**DonnaH:** If I were in your place, I would have students work on creating brochures.

**DonnaH:** It gives them practice with the concepts of persuasive writing, without getting all the way into the full essay mode.

**BrendaIR:** What steps would you take to get them there?

**DonnaH:** (I had the class break up into groups...and each group picked a different travel destination...and they had to create a whole ad campaign, including a catchy byline...(think melts in your mouth...not in your hands), brochures, posters, postcards, I even had some who created songs and commercial scripts...)

**DavidWe** joined the room.

**DonnaH:** steps. What is it they are discussing? Lets say...Blood donation...

**DonnaH:** have them brainstorm reasons it's needed, its important, etc.

**BrendaIR:** How long did it take?

**DonnaH:** the biggest thing with persuasive is (and most teachers don't consider this when teaching it) is that students should consider what would be the reasons a person would be against it...and work toward eliminating that.

**DonnaH:** 2 weeks.

**DonnaH:** from start to finish.

**BrendaIR:** Sorry, you were saying...about the steps

**DonnaH:** students researched online; and I brought in a ton of catalogues and such from a local travel agent...

**DonnaH:** (what was cool was, the travel agency then took all their work and exhibited it for the summer...)

**BrendaIR:** that's good time

**DonnaH:** It was.

**DonnaH:** So that worksheet I mentioned, going over the ads?

**DonnaH:** that was their basis...so it was a format they were already comfortable with.

**BrendaIR:** How exciting for the kids!

**DonnaH:** (it was...a lot of them dragged their parents down to see...which of course, made the travel agent happy too...worked out for everyone \*chuckle\*)

**DonnaH:** but what was interesting was how they kept things cohesive between the different projects.

**DonnaH:** they would try to keep the same basic high points...bringing certain words in play...

**DonnaH:** (I was proud of them...they were even thinking about keeping the designs similar...color the whole thing...they really got into it.)

**BrendaIR:** They were already thinking like advertisers

**DonnaH:** exactly.

**BrendaIR:** Label recognition

**DonnaH:** and once they start thinking like that...they start thinking about how they can coerce people into going to Bermuda instead of the Bahamas.

**DonnaH:** so they would brainstorm reasons a person wouldn't go there..

**BrendaIR:** How funny.

**DonnaH:** cost...safety...health... \*shrug\*

**DonnaH:** and then they would think ways to show it wasn't.

**DavidWe . o O ( sharks? )**

**DonnaH:** Well, think Haiti...safety is a concern.

**BrendaIR:** Predicting and problem solving for the person they are trying to persuade.  
Neat

**DonnaH:** exactly.

**DonnaH:** or, if they couldn't overcome them... \*say the health aspect\*

**DonnaH:** they would turn it around so that it was a positive and not a negative.

**DonnaH:** like with my Haiti example...they turned it into a humanitarian venture.

**DonnaH:** they couldn't gloss it over, so they used it.

**DonnaH:** a bit heavy for a 3rd grader...but the basic concept is still there.

**DonnaH:** why don't people give blood? because it hurts...because its inconvenient...

**DonnaH:** so what can be done to argue against those points?

**DonnaH:** (thinking that might be a good example, fitting into your curriculum as you outlined.)

**BrendaIR:** I see good point

**DonnaH:** Is this all making sense, or is it old news?

**BrendaIR:** This is helping a lot The kid's questions are like the following

**BrendaIR:** How does exercise help your mind?

**BrendaIR:** What should you eat to keep your body healthy?

**DonnaH:** are these the questions they need to answer? or questions they're asking you?

**BrendaIR:** See, I think I over thought the process and lost focus of the goal, but I really like your ideas.

**DonnaH:** Well, with those questions, it looks more like they need to give information...which isn't the same as persuasive...

**DonnaH:** example...Why should you eat healthy foods?

**DonnaH:** then they are put into the position of saying, because a, b, and c.

**BrendaIR:** Tomorrow, the kids should start the information finding process, I bookmarked some online articles, checked out the library books and I printed out some health brochures and articles. When you mentioned the brochures, I remembered how many of them I ran across while I searched.

**BrendaIR:** I kinda had thought to have them base their posters on the facts they get when they answer their questions

**DonnaH:** another thing you can consider, is having them watch a commercial (say, the heart association, or blood drive commercials...)

**DavidWe . o O ( PBS fund raising )**

**DonnaH:** which is good information...but not persuasive.

**DonnaH:** they need to be answering a 'why'.

**DonnaH:** why is it important, why should someone do it....you need the information to support the why...but that's what their focus should be.

**BrendaIR:** oh ok

**DonnaH:** My students would tell me, you should go here, Mrs. H...

**DonnaH:** and I would ask...why? (I'm telling them to persuade me...what makes this place special...why is it different than here.)

**DonnaH:** we should eat healthy, because we don't want to get sick, excess weight can instigate diseases; you can't run as fast, and you'll be out of breath...

**DonnaH:** and here is my bookmark page on all nutrition/food sites...might be helpful.

**BrendaIR:** I see, that kind of reasoning makes it more meaningful for their age

**DonnaH:** <http://www.backflip.com/members/donnamh/5962420/sort=0/>

**DonnaH:** and it sets them up for the really in-depth persuasive writing they have to do for...what, 8th grade in TX?

**DonnaH:** (its 6th here...)

**BrendaIR:** What was that site? I liked it.

**DonnaH:** backflip...

**DonnaH:** its the only site on the entire internet \*(well, cept for maybe here\*!) that I would actually pay for if I had to:)

**DonnaH:** its a webbased favorites board.

**DonnaH:** you add a button to your toolbar, and you can add webpages to it, organize it, etc.

**DonnaH:** very handy for sharing like this...

**BJ . o O** ( allows you to access your bookmarks from any computer )

**DavidWe** agrees

**BrendaIR:** Cool! I have been so frustrated with having a site saved on my work computer, and then I get home or to the university and I can't remember how to get to it again.

**DonnaH:** <http://www.backflip.com/members/donnamh/8622815/sort=0/>

**DonnaH:** that, btw, is the link to my fav's for persuasive writing.

**BrendaIR:** I'm learning so much today

**DavidWe** smiles

**DonnaH:** (I haven't cleared out dead links in quite a while though...so its sorta catch as catch can.)

**DavidWe:** Glad to hear that, Brenda

**DonnaH:** echo's David.

**DonnaH:** However, time flies when we're having fun...

**DonnaH:** It's already the top of the hour!

**DonnaH:** Any questions before we close?

**BJ:** Thanks, Donna, for leading the discussion.

**BrendaIR:** Ok well thanks so much again. You were a great help. I think you answered all my questions very well and sent me off with new tools thanks.

**DonnaH:** just glad I remembered.

**DavidWe** thanks Donna for the discussion

**JasonDe:** good night

**DavidWe** waves bye to Jason

**BrendaIR:** Good night all