

Summer 6-2014

Convince Me! A Persuasive Writing Unit for 2nd Grade [2nd grade]

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Repository Citation

Voris, Samantha S. and Wilson, Stephanie, "Convince Me! A Persuasive Writing Unit for 2nd Grade [2nd grade]" (2014).

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Unit: “CONVINCE ME!” A Persuasive Writing Unit
Grade: 2nd Grade

Stage 1: Desired Results

Understandings

Students will understand that...

- Writers have a purpose for writing
- Writers choose topics that are important to them to write about
- Writers can use words and ideas to influence others thoughts, actions, and feelings
- Writers chose their ideas and words based on their audience

Essential Questions

- *How can my writing change my life?*
- *What role does the audience play in my writing?*
- *What needs changing in my family, community, or the world?*
- *What can I do to change people’s minds?*

Knowledge

Students will know...

- That persuasion is trying to convince others to change their mind, or agree with, the writer’s own beliefs.
- Arguments are the statements a writer uses to defend their position.
- An audience is the group or person a writer is trying to convince
- The writing process consists of multiple steps including: brainstorming, pre-writing, drafting, revision, editing, and publishing.

Skills

Students will be able to...

- Write persuasive statements [and arguments], about issues that are important to the student, for the appropriate audience in the school, home, or, local community. (TEKS 2.20)
- Write short letters that put ideas in a logical sequence and use appropriate conventions. (TEKS 2.19B)
- Plan a first draft by generating ideas for writing (TEKS 2.17A)
- Develop drafts by sequencing ideas through writing sentences (TEKS 2.17B)
- Revise drafts by adding or deleting words, phrases, or sentences (TEKS 2.17C)
- Edit drafts for grammar, punctuation, and spelling (TEKS 2.17D)
- Publish and share writing with others (TEKS 2.17E)

Stage 2: Assessment Evidence

Performance Task:

Students will write a persuasive letter to someone in their family, community, or world. Students will choose topics based on their own interests and life experiences. Students will choose a real and appropriate audience for their letters. Students will also choose meaningful arguments to support their position. Students will share their letters with classmates (and their intended audience where possible). Students will also create a visual artifact to support their argument.

Other evidence:

- *Pre-Assessment- open ended note card- “What do you know about persuasive writing?”*
[Continuous assessment]
- *Student participation during Post-it note activity/discussion*
- *Student participation during brainstorm discussion*
- *“Dear _____” audience identification assignment*
- *“Hey, Little Ant” Argument Brainstorm*
- *Student participation during Farmer Mack Nugget Think-Pair-Share*
- *Graphic Organizer for Farmer Mack Nugget letter*
- *Student participation during “I Wanna Iguana” discussion*
- *Persuasive letter graphic organizer*
- *Student conferences during revision/editing phases*
- *Open ended concept assessment*

Stage 3: Learning Activities

DAY 1: (20 min.)

Eliciting prior knowledge

Give students a blank note card. Title the note card “Persuasive Writing.” Tell students to write what they know about persuasive writing. Afterwards use circle time to discuss any ideas students had. Tell students we will use this note card throughout our unit to record what we learn about persuasive writing. Last, students will create their persuasive writing folder to store all unit work.

DAY 2: (45 min.)

Introducing Persuasion, Arguments

Put up chart paper with various persuasive topics around the room. Each chart should have a T-chart with a yes and no column. Students will walk around the room, using post-it notes with their name, and will place their post-it note on the side they agree with. Afterwards discuss each topic and have students explain why they chose YES or No. As students share conflicting ideas, ask them what is happening in our discussions? [We are sharing our opinions and trying to convince others to agree with us.]

TOPICS can include:

- “Should kids wear uniforms to school?”
- “Should kids have a bedtime?”
- “Should second graders get ice cream daily at lunch?”
- “Should kids be able to watch YouTube at school?”
- “Should kids have homework?”

From students’ ideas, introduce the definition of PERSUASIVE WRITING- when writers feel strongly about something, and try to convince others to think the same way they do, by making arguments. Define ARGUMENTS- statements you use to defend your position (connect to students’ reasons for thinking a certain way). [Create anchor chart to use during unit].

Allow students to change the placement of any of their post-its after our discussion. Encourage students to talk about why/what made them change their minds. Tell students *this* is persuasion. We hear others arguments... and their arguments make us change our opinions or PERSUADE us. Persuasion can happen quickly when good arguments are being made!

Where in YOUR life do you see persuasion? When do people try to persuade you? How do they do it? [In reading they will have already seen examples of persuasion, such as commercials, advertisements, etc.]

Ask students “What did we learn about persuasive writing today?” [Let students share ideas-make sure to cover what persuasive writing is, and what arguments are]. Record on note card.

DAY 3: (20 min.)

Introduce performance task to students

At the end of our persuasive writing unit you all will be choosing something that you would like to change in your life. It can be something you would like to change in your family, your school, your community, or your world. It can be something you want others to DO, or something you want them to THINK. I want you to pick something that is VERY important to you, because you will actually be writing a letter trying to convince someone to do something that you think is important! You will also create a poster, or another type of visual that you choose to help you persuade others.

Brainstorming topics

Tell students before doing this final persuasive letter, we will have lots of practice with HOW to write persuasive writing. Tell students the first step to writing, is choosing a TOPIC! So today we are just going to brainstorm some ideas that you could write about. Ask students what they would like to change or convince other people of. [Refer back to posters from day 2 to help students generate ideas]. Use Think-Pair-Share to help students begin to brainstorm persuasive writing topics. Chart students' ideas.

DAY 4: (20 min.)

Audience

Tell students ... “I really want to wear jeans tomorrow. I would be so much more comfortable. I could run around at recess. It won’t take me so long to get ready in the morning. Jeans go with everything, and I have so many I haven’t gotten to wear. Can I please wear jeans tomorrow?! I really think you all should let me.”

Ask students what they think... Can you wear jeans tomorrow? [Eventually discuss that NO, you can’t because they are not the ones who make that decision!].

Introduce AUDIENCE- the person you are writing your persuasive letter to. Ask students why it is important to think about your audience? [You want to write to the right person, use different arguments for different people]. Revisit topics generated by students the day before and identify audiences. Add audience to note card.

DAY 5: (20 min.)

Audience, “Dear _____” Activity

- **Whole group:** Review what audience is and why it is important in persuasive writing. Brainstorm topics for specific audiences using “Audience Brainstorm” worksheet (Parents, teachers, principals, strangers)
- **Small group practice:** Students will read several short letters [with a small group] and identify the audience, by filling in the “Dear _____” portion of the letter. Come back together afterwards and discuss audience selection for each letter, and have students explain why they chose each audience. Also discuss why other audiences would NOT make sense.

DAYS 6-7: (20 min.)

Arguments, “Hey, Little Ant”

- Read mentor text: “Hey, Little Ant” By Phillip & Hannah Hoose.
- Ask students who was persuading who in the story? [connect to vocab.- the person being persuaded is the AUDIENCE- in this story it’s the boy]
- Ask students what the ant is trying to persuade the boy to do [not squish him]
- Discuss what happens at the end- we don’t know if the boy was persuaded or not!
- Tell students tomorrow you are going to try to persuade the authors, Mr. & Mrs. Hoose, of how YOU think the story should end
- Next day- students will complete “Hey, Little Ant” Argument Brainstorm activity [They will identify whether the authors should have the boy “squish” or “save” the ant- then they will provide 3 ARGUMENTS/reasons why the author should choose that ending.]

DAYS 8-11: (20 min.)

Arguments, “Twas’ the Night Before Thanksgiving”

**If unit does not fall during Thanksgiving- another great mentor text would be “My Teacher for President” by Kay Winters (Students could write why THEY should be elected president)*

Day 8

- Read mentor text: “Twas’ the Night Before Thanksgiving”
- Tell students one of the Turkey’s from Farmer Mack Nugget’s farm actually came to see us this morning! He delivered this letter and wanted me to read it to you... you are his only hope this year! [Read Larry the turkey’s letter pleading for their help!]
- Tell students they will be writing a letter to Farmer Mack Nugget, **PERSUADING** him to choose another food for thanksgiving instead of our friends the turkeys!

Day 9

- Whole group: Brainstorm foods students could persuade Farmer Mack Nugget to eat
- Model: Generating arguments for a specific food [have a student identify a food and have the class help think of reasons **WHY** that food is good/it would be better than Turkey].
- Use Think-Pair-Share to help kids brainstorm a food/arguments that **THEY** want to write about [Students should think of their food and write it on a note card first- then with their partner help develop arguments for why Farmer Mack Nugget should use that food instead. Afterwards, have several groups share out].

Day 10-11

- Students will use their brainstorm note card to fill out a graphic organizer for their persuasive letters to Farmer Mack Nugget [Model this first!]
- Students will share their persuasive letters [FROM THE GRAPHIC ORGANIZER ONLY]

DAYS 12-21: (30 min.) Performance Assessment

Day 12

- Use note cards to review what we have learned about persuasive writing
- Tell students it is time to begin their final persuasive letters to REAL people that they want to persuade!
- Tell students they are going to see one more example of someone who wrote a letter to persuade their mom of something very important to them... Students will watch YouTube version of “I Wanna Iguana” by Karen Kauffman Orloff
- Discuss what the boy wanted, some of his arguments, who his audience was, and was his persuasion effective?
- Conclude the day by asking students what is important to them to change in their life, or what do they want to convince or persuade someone of? [Tell students what YOUR topic will be 😊]

Day 13

- Model using the graphic organizer to outline arguments for YOUR topic
- Students should then do their own graphic organizer [conference with students based on need]

Day 14

- **Partner feedback:** Students meet with a partner to share their graphic organizer and use the “2 stars and a wish” protocol to give feedback. Remind students that a great wish is to help them think of another possible argument! We are trying to be good friends and help the other person be persuasive and get what they want! [Students can participate whether they are finished with their graphic organizer or not]

Day 15

- Model using teacher created graphic organizer from day 13, to write a LETTER [Discuss letter format, including: date, salutation, body, closing/signature]
- Look back at mentor text (“I Wanna Iguana”) to help identify letter elements

Day 16

- Students should begin writing their own persuasive letters
- At the end of today’s writing time... Introduce visual component (Use “Animals Should Definitely not Wear Clothing” to explore various ideas. This story is also available on YouTube).
- Model an example of a visual aid for your own letter and discuss the purpose of having a visual aid when presenting a persuasive argument [Students should work on creating these at home]. SEND LETTER HOME TO PARENTS.

Day 17-19

- Mini lesson to review revision/editing- students should begin revision and editing once they finish their first draft
- Conferences will begin after students have done their own revision/editing
- After individual conferences- students will work on publishing

Day 20-21

- Give all students the opportunity to **share their persuasive letters** with the class [INVITE all real audiences possible to be present!]
- **Persuasive writing concept assessment**