Persuasive Writing

**Age Level:** 5th

**Subject(s) Area:** Language Arts

**Materials Needed:** Notebook

**S**tandards**:** W.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 opinions, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.”

**O**bjectives**:**

* The learner will construct a persuasive writing piece about himself or herself at a 100% accuracy level.

**L**earning Activities:

**Opening Element:** You all created a self-portrait of yourself. You used different colors within your art piece. Picasso expressed his emotions within his art. Did any of you choose to do the same? Answers Vary.

**Reflective Questions:** Does anyone remember what colors Picasso used to help express his emotions? Answers vary, but should include blue or gray = lonely, sad, and depressed emotion. Variety of bright colors = happy and excited emotion.

**Technology:** No technology is needed.

**Required Vocabulary:** Picasso – famous artist in the 20th Century.

Persuasive writing – convincing the reader that the writer’s opinion is correct.

**Instructional Methods:**

* You talked a lot about persuasive writing. Can someone tell me a sentence that is persuasive? Answers vary.
* Today, I want you to pick a hobby, sport, food, etc. (show on slideshow) and persuade others that you think the hobby, sport, food, etc. is the best.
* Give an example (show on slideshow). “I think that ice cream is the best dessert in the world because there are a variety of different flavors to choose from and it is as sweet as candy.”
* Tell the students that they have to write about 3 different topics. They cannot pick three different foods and talk about only food. They must pick 3 different topics to talk about.
* Have the students take out their writer’s notebook and pick the 3 topics that they want to write about (hobby, sport, food, etc.). Have them write down their topic on their lined sheet of paper.
* Once students have picked 3 of their topics, have them put their pencils down and eyes on the teacher.
* Explain to them that they will write their persuasive sentence on the lined sheet of paper.
* Once you are done revising your work and you are ready to write your persuasive sentence, you may grab 3 text boxes. They all have to be different shapes and colors. You cannot have two or three of the same color or shape.
* After writing out your persuasive sentence on the textbox, you may cut the extra paper off and then glue your picture then textboxes onto a large construction paper. Model for students to understand.
* Once you are completed with your art project, you may continue working on your other assignments that are due next week.

**Guided Practice Strategies:**

* Give the definition of persuasive writing.
* Have students pick out 3 topics to write about.
* Allow students to write about the 3 topics in a persuasive written format on a lined sheet of paper.
* Students will pick 3 different textboxes (shapes and colors) and transfer what they wrote on their lined sheet of paper to the textboxes.
* Students will cut out and glue the textboxes on a large construction paper along with their art picture.

**Independent Concrete Practice/Application:**

* Students will pick three topics and write a persuasive opinion on each independently.

**Differentiation:**

* Visuals will be used
* The teacher will provide an example of a persuasive writing piece
* Students will have a variety of different topics to choose from to write about

**Wrap-Up:**

Today, you created a persuasive writing piece for your art. Who would like to share their persuasive piece? Allow students to share.

**A**ssessment:

**Formative:**

Formal - Students will write persuasive writing pieces.

Informal - Students will give a fist to chest thumbs up or down.

**Summative:** Students will be assessed on the detailed information they included within their persuasive writing piece.

**R**eflection:

The persuasive writing went very well however; I wished I had more examples of persuasive writing. I only had one example on my PowerPoint. I think if I included more examples, they would have understood better on how to be persuasive enough within their writing pieces. Overall, the students were excited to create to pick different topics to talk about and try to persuade others that their favorite team or food was the best.