

## Lesson Title: Why Should I Listen to You?

**Grade Level:** Grade 5

**Rationale:** Students must learn how to become persuasive writers in order to share their views and influence the views of others. Students must become aware of the 'audience' factor in their writing. They must develop an understanding of the uses of persuasion and the form for creating a persuasive writing piece. Students will use their writing to create interest and attract listeners to their podcasts, an authentic use of their writing.

### **Standards:**

ELA5LSV2 The student listens to and views a variety of text media in order to gather and share information, persuade others and express understanding of ideas.

ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA5W4 The student consistently uses the writing process to develop, revise and evaluate writing.

### **Behavioral Objectives/Assessments:**

Standard	Behavioral Objectives	Assessments
ELA5LSV2	Students will be able to complete the 'Check the Strategies' form with 80% accuracy.	Observational
ELA5LSV1	Students will be able to participate in whole/small group discussions and provide an explanation of the concept of persuasion.	Observational, based on teacher anecdotal record sheet per group. Individual/Group Grade.
ELA5W4	Students will be able to use the writing process to draft, revise, edit and publish their podcast advertisement.	Rubric for group persuasive writing.

### **Key Questions:**

- What does it mean to be persuasive?
- Have you ever been persuaded to do something?
- Explain what convinced you to become persuaded.
- How can persuasive writing be a useful tool?
- When can persuasive writing be harmful?
- How does a person's point of view impact their ability to be persuaded?

### **Materials:**

- A collection of ads from tween magazines
- Incentive stickers for each group folder
- Check the Strategies worksheets enough for all students
- Persuasive Strategies Definitions, worksheet
- Persuasion is all around You (homework or class work)
- Observation Notes, one sheet for each small group (8)
- Persuasive writing group Assessment form.
- Laptops, one for each group
- Project Blog for posting the final paragraph.

- LCD/screen optional.

**Procedures:** (Including guided, modeled and independent)

1. Post the covers of the tween magazines
2. Ask students if they are familiar with the magazines
3. Ask students if they ever wanted to buy a magazine, why?
4. Ask students to help define the word persuade.
5. Show them one of the ads and introduce the worksheet for evaluating the ads. Explain the different methods of persuasion. Ads may use supporting evidence, facts, or testimonials to attract your attention and win your approval. What works? What doesn't? Why? Who cares? (Audience). How can you convince a reader to agree with you and take action? Appeal to your readers. How can you respect other's points of view? What happens when you take the opposite view?
6. Explain the sheet and how it should be used. Model it using an example.
7. Give each student-group two ads and each student an ad worksheet. Give them 15 minutes to evaluate the ad according to the worksheet.
8. Teacher visits the groups to evaluate student participation and contributions.
9. Get the attention of the group. Ask the students to explain whether or not the exercise gave them any ideas for promoting their podcast? Discuss.
10. Now students will get a new worksheet to use in promoting their own podcast project. Students will work in groups to create a persuasive paragraph with the aim to persuade potential listeners to listen to their podcasts.
11. Introduce the model sentences they might want to use. Give an example.
12. Students will each complete their forms individually and then work together to synthesize the information into one paragraph. Students will use the writing process collaboratively to revise and edit their writing before posting.
13. Students will record their paragraph on the class blog. They will post their entry using their group name/number.

**Resources:**



**mrcoley.com**

Got questions?  
Click here to  
e-mail Mr. Coley.



The Official Website of Room 34 at Tovashal Elementary School

Wednesday, March 14

- Home
- Homework
- The Daily Log
- ColeyCast
- StudyCast
- Spelling
- Wordy Wise
- Language Arts
- Lit. Circles
- Math
- Social Studies
- States & Caps.
- State Report
- Science
- Art
- Student Work
- Club Ed
- W.I.C.
- Trivia Game
- PowerPoints
- Calendar
- Parents
- Classroom Taxes
- Lunch Menu
- Student Links

## ColeyCast #9

**Ellis Island Day 2006**  
**Students Share Their Experiences**  
 Posted October 7, 2006

At Ellis Island Day, the culminating event of our immigration unit, 5th grade students participated in a simulation during which they pretended to be immigrants coming to America from a foreign country. In preparation for the event, each student chose a country and immigrant name, created a passport, and even printed off pictures of their homeland's currency.



In this broadcast, a few students share their experiences during Ellis Island Day. Please be patient as this broadcast is a bit longer than usual due to the many activities associated with the event. While you're listening, try and catch the immigrant names used by the students listed below.

16 minutes 10 seconds | 18.5 MB

If the broadcast doesn't begin playing automatically, click [here](#).

To download the broadcast to your computer, right-click [here](#) (Control click for Mac users) and choose "Save Target As..."



**Student order of appearance:**

## Persuasive writing: A classroom model

By [Pamela Myrick](#) and [Sharon Pearson](#)

A plan for modeling persuasive writing with middle school students, using homework as the topic.

Writing requires planning, writing, and rewriting. The writing process, steps a writer follows, is instrumental in effective writing. To impress upon students its importance, the teacher needs to demonstrate a writing model. In other words, the teacher guides the students through the writing process as they work collaboratively on a writing assignment.

### Writing a model essay

To model writing, the teacher writes with the students. Modeling is a process like writing is a process. Both are accomplished through different stages. Stages may be repeated several times during the process. Therefore, time allotted for each stage varies.

Begin by introducing persuasive writing with a topic that is familiar to the students. All students have experience with homework, and homework is a motivational hook to introduce persuasive writing. Jack Prelutsky's poem "Homework! Oh, Homework!" captures the students' interests and is relevant to them.

#### Stage 1: Prewriting

1. Read the poem "[Homework \(http://www.angelfire.com/oh/brokaw/homework.html\)](http://www.angelfire.com/oh/brokaw/homework.html)" by Jack Prelutsky.
2. Ask the students *What are we writing about today?* (They'll guess homework.)
3. Establish the two points of view (pro and con): *Students should have homework. Students should not have homework.*
4. Students and the teacher brainstorm and generate ideas for both sides of the issue. The teacher records the information on a chart, board, etc. All students copy the information. The pro and con

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#### Page contents

1. [Writing a model essay](#)
  1. [Stage 1: Prewriting](#)
  2. [Stage 2: Drafting](#)
  3. [Stage 3: Revising/Editing](#)
  4. [Stage 4: Proofreading](#)
  5. [Stage 5: Publishing/Presenting](#)
2. [Applying the model](#)

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#### View this page in context

##### [Arts of persuasion](#)

Strategies for teaching middle school students to think critically, analyze persuasive arguments, and use speaking and writing to persuade others.  
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#### Learn more

Learn more about [English language arts](#), [persuasive writing](#) and [writing](#).

Lessons

Standards

Web Resources

Student Materials

3-5


Lesson Plan Selector

Grade Band

Literacy Strand

Literacy Engagement

Display

**Estimated Lesson Time**
 Four 40-minute sessions
**Lesson Author**
 International Reading Association

[Emily Manning](#)  
 Denton, Texas
**IRA/NCTE Standards**[4, 5, 12](#)**Resources**

- Classroom Resources

- [Persuasion Is All Around You](#)

- [Persuasive Strategy Definitions](#)

- [Check the Strategies](#)

- [Check the Strategy](#)

- [Persuasive Strategy PowerPoint Presentation](#)

## Can You Convince Me? Developing Persuasive Writing

**Overview**

Persuasive writing is an important skill that cannot be taught too early. But writing an argument can seem intimidating to elementary students. This lesson encourages students to use skills and knowledge they may not realize they already have. A classroom game introduces students to the basic concepts of lobbying for something that is important to them (or that they want) and making persuasive arguments. Students then choose their own persuasive piece to analyze and learn some of the definitions associated with persuasive writing. Once students become aware of the techniques used in oral arguments, they then apply them to independent persuasive writing activities.

**From Theory to Practice**

Petit, A., & Soto, E. (2002). Already experts: Showing students how much they know about writing and reading arguments. *Journal of Adolescent & Adult Literacy*, 45, 674-682.

- Students can discover for themselves how much they already know about constructing persuasive arguments by participating in an exercise that is not intimidating.
- Progressing from spoken to written arguments will help students become better readers of persuasive texts.

**Student Objectives**

Students will

- Work in cooperative groups to brainstorm ideas and organize them into a