The cover features a background of diagonal blue and yellow stripes. A white, cloud-like border with a black, hand-drawn, jagged edge frames the central text. The title 'I Wanna New Room' is written in a playful, hand-drawn font. 'I' is a simple block letter. 'Wanna' is written in a cursive-like style with dotted lines. 'New' is a simple block letter. 'Room' has large, bubbly 'o's with dotted lines. Below the title, the subtitle 'A Persuasive Writing Unit' is in a bold, black, sans-serif font, followed by 'Common Core Aligned' in a smaller, similar font. At the bottom, the author's name 'Created By: Stephanie Krahn' and the year '2012' are also in a bold, black, sans-serif font.

**I Wanna
New Room**

A Persuasive Writing Unit

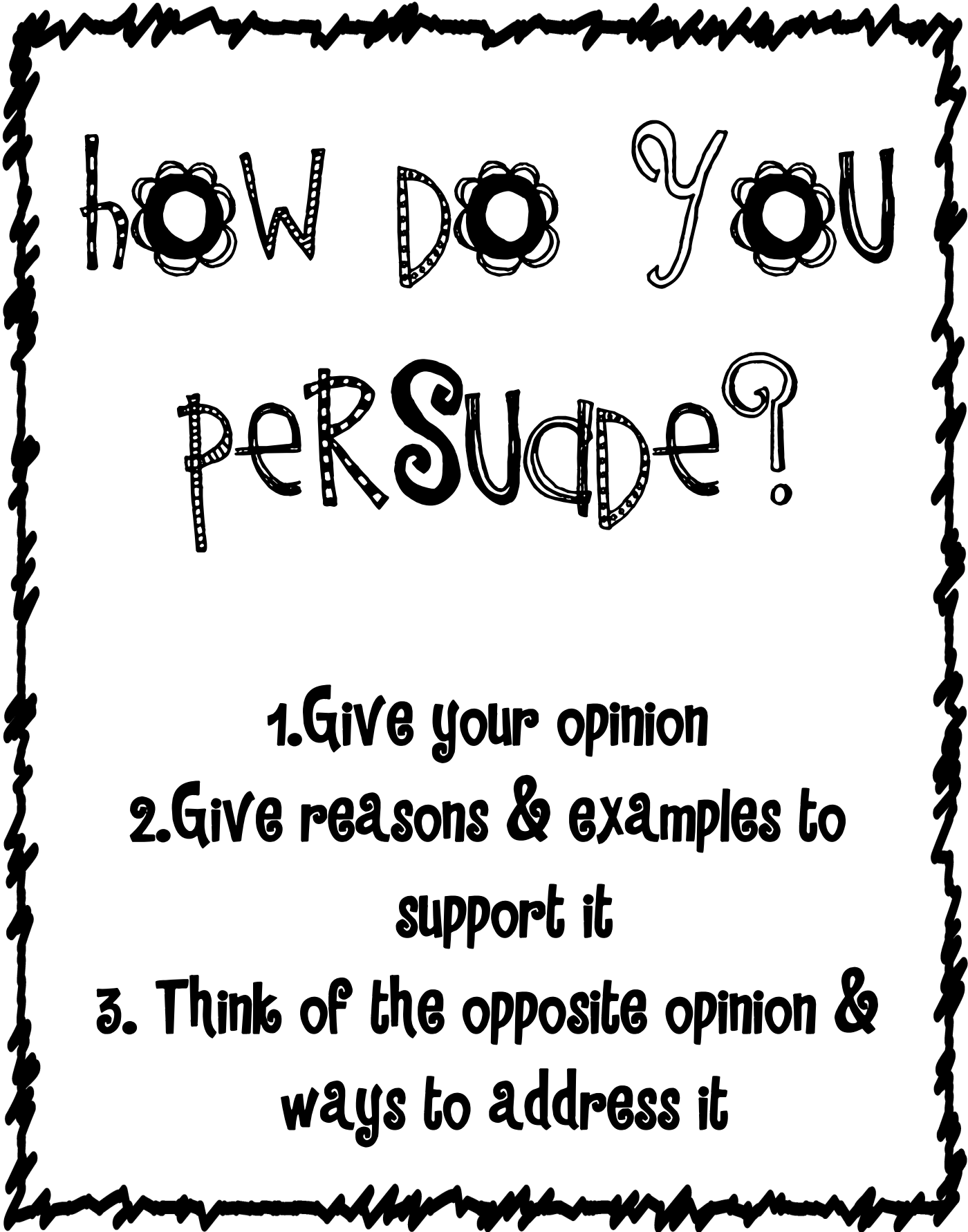
Common Core Aligned

Created By: Stephanie Krahn

2012

PERSUASION

Trying to get another
person to think, act, or
feel the same way you do
about something



how DO YOU
PERSUADE?

1. Give your opinion
2. Give reasons & examples to support it
3. Think of the opposite opinion & ways to address it

OPINION

What you think about something

You need to have reasons why
you feel this way

EXAMPLE: SUMMER IS MY FAVORITE SEASON.

WHY? I LOVE TO WATCH FIREWORKS, HAVE
COOK-OUTS, GO CAMPING, AND PLAY AT THE
BEACH.

The opposite

OPINION

Not everyone is going to agree with
you

You need to have reasons why your
opinion is better or how you can make
your opinion work instead of theirs.

Then you are **PERSUADING!**

LINKING WORDS AND PHRASES

Because

Therefore

Since

For Example

For Instance

In Addition

Also

I WANTED NEW ROOM

* Your Turn *

Alex tried to convince his parents that he needed a new bedroom. He had many reasons why he needed it and his parents had parents reasons why it wasn't going to happen.

YOU need to think of something you want. YOU need to try to convince your parents (your audience) why it's a good idea! Think of many reasons. Think of reasons they'll say no, and how to answer them.

YOU never know, you just might convince them! 😊

Lesson Plans

Day 1 - Read the book *I Wanna New Room* by Karen Kaufman Orloff. Have the kids discuss what the boy is trying to do in the book (persuade his parents to give him his own room).

Day 2 - Discuss the vocabulary associated with an opinion and persuasive piece of writing. Use the included posters to help.

Day 3 - Look at the poster about the parts of an opinion piece/ persuasive paragraph. As a class, try to write an opinion paragraph together using the planning sheet and coming up with reasons together. A good example would be to choose something related to your classroom/school and an opinion related to that. *We think school should have more recess.*

Day 4 - Have the students work on the planning sheet. They need to think of something they want from their parents, give the opinion and reasons. Included is an answer sheet to give examples.

Day 5 & 6 - Drafting days - Have students work on the opening paragraph, middle paragraph and closing paragraphs sheet. Modeling each part may be needed depending on your learners.

Day 7 & 8 - Revising/Editing/Peer Edit - Students can work through the checklists on their draft sheets.

Day 9 - Publish by transferring the paragraphs to the publishing paper in the form of a letter. Review the parts of a letter if necessary.

Day 10 - Share and evaluate. Have students do a self-evaluation using the checklist. Share letters to other classmates.

Planning Sheet

1. Who are you trying to persuade? _____

2. What are you trying to persuade them to think?

3. How are you planning on doing this? _____

Opinion - _____

Reasons - _____

Planning Sheet

1. Who are you trying to persuade? **My Parents**
2. What are you trying to persuade them to think?

To give me the _____ that I really want

How are you planning on doing this? **I am going to write a letter to show them all the reasons why I should get it**

Opinion - **I want a new scooter to play with outside.**

Reasons - **My little brother has wrecked mine. You are always telling me to go play outside and I would more often if I had a new scooter. It would give me more exercise. I could ride to my friend's house faster. They aren't too expensive.**

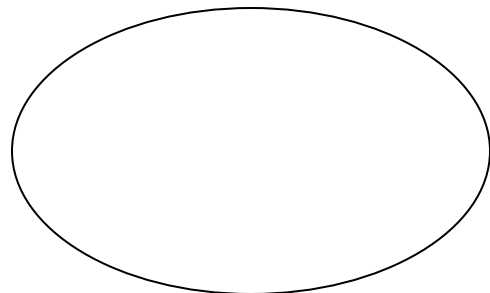
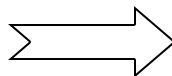
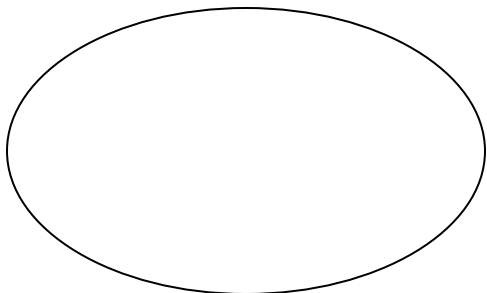
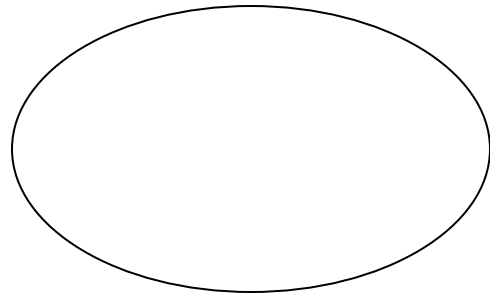
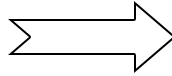
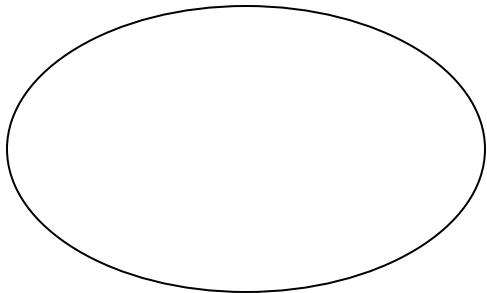
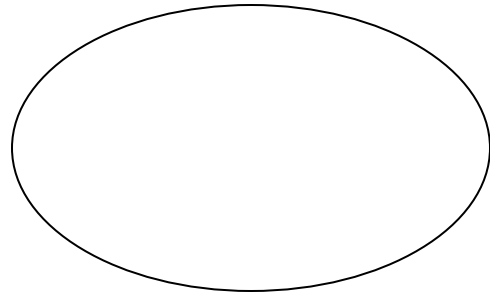
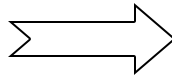
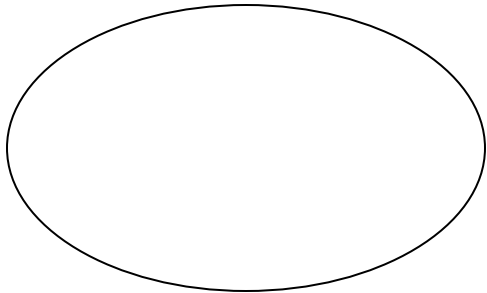
I Wanna New _____

Your Parents Say NO!

Think About the Other Opinion

Reasons they
say no:

What you can
say to them:



I Wanna New _____

Opening Sentence/Paragraph

How will you draw your audience in?

Ask a Question

Snapshot (Paint a Picture)

Flashback

Tell what you want!

I Wanna New _____

Middle Sentences/Paragraph

How will you convince your audience?

Give reasons/examples about why you should get what you want.

I Wanna New _____

Middle Sentences/Paragraph

How will you convince your audience?

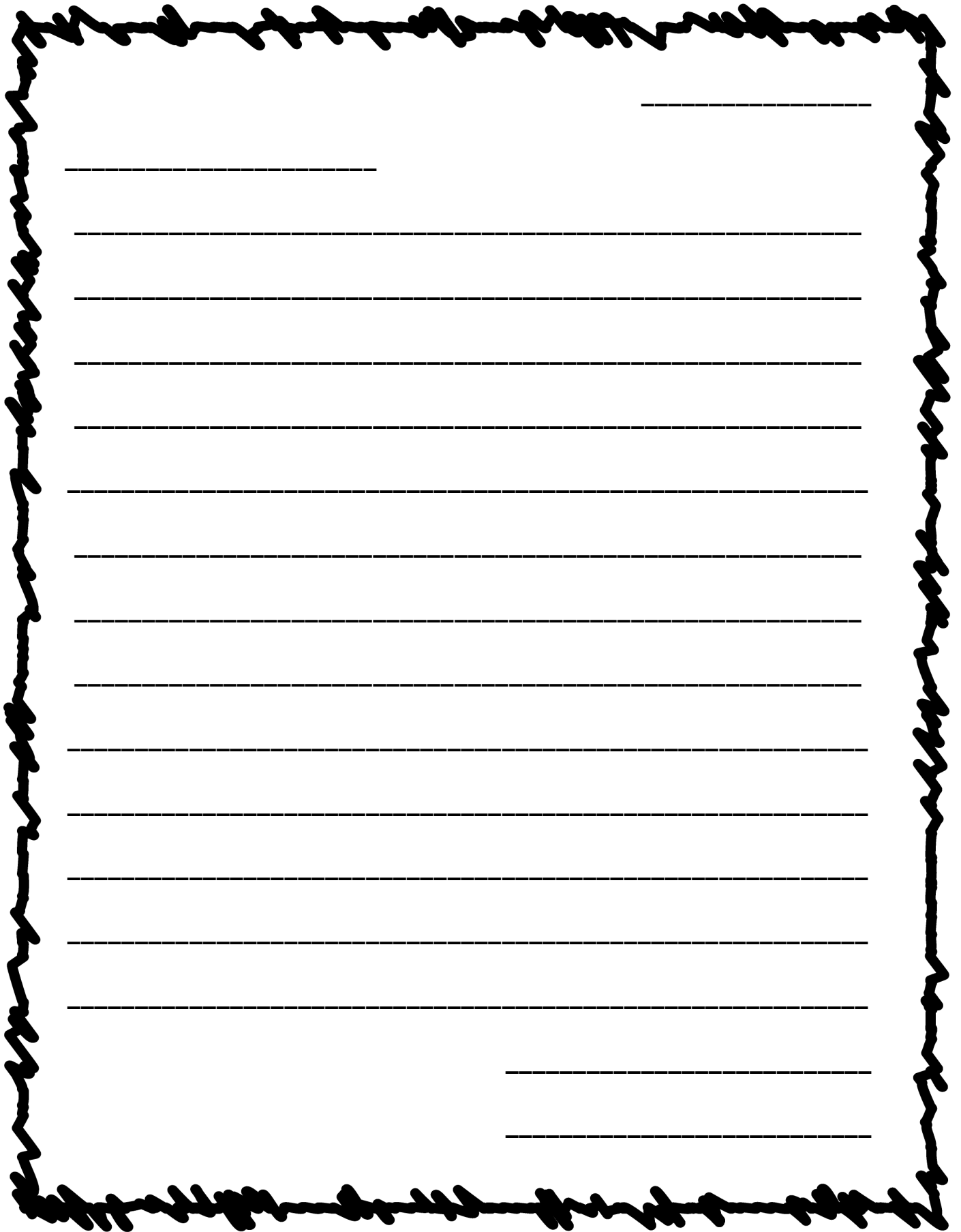
Think about why they might say no. Have answers
to their reasons.



I Wanna New _____

Closing Sentences/Paragraph

Wrap it up nicely
State your opinion again.



editing checklist

Name _____ Project _____

Please check the circle AFTER you have read carefully and corrected any errors

capitalization

- First word in every sentence and I
- Proper nouns—names, dates, holidays, places
- Appropriate words in the title

punctuation

- End mark in every sentence—! ? .
- Commas— dates, series, addresses, dialogue
- Apostrophes— contractions, possessive
- Quotation marks— dialogue

spelling

- High frequency & studied words
- Dictionary was used for unknown words

peer-editing checklist

Name _____ Partner _____

Please check the circle AFTER you have read carefully and corrected any errors

capitalization



I circled in GREEN any errors in capital letters

punctuation



I circled in BLUE any errors in punctuation

spelling



I circled in RED any errors in spelling and wrote sp by it

One thing I really liked: _____

revising checklist

Name _____ Project _____

Please check the circle AFTER you have read carefully and corrected any errors

usage

- Nouns, verbs were used correctly (tense & #)
- Subject and verb agrees
- Variety of sentences (simple, compound, complex)

format

- Use specific format if needed (letter, etc.)
- Indent paragraphs

organization

- Exciting lead
- Beginning, middle, end
- Linking words or time words to show order
- Concluding sentence or sense of closure

Common Core Writing Rubric - 3rd Grade Opinion

Name _____

Project _____

| Standard | Score | Comments |
|--|-------|----------|
| <u>W.3.1.</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. | | |
| Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | | |
| Provide reasons that support the opinion. | | |
| Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. | | |
| Provide a concluding statement or section | | |

Common Core Self Evaluation - 3rd Grade Opinion Writing

Name _____

Project _____

| Standard | Score | Comments |
|--|-------|----------|
| I wrote an opinion piece on a topic or text supporting a point of view | | |
| I introduced the topic and clearly stated my opinion. | | |
| I used reasons to support my opinion and organized them in a clear way. | | |
| I used linking words and phrases to connect opinion and reasons. (e.g., because, therefore, since, for example) | | |
| There is a concluding sentence. | | |

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