### Objectives

**In this mini-lesson, students will:**

- Learn the difference between publishing by hand and on a computer.
- Practice publishing a persuasive letter on a computer.
- Discuss how to apply the strategies to their own persuasive letters.

### Preparation

**Materials Needed**

- Chart paper and markers
- Interactive whiteboard resources

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the hand-written modeling text on chart paper prior to beginning the lesson. You will also need to display a computer-published version of the same paragraph. Students will need a hand-written example of a persuasive letter (either one they have written or one that has already been written) to share with a partner.

### Explain Publishing on a Computer

**Say:** Most of the time, when we write things in class, we write them by hand. Writing things by hand is more convenient because all you need is a pencil and paper. However, when we write important reports, stories, or letters, it is better to use a computer to publish our work. Using a computer makes the writing neater and easier to read. It also makes our writing look more professional. When authors write persuasive texts, they include words that show certain emotions or feelings. These words often need to be treated in a special way, such as by bolding them or putting them in italics. When we write things by hand, we can't include these special features.

### Model Publishing on a Computer

**Use the think-aloud below to compare a hand-written paragraph with one that has been published on a computer.**

**Think aloud. Say:** I feel very strongly about keeping the parks in our community clean. I have written a persuasive letter to the mayor of our city about this issue. I want the mayor to know just how I feel, and I want to try to convince him to feel the same way I do. I'll compare a hand-written copy of my letter with one that has been published on the computer to see which one is neater and looks more professional.

Use the hand-written version of the following paragraph from “Clean Up City Park!” to read to students.

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Dear Mayor,

Have you gone to City Park lately? Well, I have. I go there every afternoon for baseball practice. City Park is a mess. The baseball fields need repair. Trash is all over the ground, and garbage is floating in the lake. You would be heartbroken to see what has happened. It used to be so nice. If something isn’t done, no one will...
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**Modeling Text**

**Say:** I think my paragraph sounds good, and I feel that I have shared my thoughts and feelings clearly. But my writing is hard to read in places, and it looks messy. I would also like a couple of the words to stand out. I want to show just how important this issue is to me. I will publish this same paragraph using a computer and compare the two.
Display the computer-published version of the paragraph. Read it to students, changing the inflection in your voice when reading the italicized words.

Dear Mayor,

Have you gone to City Park lately? Well, I have. I go there every Thursday afternoon for baseball practice. City Park is a mess. The baseball fields need repair. Trash is all over the ground, and garbage is floating in the lake. You would be heartbroken to see what has happened. It used to be so nice. If something isn’t done, no one will want to go there anymore.

Modeling Text

Say: Okay, although these two paragraphs say the same thing, I think that the second version looks neater and more professional. I am able to italicize words that I want to stand out, such as mess and heartbroken. I think that this will make my readers understand the importance of my message. I will use the version published on the computer as my final published persuasive letter.

2. Rehearse

Practice Publishing on a Computer

Invite students to take a hand-written piece of writing and publish it using a computer. Remind students to use special features, such as boldface and italics, on words that they want to emphasize. Then have students work with a partner to identify the differences between the two versions.

Share Ideas

Bring students together and invite students to talk about the process of publishing a piece of writing using a computer. How does this process make their final versions neater and more professional?

3. Independent Writing and Conferring

Say: We learned that although hand-written versions of persuasive writing are acceptable, it is more professional to use a computer to publish our writing. Using a computer makes our writing look neater and allows us to add special features, such as bolding and italics. Keep this in mind as you are publishing your persuasive letter.

Encourage students to apply this strategy when writing their persuasive letter during independent writing time. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to show an example of their handwritten text and an example that they have published on the computer. Discuss the differences.

4. Strategies to Support ELs

Beginning

Have students copy simple sentences (provided by teacher) onto paper. Then, allow students to type the same sentences onto a computer and print them out. With students, compare the two versions.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity in which they compare their hand-written and computer-published writing samples.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: computer/el computador/la computadora; persuasive/persuasivo(a); publish/publicar.