



Grade 5 Theme 4 Persuasive Essay Plays

Performance Standard W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences

GLE: [5] 2.2.3.] Using expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays or lyrics) (L)

Performance Standard W2.3

- a. Use a variety of simple and complex sentence structures in written work
- b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, and usage in finished written work.

Performance Standard W2.4

- a. Revise writing to improve the logical progression of ideas and supporting information
- b. Revise own and other's work and provide appropriate feedback to peers based upon established criteria to improve quality of writing

GLE [5] 2.4.1 Rearranging and/or adding details to improve focus, to support main ideas and to make sequence clear

Purpose:

- Focus on Genre, Plays, Theme 4.
- Practice writing stage directions.
- Practice writing dialogue in a short play.
- Practice writing exact verbs.
- Focus on traits of organization, word choice, and conventions.

Resources/materials:

- HM Theme 4 Teacher Edition
- HM Theme 4 Student Anthology, pages 442- 459
- Transparency F4-1, F4-8
- Sample play scripts for students to study (Attachment 1)
- Rubric/assessment for each student (Attachment 4)
- Class set of copies of Practice book page 85, 87 and 99, if available.
- Class set of graphic organizers to plan plays (Attachment 3)
- My Brother Dan's Delicious* (Reference)
- Teacher's Edition Reading Writing Workshop, Persuasive Essays, Theme 6

Connection to Houghton Mifflin Literature:

- Student Anthology, *The Case of the Runaway Appetite*
- Leveled Readers (Teacher Edition, pages 461O, 461P, 461Q)

Step One - mini-lessons to precede writing of persuasive essay plays:

- Students prepare for writing by reading plays. They have a play in their anthologies, *The Case of the Runaway Appetite*. They could read the play as a whole group and/or independently. There are leveled readers in play format to go with Theme 4. If available, practice page 87 could be follow-up practice or homework. Practice page 87 compares the play, *The Case of the Runaway Appetite*, with a familiar play, movie, or television show.
- Display several pages of the text, *The Case of the Runaway Appetite*, or another play. Highlight theater vocabulary: dialogue, performance, scenes, scripts, and stage directions, which are defined on Teacher Edition 441. An option would be to review transparency F4-1, "Theater Terms." Barry Lane's book, *Reviser's Toolbox*, has an excellent lesson on building scenes using the vocabulary of snapshot, thoughtshot, and dialogue. (See reference) A thoughtshot is what the character is thinking, planning, etc.
- This is an opportunity for students to write short plays that use persuasion. (Theme 6 has students write persuasive essays in Reading Writing Workshop.) The trade book, *My Brother Dan's Delicious*, is a story that describes the art of persuasion. It features one main character, Joey, who tries to persuade an imaginary monster to eat his brother instead of him. Joey relates five different reasons his brother would be the better choice. The text could be used later to practice writing dialogue.

Step Two – mini-lessons for writing a persuasive essay play:

Prewrite

- Introduce guidelines for writing a play. (Attachment 1) Discussion will review how a play is different from a fictional narrative. Display the guidelines for students to refer to and/or paste a copy of the play guidelines in the back reference section of their Writer's Notebook.
- Students practice writing dialogue. Using sample, *Harry's Problem*, (Attachment 2) groups and/or partners work with writing dialogue. Students can refer to this lesson when they revise their own plays.
- If students do not have persuasive essays already written, this is the time to write short persuasive essays persuading someone in a particular way.

Draft

- Students are now ready to fill in a story web or graphic organizer. (Attachment 3) 30-45 minutes.

- Students write a play script.
- Students write three or more short dialogues using the play characters from their essays.

Revise

- Teacher models revising the play script, *Andy's Problem*. (Attachment 4) Is there a setting? Is the problem obvious? Do the events make sense? What dialogue could Andy add to better persuade Sandy to accept her cousin, Mandy?
- Students revise their scripts focusing on verbs. Transparency F4-8 illustrates a script with verbs and is followed up with a Student Practice page 99, if available.
- Students meet with partner/teacher to revise and edit. Students will need 10-15 minutes to revise and edit.

Final Draft

- Students review guidelines for writing a play and the assessment rubric before they write/type a final draft.

Publish

- Students present their play/skits to an audience.

Assessment:

See Teacher's Edition and/or the attached rubric. To achieve "above standard" or an A, students will score 17-18 possible points. (Attachment 5)

References:

Teacher Reference

Lane, B. (1999) *Reviser's Toolbox*. Discover Writing Press.

Trade Books/Mentor Texts

Layne, S. (2003). *My Brother Dan's Delicious*. Pelican Publishing Company, Inc.

Guidelines for Writing a Play

- Include play elements:
 - Cast of characters
 - Setting
 - Dialogue
 - Stage Directions
- Show what the characters are like through what they say and how they say it.
- Tell about actions through dialogue and stage directions.
- Remember that a play takes place on a stage. Make the setting and action fit that space.

Guidelines taken from Grade 4, Theme 2

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Harry's Problem

Harry and a friend were pitching balls to each other and the ball went through the dining room window. He is afraid his dad will be angry because Harry had been asked to not pitch balls near the house.

Harry's thoughts: Dad is going to be mad. He just warned me this morning to not throw balls near the house. I will tell mom and she can tell him.

(Harry hears the garage door open and runs to the back door to greet his mom.)

Harry: Hi Mom! Can I help you carry in the groceries?

Mom: Sure thing. How thoughtful of you, Harry to offer.
(Mom and Harry carry in the groceries.)

Harry: Mom, I have a problem.

Mom: I'm sorry, can I help?

Harry: I was playing ball and it accidentally went through the dining room window. I will help clean it up, but I am afraid Dad is going to be mad. He told me to not pitch balls near the house.

Mom: Well, Harry, you will have to tell dad when he gets home.

Harry: Mom, you said you would help. Would you tell Dad about the broken window? Please explain that I didn't mean to break it. He won't get angry with you.

Mom's thoughts: I would like to make this easier for Harry, but if I do, he won't learn how to solve his problems.

Mom: Harry, I would like to help out, but this is a problem you have to resolve with your father. He is the one who will have to buy a new window and have it installed.
(Harry slumps onto the couch to wait for his father.)

His father arrives home.

Dad: Hi Harry, how has your day been?

Harry: (Looking up at Dad) Dad, I have something to tell you. I was playing ball and it flew through the dining room window. I know I wasn't supposed to pitch balls near the house and I have learned my lesson. I am sorry. I will mow lawns to pay for the new window and installation.

Dad's thoughts: I am really angry that Harry disobeyed me. However, since he said he learned his lesson and will pay for the window, I will not ground him.

Dad: Ok, Harry, it seems like you have learned your lesson. However, if this happens again, I will have to ground you from playing with friends for a month.

(Dad goes upstairs to get ready for dinner and Harry goes outside to let his friend know what happened with his dad.)

Assign partners or table groups a problem and have them write a dialogue with thoughts and stage directions.

1. Sam broke his mom's favorite coffee cup.
2. Susan let the dogs out the back door and they dug up her mom's newly planted flowers.
3. Dan got a D in Physical Education and is worried his parents will be mad.
4. Harry spilled water on the family computer and it won't work.
5. Mike invited Sandy to the Friday night dance and she doesn't want to go, but feels bad about letting him down.

The kids can rehearse their scenes and share them with each other.

Cindy Forsyth (09)

Planning a Play To Persuade

Characters	(2 points)
Setting	(2)
Opinion	(2)
Opening Scene	(2)
Steps to Persuade	(6)
Ending (What Happened)	(2)

Total points _____

Andy's Problem

by a third grader

Cast List: Sandy Mandy Andy

Andy: Sandy, my cousin is coming over tomorrow. She is staying for a week.

Sandy: Her? Why is she coming? Did you invite her over?

Andy: Yes! I thought we would have the best time playing together!

Sandy: Just think this over and answer me this question.

Andy: Okay and the question is?

Sandy: Out of all the cousins to choose from, Why her? Why her? Why her?

Next Day

Andy: Sandy! Let me introduce you to Mandy.

Sandy: I have some important business to take care of so if you don't mind!

Andy: No! I have waited a long time for all of us to play together. If I can be a friend with you, you can be friends with Mandy. I think you owe her an apology.

Sandy: I am sorry I judged you before I got to know you. Do you accept my apology?

Mandy: Yes. I accept your apology.

Solution: Talking it out and apologizing.

Revision Questions:

Is there a setting/opening?

Are there stage directions?

How could Andy make her case more persuasive?

Practice writing: Write a setting for this story. Add actions for the characters. For example, in the second line next to Sandy, write (standing with hands on her hips and looking mad).

Attachment 5

Essay Play assessment rubric

_____2 pts. Characters are identified.

_____2 pts. Setting is established.

_____2 pts. Opinion is clear.

_____2 pts. Opening Scene

_____6 pts. Steps to persuade

_____2pts. Snapshots and thoughts of characters are included.

_____2pts. Ending (what happened)

Total pts. 18 pts

0-12 _____ Below standard

13-16 _____ Meets standard

17-18 _____ Above standard

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