



act-out for health

Elementary school lesson plan Essay Contest

Lesson title

Writing an essay for the Act-Out for Health contest

Estimated lesson time

Entire class period

Learning objectives

- Students will discuss the elements of a good essay.
- Students will learn the stages of process writing
- Students will research children's health insurance in Florida
- Students will research good healthy living habits for teens

Materials

- Paper
- Pencil
- Dry erase board
- A projector
- Computers with Internet access and MS Word

Vocabulary Lesson

Thesis: This is the sentence or two in your text that contains the focus of your essay and tells your reader what the essay is going to be about.

Conclusion: Reminds the reader about the most important aspects of your essay and should creatively restate the main idea.



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Procedures and discussion (5-10 minutes)

- Discuss with students the concept of pre-writing which involves making a plan for writing to prioritize ideas (outlines, brainstorming, etc.)
- Have a class discussion about the parts of an essay: introduction, body, transitions and the conclusion
- Review what is typically included in the introduction paragraph:
 - “Clincher” statement that catches the reader’s attention
 - Overview of what you plan on discussing in your essay
 - Thesis statement - state your position
 - Transitions smoothly into first paragraph
- Ask the students to raise their hands if they have ever heard of a thesis statement. Then explain to the class what a thesis statement is: the main idea of your entire paper.
- Discuss the body of an essay.
- Explain how a paragraph should flow : main idea, topic sentence, supporting detail, smooth transitions, and conclusions.
- Ask students if they can explain what should be in the conclusion. Explain that a conclusion should restate the thesis and go beyond the thesis by stating something worthwhile.
- Show an example of a good conclusion.
- Show the students what they should avoid when writing an essay.
- Discuss the importance of correct spelling, grammar, flow, clarity, noun-verb agreement, etc. as applicable to the grade level.

Activity: Research session (optional, 10 minutes)

- Have students go to their computers.
- Tell them to log onto www.floridakidcare.org.
- Tell them download contest materials and have them answer these questions:
 - What age group has the highest amount of uninsured kids?
 - How does being healthy positively affect your life?
- Tell them to find information about healthy living for children and teens.



- **Activity: Brainstorming session (5 minutes)**
 - Have students turn to page two of the information packets.
 - Ask volunteers to read the three paragraphs aloud.
 - Discuss with students each message.
 - Give each student a piece of paper.
 - Tell them they have 10 minutes to draft an outline of their essay and how they would tell other teens about health insurance. (They must use one of the messages from page two of the packet.)
 - They must work on their outlines alone.

- **Presentation and Discussion (5 minutes)**
 - Remind students when time is almost up for drafting their outlines.
 - Ask students to briefly talk about their thesis statement.
 - Encourage students to pay attention to the ideas they like the most; what makes those ideas interesting or attention-getting?

- **Activity: Essay Writing (20 minutes)**
 - Have students write their essays in class.
 - Remind students that the essay must be a minimum of 150 words and a maximum of 500 words; double spaced with a 12 point font.
 - Remind them to do a spelling and grammar check before submitting.
 - Remind them that when they submit they must also submit a signed (by parents) copy of the Terms and Agreement form.
 - Remind them that when they are ready and have their essays complete, they can mail it to 661 E. Jefferson Street, 2nd Floor, Tallahassee, FL 32301 no later than Friday, January 6, 2012. Envelopes must be postmarked by this date.

Note: This is a suggested lesson plan that can be adapted to align with Sunshine State Standards LA.4.3.1.3 through LA.4.3.5.3 and LA.5.3.1.2 through LA.5.3.5.3.