

CONSUMER SCAMS				Student/Class Goal After hearing about a scam in their community, students want to learn how to protect their families and friends.	
Outcome <i>(lesson objective)</i> Students will write an unsent letter about a consumer scam, paying attention to the writing conventions of punctuation and spelling and to the correct form for written correspondence.				Time Frame 1 hour	
Standard <i>Convey Ideas in Writing</i>				NRS EFL 3-6	
Prewriting	Benchmarks	Drafting	Benchmarks	Editing and Revising	Benchmarks
Topic, purpose, & audience	4.1, 5.1, 6.1	Organize writing	4.11, 5.11, 6.10	Reread & revise	4.19, 5.17, 6.14
Writing for purpose	4.2, 5.2	Sentences/paragraphs	4.12, 5.12	Proofread	4.20, 5.18, 6.15
Writing for various tasks	3.3, 4.3	Descriptive language	4.13, 5.13	Feedback from others	4.21, 5.19, 6.16
Generate ideas	3.4, 4.4, 5.4	Sentence structure	4.14, 5.14, 6.12	Checklists & rubrics	4.22
Main idea/thesis	4.5, 5.5, 6.5	Spelling	4.15, 5.15, 6.13	Publishing	Benchmarks
Research	4.6, 5.6, 6.6	Punctuation	4.16	Technology	
Plagiarism	4.7, 5.7, 6.7	Capitalization	4.17	Publication	
Sources		Parts of speech	4.18, 5.16		
Organize ideas	5.9, 6.9				
Organizational pattern	4.10				
Materials <i>Consumer Alerts & Scams Websites</i> <i>Consumer Scams Writing Rubric</i>					
Learner Prior Knowledge Students will have heard about scams either through news, word of mouth, or by the teacher reading an article to them. Students will be familiar with the components of the writing standard and with the writing process. They will have written letters and know the structure.					
Instructional Activities Step 1 - Discuss as a class the latest scams in the community. Have students talk about who was affected, how much money they lost, etc. Students could also brainstorm ideas about how the people who were scammed could have prevented their loss. Step 2 - Tell students that the scams they will be learning about are telephone scams. Have the students access the Ohio Consumer Council telephone scam page. Students can read all the scams or choose the ones they are interested in. After the students have read some of the scams and how to prevent them, have them discuss what they learned. See if the students know anyone who has been a victim of one of these scams. Step 3- Explain the Unsent Letter strategy to the class and have them choose who they would send their letter to: a person who has committed a scam, a person who has been scammed, a person who has not been scammed and needs to know how to avoid a scam. Students then write their letters paying attention to the writing conventions of punctuation and spelling. Students will also keep in mind the form for written correspondence (greeting, body, closing, etc.). Step 4 - Students can peer edit each others letter's using the <i>Consumer Scams Writing Rubric</i> . Once the letters are revised, students can read them out loud if desired.					
Assessment/Evidence <i>(based on outcome)</i> Discussions Unsent letter <i>Consumer Scams Writing Rubric</i>					

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps**Technology Integration**

Unsent Letter Teaching Strategy http://literacy.kent.edu/eureka/strategies/unsent_letters.pdf

Purposeful/Transparent

Students need to learn about scams, how to avoid them, and how to advocate for themselves. They also need to practice their writing skills.

Contextual

Scams always seem to be in the news. Our students don't want to be victims.

Building Expertise

Students develop their writing and peer editing skills as well as practicing letter writing.

CONSUMER SCAMS WRITING RUBRIC

1= needs improvement 4= excellent

1.) The writer uses correct punctuation, including commas, semi colons, etc.

1 2 3 4

2.) The writer uses correct spelling.

1 2 3 4

3.) The writer uses a variety of sentence structures and interesting words.

1 2 3 4

4.) Writing includes details that pertain to the main topic.

1 2 3 4

5.) The writer stays on the topic.

1 2 3 4

6.) Paragraphs are organized logically. The form for the letter is correct.

1 2 3 4

Additional Comments

Writer _____ Peer Feedback Provider _____