

Persuasive Writing based on Collaboration and Research for Ktg – 2nd Grades

Background to this Lesson: In our classroom, we have a class guinea pig, Oreo. Oreo is a fabulous small mammal extension of our Animal Adaptations unit. We also write to/about, speak with, read to, and care for Oreo during our non-science lessons. She is a fabulous classmate for all. However, she can be quite distracting during our End of Grade assessments, and could possibly cause a misadministration of the exam. Therefore, we look for a host class in a non-testing grade that will care for (as well as work with in their lessons) during our EOG days.

Students in Kindergarten through 2nd grade are invited to write a short persuasive essay, based on research of the care and development of a guinea pig raised in captivity. Essays must include an introduction, at least 3 supporting facts/details, and a closing statement.

With teacher assistance, students in our 4th grade class will read and rank each essay to determine which class(es) are able to adopt Oreo during our testing time.

CC Standards that can be applied: WK1, WK7, WK8, W1.1, W1.2, L2.1, L2.5, W2.1, L2.1e, L2.5a, L2.6

Lesson:

Teacher can introduce the topic of guinea pig care and needs through stories and/or informational videos. Students will work in collaboration to research the requirements of a guinea pig and steps necessary for its care. This includes the basic needs of food, water, shelter. Other information that should be included are natural dangers that guinea pigs face (what not to do).

Lesson Resources:

WLES Media Center:

Guinea pigs  Details

 Call #: 636.HAN Hansen, Elvig, 1926-

My first guinea pig and other small pets

 Call #: 636.088 Boz Bozzo, Linda.

Pet guinea pigs  Details

 Call #: 636.93 BAR Barnes, Julia, 1955-

Guinea pigs  Details

 Call #: 636.93 MAC Macken, JoAnn Early, 1953-

Digital Resources:

Google search “guinea pig care”. One example page is <https://www.pets4homes.co.uk/pet-advice/fun-interesting-facts-about-guinea-pigs.html>. Be sure to preview pages before students do research.

Rubric Suggestions: ** Rubrics may be adjusted by hosting teacher to fit the needs of their classroom.

<p>Ktg</p> <p><u>Text Types and Purposes</u> WK1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic they are writing about and state an opinion.</p> <p><u>Research to Build and Present Knowledge</u> WK7 Participate in shared research and writing. WK8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>4: Ss was able to independently meet all criteria for level 3, and make connections to topics or conventions beyond the standards.</p> <p>3: Ss was able to independently use a combination of drawings, dictating and writing to compose an opinion piece with an introduction, supporting details and a closing. Ss was able to participate in shared research and use guidance from adults to edit their writing.</p> <p>2: Ss made a fabulous attempt to meet the CC standards, but required assistance, or some needed portions are missing.</p> <p>1: Ss needed assistance for each step in the process, or the paper is incomplete and/or does not make sense.</p>
<p>1st <i>W1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</i></p> <p><i>W1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</i></p>	<p>4: Ss was able to meet all criteria for level 3, and also included additional facts, with less than 3 grammatical or punctuation errors.</p> <p>3: Ss text includes an introduction, at least 3 supporting details, and a closing. Research can be collaborative, but writing must be done independently and responsive to peer &/or adult helper edit suggestions.</p> <p>2: Ss made a fabulous attempt to meet level 3 criteria, but required assistance, or some needed portions are missing.</p> <p>1: Ss needed assistance for each step in the process, or the paper is incomplete and/or does not make sense.</p>
<p>2nd: <u>Conventions of Standard English</u> L2.1e - Demonstrate command of the conventions of standard English grammar and usage when writing. Use adjectives and adverbs, and choose between them depending on what is to be modified. <u>Vocabulary Acquisition and Use</u> L2.5a - Identify real life connections between words and their use. L2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. <u>Text Types and Purposes</u> W2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>4: Ss met all criteria of a level 3, and also included more supporting details than required and/or made connections to other relevant topics to demonstrate a level above expectations.</p> <p>3: Ss demonstrated a command of proper grammar and usage. They were able to make real life connections and used information obtained through collaborative and/or independent research. Their piece includes an introduction, a clearly stated opinion, at least 3 supporting details, and a concluding statement.</p> <p>2: Ss needed some assistance to meet level 3 criteria, or some parts are missing.</p> <p>1: Ss needed assistance for each step in the writing process, parts of their writing piece are missing or the paper does not make sense.</p>

**** Teacher Information specific to Oreo and her care:**

All food and care items will be provided. For health code reasons, no children will be involved in cleaning of the cage or disposal of waste. Her cage will be freshly cleaned, and her food & water will be topped off before visiting our host class.

Oreo tends to 'talk', especially when a classroom is quiet (can be an incentive).

She is not completely trained to be handled outside of her cage, so please do not remove her from her habitat.

While she does have items in her cage to chew, pencils and fingers are not good sources of fiber for her diet. She loves carrots, but can get sick from eating too many.