

Lesson Plan: Persuasive Writing Unit

(A) The Participant:

Grade Level: 3rd Grade

Time: 1 hour per day (Five Days)

(B)The “big ideas”:

Essential Question:

Can students identify the important pieces of writing a persuasive essay?

Can the students work both independently and with partners to discuss the build of persuasive writing and it’s important features?

Can the students present their work to their peers, and be knowledgeable on their assigned topic?

Prerequisites (Prior knowledge)

Students know that it’s important to have a good introductory paragraph when writing essays, and have been previously working on writing essays.

Students know that it’s important to read over all materials thoroughly when writing, and to revise and edit their information.

Students know what is expected of them when working in groups, pairs, or independently.

Connections with the Common Core standards

Text Types and Purposes

ELA. 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

ELA.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

(c) The overarching process of the whole learning initiative:

The students will develop a deep understanding of persuasive writing. The students will be exposed to several different topics where they must pick a side. They will view videos where they are persuaded to choose a side as well. Once they understand persuasion, students will work together to create posters for their school. They must choose a side of a specific topic and create a poster to persuade their peers. Students will also create their own writing piece in which they are to persuade their audience on a given topic.

Objectives:

- 1.) The students will be able identify persuasive writing, and create their own persuasive piece on an assigned topic.
- 2.) The students will be able to work diligently in a small group by providing information to group members during assigned tasks.
- 3.) The students will be able to create a visual (poster) with their information on the assigned topic, and be able to present it to their peers in a whole group setting.

Materials:

<http://www.youtube.com/watch?v=RNEbuQowSY4>

<http://www.youtube.com/watch?v=Mh4h30kKfJM>

Computer/iPad

Smart Board

Poll created by teacher on pollcode.com

Paper

Markers

Specific step-by-step sequence for the lessons. Consider varying abilities.

Day 1 – Monday

1. The teacher will begin by explaining to the students that they are going to view a video clip. They are to try and identify what all of the different clips have in common.
2. Students will watch the clip. <http://www.youtube.com/watch?v=RNEbuQowSY4>
3. The teacher will then ask the students what they noticed. The answer should be that they are all trying to get you to buy their product. Teacher can lead into what it means to be persuasive, and often in our writing we have to be persuasive.
4. The teacher will explain to the students that persuading means to try to get somebody to do something.
5. The teacher will then direct the students close their eyes and think of a time they were persuaded to do something or a time when they tried to persuade someone to do something.
6. We will take time to share their ideas. I will begin by sharing a time I persuaded my sister to help me clean my room when I was younger.

7. After introducing term and sharing examples of persuasion, the teacher will show video again to students and ask them what appeals to them, and what makes them want to buy the different product shown.
8. The students will be directed to make a list of what appeals to them in the video.
9. The students will then share their list with their partner after. Eventually share to entire class.
10. The teacher will explain that all week long the students will continue to learn about persuasive writing and partake in activities that deal with persuasion
11. The teacher will then read aloud, “Pop” to the students. The book is about making bubble gum.
12. The teacher will then explain to students that it would be such a fun activity to make and chew bubble gum in our classroom, but it’s a school rule that gum is not allowed. The teacher will explain that we are going to work together to write a letter to the principal explaining why we think this should be allowed for one day in our classroom.
13. The teacher will ask for ideas on how to convince the principal why this should happen. The teacher will write the students ideas down on chart paper/smart board.
14. Together we will create a draft of the letter to the principal.
15. The teacher will assign homework to the students. Each student is to think of a different topic that you might want to use to persuade someone. Make sure to give a few examples to help children spark their thought.

Day 2 – Tuesday

1. The teacher will begin by asking “who can remind us what we learned about yesterday?”

2. I will then have the students share different topics they came up with for homework.
3. The teacher will explain that today they will be choosing a side on a persuasive topic and writing about it.
4. The teacher will show the video: <http://www.youtube.com/watch?v=Mh4h30kKfJM>
5. The students will be asked to take notes while watching. They will view the video two times.
6. After watching, I will direct the students to choose a side.
7. Students are to create a graphic organizer, using an introduction, body (3 details to back up their side), and conclusion.
8. The students will have the remainder of the class time to work on essays.
9. During work time, teacher will be circulating to make sure students have used all the information necessary to back up their chosen side.
10. At the conclusion of the period, homework will be assigned. Homework for tonight is to go onto the website pollcode.com to vote for if they thought students should wear uniforms to school or not. The poll will be created by teacher. For students who don't have access to internet at home, they will be able to vote during the school day. Students should also finish essay for homework, although they should be able to get majority completed during class time

Day 3 – Wednesday

1. Students will hand in their essay's to be looked over at the beginning of the lesson.
2. Students will be split into five groups and I will be rotating around the classroom for today's activity. I will arrange the groups based on cognitive ability.

3. At each group, there will be a piece of chart paper. On the paper, there will be a T-Chart. The topic will be on top, and there will be a “For” and “Against” column. Students will have about ten minutes at each station to work with their groups to come up with ideas for and against the chosen topic. Students will rotate to all five groups.

4. The topics will consist of:

- Homeschooling vs. Going to school
- Cafeteria lunch vs. Ordering out menu (McDonald’s, Wendy’s, Subway, Taco Bell etc.)
- 9 month school year vs. 12 month school year
- Vending machines in school vs. No vending machines.
- Electronics in school vs. No electronics in school

5. At the end of all rotations, teacher will go to each station and read off chart for all students to hear. Teacher will ask students to “vote” for each topic if they are for or against it. Students will vote by raising their hands.

6. Each group will have a different color marker so the teacher is able to see what groups were participating.

7. The teacher will close the lesson by giving the students a “ticket out the door.” On an index card each student must write down a sentence/phrase on what it takes to be persuasive. The teacher will collect them at the end of the class.

Day 4 - Thursday

1. At the beginning of this lesson, the teacher will have previously chosen two good student writing samples that were completed for homework earlier in the week. The teacher will start by telling students that today we are first going to look at some of our own samples and look to see what makes a good persuasive essay and why. The teacher will put up one essay on the smart board, not revealing the student's name who wrote it. While the teacher reads the essay, students are to be listening and trying to pin point things in the essay that they think either do, or do not make this a good persuasive essay.
2. Students will share their ideas with the group after the essay is read out loud. First, the teacher will ask students to rate the essay from 1-4 with their fingers in the air. After rating, the teacher will go to each student and ask him or her to state one thing they liked about the essay, or one thing that they think made the essay a good persuasive piece. After this happens, have students share if they think they agree with the writer or not, and give an example of why. After this is done, complete the same set of activity and questions for the second essay the teacher chose to share with the students.
3. The teacher will then instruct students to get back into the small groups they worked in yesterday during the rotation activity. The teacher will explain that today, they will start working on their final project for the persuasive writing unit. Each group will be assigned one persuasive topic from yesterday's activity to create a poster for. On the poster, students should have some type of visual representation of the topic, and include details or facts on the chosen side of the group. The group members are to all work together, and will be expected to all speak during their presentation of the poster on the following school day. Group members are encouraged to create note cards to help them while presenting on Friday.

4. For the remainder of this ELA block, students will be able to work on their poster and practice rehearsing if time allows. There will be a brief time tomorrow at the start of the lesson to finish up any last minute things and rehearse with their groups.

Day 5 – Friday

1. For the first ten minutes or so of this ELA block, students will be allowed to get into their groups to practice their presentation, or finish any last minute things that they didn't get to finish yesterday. I will make sure all students have enough time to finish before starting the actual presentations.
2. For the remainder of the class period, students will be presenting their projects to their classmates. Before presentations begin, I will remind students what proper etiquette looks like and sounds like when others are presenting, and ask them to be on their best behavior as students are sharing their projects.
3. After each group shares, I would like students to share to the presenting group things that they enjoyed about their presentation, or ask any questions that they may have after viewing. It's important to provide feedback to students after presenting, and it's a great way to get student involvement during the activities going on in the classroom.
4. At the end of the presentations, we will have a round of applause once again for all students who completed the tasks throughout the week, and will congratulate students on a job well done.

Rubrics:

Persuasive Writing Rubric

Components	4 Points	3 Points	2 Points	1 Point	Total
Focus	The writer clearly states an opening sentence, which captures the reader's attention and includes an opinion.	The writer has an opening sentence, which includes an opinion.	The writer has written an opinion	The writer does not express an opinion.	
Development	The writer clearly states at least three reasons with at least two supporting details for each reason	The writer clearly states reasons with at least two supporting details for each reason.	The writer clearly states reasons with at least one supporting detail for each reason.	The writer states reasons but no details.	
Organization	Reasons and details are expressed in a logical order with the usage of several appropriate transition words	Reasons and details are expressed in a logical order with the usage of at least three appropriate transition words	Reasons and details are expressed with the usage of at least two transition words.	Reasons are expressed without transition words.	
Conclusion	The writer clearly paraphrases his/her opinion.	The writer restates his/her opinion.	The writer attempts to restate an opinion	The writer does not restate an opinion	

Mechanics	The writer uses a variety of sentences, which flow smoothly. There are no errors in grammar, punctuation, capitalization and spelling.	The writer uses a variety of sentences. There are no more than three errors in grammar, punctuation, capitalization and spelling	The writer uses little variety of sentences. There are no more than four errors in grammar, punctuation, capitalization and spelling	The writer does not use a variety of sentences. There are several errors in grammar, punctuation, capitalization and spelling.	
				TOTAL SCORE	

Persuasive Poster Rubric

	4	3	2	1
Team Member Participation	Members presented equally and actively	Members presented, but one took the lead	Only one member presented; the others didn't participate	Members were not prepared to present
Rehearsed	Presentation is polished and well-rehearsed.	Presentation was rehearsed but not polished	Presentation showed very little rehearsal	Presentation was unrehearsed and unorganized
Vocal Projection	Projects voice well	Can be heard	Difficult to hear	Could not be heard
Persuasiveness	Powerfully persuasive presentation	Somewhat persuasive	An attempt at persuasiveness, but not very effective	No attempt at persuasiveness in presentation
TOTAL				

Section E:

In our unit plan, we have successfully incorporated knowledge building among our students. When starting a knowledge building community within your learners, it's important to give them time to understand the topic in it's basic element, and then build upon it throughout the unit. In our unit, we have started with the basics, showing students what it means to be persuasive, and giving them examples. Throughout the week, they still listen to different examples of persuasion, but also take the time to think of their own sides to different topics, and work on persuading others the way they have seen others persuade during the beginning lessons. There is also time for discussion among peers, both in small groups and whole group settings, but also time to interact with the teacher as well.

Section F:

During this design process, both group members, Anne Marie and Jamie, did a fair job with conducting different portions of the assignment. We took the daily lessons that we briefly organized at first, and then took the assigned lessons and completed them in a detailed manner. We both collaborated and looked over the different sections each other completed, and worked well in the development of the entire unit plan.