

# ***Authentic Publishing for Grades P-6***

## **Programs 6-9 Teacher's Packet**

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# ***Authentic Publishing***

## ***for Grades P-6***

### ***Programs 6 - 9***

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The following print materials, once again created by host/presenter Donna Vincent, are designed to accompany the final four programs in *Authentic Publishing for Grades P-6*. Program 6 focuses on poetry, while Programs 7-9 focus on transactive writing, specifically brochures (Program 7), feature articles (Program 8), and persuasive speeches (Program 9).

For general information about *Authentic Publishing* and its objectives, along with teacher resources including a list of possible authentic audiences and purposes for student writing, please consult the teacher packet for Programs 1-3, available at KET's professional development Web site. In addition to the packet for Programs 1-3, a second packet is available for Programs 4-5.

### **About This Packet**

This packet includes agendas for Programs 6, 7, 8, and 9 and materials related to their content.

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## Meet the Teachers

**Sherri Day (Program 8)** has eight years of experience, one year teaching primary and seven years teaching fourth grade. Sherri earned her B.S. and Rank II in elementary education at Western Kentucky University.

**Melody McCoy (Program 9)** has eight years experience teaching both intermediate and primary students. She began her career in Jefferson County where she taught P2/P3 and P3/P4 combined classes and completed the Louisville Writing Project. After spending two years in Henderson County teaching a P3/P4 combined class and a fifth grade class, Melody came to Muhlenberg County this fall, where she teaches a P3 class at Drakesboro Elementary.

**Carol Mefford (Program 8)** earned her bachelor's and master's degrees WKU, where she also completed a Rank I in elementary education with a reading specialist endorsement. She has taught the fourth grade for 25 years, and currently teaches fourth graders at Drakesboro Elementary.

**Kimberly Ann Melton (Program 7)** began college at WKU and finished her undergraduate degree in education at Kentucky Wesleyan College in Owensboro. She earned both a master's and a Rank I from Western. She has spent the past 19 years teaching at Drakesboro Elementary, where she is currently a fifth grade teacher.

**Debra Vincent (Program 9)** has been a primary teacher at Drakesboro Elementary for the past eight years—and is also a graduate of the school. She earned her bachelor's in elementary education with an emphasis in mathematics from WKU. She has also completed a Rank II and a Rank I at Western and is working toward a library media certification.

**Jo Ann Wells (Program 7)** has a B.S. and an M.A. from WKU. She has taught a total of 13 years and is presently a fifth grade teacher at Drakesboro Elementary.

**Maxine White (Program 6)** has taught at Drakesboro Elementary for 27 years. She has a B.A. in elementary education and library science from Morehead State University and an M.A. in elementary education and library science and a Rank I in elementary education from WKU.

### Professional Development Credit

#### Stage of Participant Development: Practice/Application

The Kentucky Department of Education has approved all KET Star Channels Seminars for professional development credit if schools or districts choose to include them in their professional development plans. Districts or schools may choose to include preparation and/or follow-up time as part of professional development. For example, if a teacher participates in one 90-minute program and spends an additional 30 minutes in related activities, he or she could be awarded a total of two hours professional development credit. Individual teachers who wish to use these videotapes for professional development credit should check with their school professional development chair or with their district professional development coordinator. Professional development can also be used to satisfy requirements for the fifth year program. Contact your local university or the Division of Teacher Education and Certification at 502-564-4606 for more information.

# Program Agendas

## Program 6: Poetry

- **Studying the Characteristics of Poetry**
- **Researching Material for Poetry**
- **Brainstorming Ways to Share Findings Through Poetry**
- **Drafting Poems**
- **Identifying Audiences**
- **Sharing Finished Poems**

## Program 7: Brochures

- **Writing Brochures Based on Core Content**
- **Examining the Format for Brochures**
- **Brainstorming Audiences and Purposes**
- **Developing Content for Brochures on Accelerated Reader Books**
- **Mini-Lesson on Punctuation for Brochures**
- **Sharing the Final Products**

## Program 8: Feature Articles

- **Barry Lane Carousel Activity**
- **Sharing Facts Discovered About Animals**
- **Finding a Focus**
- **Using Train Analogy to Organize Details**
- **Writing and Revising Leads**

## Program 9: Persuasive Speeches

- **Generating Criteria for Scoring Speeches**
- **Using the Student-Generated Rubric to Evaluate a Persuasive Speech**
- **Using the Voting Booth to Elect a Class President and Announcing the Results**
- **Interviewing Teachers About the Process**

# Teaching Poetry with Lower Primary: Making Valentines

Donna Vincent, Muhlenberg County Schools

- Share samples.
- Identify characteristics of poem: sight and sound categories.
- Look at poems and prose and list differences in the way they look on the page.
- Glue some poems and paragraphs into learning logs.
- Listen to poems and paragraphs. List differences in the way they sound.
- Read lots of weather poems. Discuss characteristics such as shape, poetic devices, etc.
- Collaborate on a poem about weather.
- Share collaborative poem with fourth graders to have them identify characteristics of poem using sheet on poetic devices.
- Research fox, opossum, turkey, beaver, and duck in library.
- Use learning logs to record thinking: draw, label, use invented spelling to record...
- Brainstorm comparisons and uses of animal tails.
- Bring valentines to look at pictures and text.
- List characteristics of valentines: red, hearts, words, pictures...
- List potential audiences for valentines: grandparents, bus drivers, cousins, cooks...
- Discuss tying knowledge about animals to our valentine designs, i.e., a valentine could have a beaver working on a lodge and it might say, *I'm working to make you my valentine.*
- Brainstorm what animals might say/do on Valentine's Day that could go on their cards to invite their audiences to be their valentines and to teach a fact they've learned about animals at the same time.
- Draft cards. Sketch and write text. Remind students to use what they know about sounds/letters to write as well as they can as they "write."
- Have kids do invented spelling first. Ask, "What do you want this to say?"
- Write the phrases correctly on the draft or on a chart so the final products can be correct. (Don't skip the step of having kids approximate the spelling on their drafts first.)
- Discuss placement as students publish. (I cut out hearts of different sizes in red, pink, and white for them to use.)
- Share with a real audience.

Two books that I referenced in preparation for the poetry program are as follows:

*Teeth as Wiggly as Earthquakes* by Judith Tannenbaum (Stenhouse)

*For the Love of Language* by Nancy Cecil (Peguis)

# Poetry Features

Donna Vincent, Muhlenberg County

Similes	Metaphors	Personification	Onomatopoeia	Patterns
Vivid verbs	Strong nouns	Language of the expert	Sensory detail	Alliteration
Rhythm	Repetition	Surprises	Action	Facts
White space	Line breaks	Stanzas	Focus	Organization
Punctuation				

## Brainstorming Results (Prewriting Exercise for Poetry)

### Gentle

Pat, pat, pat

Tap, tap, tap

Bing, bing, bing

Clap, clap, clap

Bing, bong, bing

White spider webs

Drip, drop, drip

Navy

Psh, psh, psh

Tip, tap

Splatter

Under the house

In the nest

Inside hollow trees

### Heavy

Splat

Boom, boom, boom

KaBOOM!

Whoosh!

Bang, bang, bang

Purple

Splash, splash

Yellow

Green

Trees dancing

Trees doing aerobics

***Fireworks***  
**By Ms. Benson's Class**

Boom! Badda BANG!  
Bolts of lightning  
Rip black curtains  
All around me

Flashes  
Flashes  
In my eyes

July fireworks  
Sparklers  
Smoke bombs  
Bursts of yellow  
In the skies

Big, fat raindrops  
Crash on sidewalks  
While the wind  
Comes screeching in

I begin to run for cover  
Beauty  
Bringing me a grin.

# Storm Warnings

By Ms. White's Primary Students

## Lightning,

Like white spider webs,  
Flickers in the distance.

Whispers,  
"Go inside."

Drip, drop, drip  
On deer antlers,  
Cat whiskers,  
And tortoise shells,  
Says, "Find shelter, quick!"

Boom! Boom! Boom! KaBOOM!  
Thunder yells  
But the trees don't hide.  
Oak, hickory, maple, pear  
Stretch  
And do aerobics.

# **Generating the Accelerated Reader Book Review in a Brochure Format**

**Donna Vincent  
Muhlenberg County Schools**

- Discuss audiences and purposes.
- Critically read touchstone texts.
- List characteristics/attributes found in sample brochures.
- Model brochure writing.
- Collaborate on one as a class.
- Have students select their favorite AR books/authors to recommend (one per student).
- Generate list of questions the audience might have about the books/authors we're recommending.
- Pick and choose questions based on particular book/author selected and needs of the audience.
- Answer questions/revise/conference.
- Decide on the order of the answers.
- Generate leads/closings/titles.
- Look again at samples to think about formatting: white space, fonts, italics, bullets, headings, columns, graphics.
- Examine their brochures for mini lessons needed regarding correctness issues: capitalization, punctuation, usage, spelling (I found students needed a review of how to indicate titles of books in context).
- Teach mini lessons, as needed. Students' brochures become their own worksheets to correct based on individual needs.
- Publish and share.

## Questions We Answered to Recommend Accelerated Reader Books Via Brochures

- What's the book about?
- What's my favorite part? Why do I like it?
- What's the problem that the main character faces in the story?
- Why do I like the title?
- What feelings did this book stir for me? How did the author do that?
- What did I learn when I read this book?
- Is this book written in a special way? What's special about it?
- How did the author make me want to keep reading?
- What do I need to tell about the author?
- Is the setting important to the story? How did the writer help me know when and where the story takes place?
- Is there another story that I can compare this book to? Why? How?
- Why did I decide to read this book?
- Who's the audience for this book? How do I know?
- How do the illustrations affect the reading of this book?
- How would I describe the main character?
- What level is this book?
- How many points can I earn by reading it?
- Is it fiction/non-fiction?
- Who's the author?

# How to Use the Student Writing Center Program to Make a Brochure

Donna Vincent, Muhlenberg Co. Schools

- CLICK Student Writing Center.
- CLICK Newsletter.
- CLICK Text.
- CLICK Newsletter Layout.
- CLICK Masthead (you can do with or without— with would give you space for a graphic).
- CLICK Number of Columns (three).
- CLICK Lines Between Columns (make a check inside the box).
- CLICK Around Sides (make a check inside the box).
- CLICK OK.
- CLICK File.
- CLICK Print Setup.
- CLICK Orientation LANDSCAPE (not portrait— landscape will make the brochure horizontal rather than vertical so you can tri-fold it).
- CLICK OK.
- You're now ready to type.
- **Caution: The title page has to be on the last column of page two in order to be on the front when the brochure is folded.**
- Add pictures.
- Use different fonts and white space.
- Include headings.
- Try bullets, text boxes, etc.

The kids learn so much about technology by experimenting with brochures. Teachers do, too.

Don't shy away from brochures as a portfolio appropriate piece. When people say they don't score well—**that's a bias!**

# Steps for Teaching Students to Write Feature Articles

**Donna Vincent**  
**Muhlenberg County Schools**

- Critically read samples of feature articles by others
- Chart/list characteristics of feature articles: leads, titles, headings, white space...
- Research topic in the library (in this case, we began our research on animals by starting with a broad-based look at one animal)
- Narrow the focus mini lesson (see attached page on narrowing the focus on beavers)
- Barry Lane’s Carousel Activity from his book, *After The End*
- Questions/tallies activity where class has question sheet (attached) and marks all the questions that pertain to their own topic (in this case, the animal they have chosen)
- Colored-paper pass—color-code the papers: yellow-communication, white-protection... Pass the papers and have each student write what he has found in his research only on the papers that pertain to his own topic (e.g., the animal he has chosen)
- More research—specific to newly-narrowed focuses
- Chunking information (loading the train cars in organized ways—see the attached page on possible research topics. What we’ve written in parenthesis are the “chunks”—one “chunk” per train car.)
- Organizing “chunks” by putting train cars in best order for the audience. I model all these steps to help students understand the strategies.
- Writing leads/closings
- Revising and editing
- Publishing in a magazine article format
- Binding articles to be placed in the reference section of the library

## Possible Research Topics on Animals

1. Why do animals group together (protection, finding food, helping care for one another)?
2. Why do animals migrate (avoiding weather, finding food, overcrowding, breeding, hibernation)?
3. How do animals protect themselves (camouflage, bright colors, copy cats, tricksters, group together)?
4. How do animals find food (stalkers, waiters, trappers, tricksters)?
5. How do animals communicate (sounds, tails/body parts, expressions, actions)?
6. How do animals sleep (standing up, hanging upside down, in trees, lying down, sleeping with their eyes open)?
7. What kinds of homes do animals build/live in (snow, shells, caves, underground, water, trees)?
8. How are animals adapted to their environment (winter, protection, to find food, daily life)?
9. What can you tell about an animal's habitat by looking at its body (feet, mouth/beak, neck, legs...)?
10. What does fur do for mammals?
11. What unusual features do some animals have that enable them to survive?
12. Other\_\_\_\_\_?

## Initial Research on Beavers

Orange teeth that continue to grow	Causes trees to die
Lodge has tunnel underwater	Adjusts dam during flooding
Predators are wolves, coyotes, owls	Picks site for flooding
They swim a lot	Weigh about 90 pounds
They build dams	Waterproof fur
Paddle-shaped tail for moving through water	Holds breath for 10 minutes
Glands secrete oil	Repairs lodge and dam daily
Can take all night to fell a tree	Digs trenches to float logs
Nocturnal	Slaps ground with tail—Timber!
Site choice is important	Slaps water with tail—Predator!
Two layers of fur	Spreads oil over fur
Short front paws grip	Valves close to waterproof
Webbed back feet	Wood chip floor in lodge
Balances with tail	Lodge has chambers
Neat with the lodge	Air hole in top of lodge
Membranes over eyes	2 sets of eyelids
Mates for life	Creates habitat for others
Prevents erosion	Raises water table
Purifies water	1-4 kits (babies) in spring
Lives in colonies	Cause problems like flooding

## Categories for Beaver Information

Habitat

Offspring/reproduction

Body

Instincts

Survival

Adaptations

Uses of tail

How and why beavers are built for swimming

How beavers build their dams/lodges

What damage beavers cause to habitat

How to get rid of beavers

How beavers protect themselves

How beavers entertain themselves

How beavers maintain their dams and lodges

Beaver young

How beavers can hold their breath so long

How beavers *help* the environment

Find a focus that *intrigues you and makes you want to research further*. It also should *make you want to communicate*. Narrow your focus to that nugget and continue to search for details to support your findings.

# How Beaver Bodies Are Built for Swimming

Webbed feet  
Clear membranes over eyes  
Two sets of eyelids  
Waterproof fur  
Holds breath for 10-15 minutes  
Streamlined body  
Valves that seal openings  
2 layers of fur  
Paddle-shaped tail  
Oil  
Rudder for guiding/directing/propelling

## **Wet Suit**

Streamlined body  
2 layers of fur  
Oil  
Waterproofing  
Valves that seal openings

## **Flippers**

Webbed back feet  
Paddle-shaped tail  
Directs/guides  
Propels

## **Oxygen Tank**

Holds breath 10-15 minutes  
Can gnaw underwater

## **Goggles**

Membranes over eyes  
2 sets of eyelids  
Can see to swim  
Clear

## **Why They Stay in the Water**

Moat protects from predators: owls, wolves, coyotes, dogs, bear, bobcats, man  
Water freezes over/stays in lodge for four months  
Food stashed by tunnel  
Prefers water plants in summer  
Moves faster there  
Easier to maneuver logs

# The Most Handy Gadget of Beavers

By Donna Vincent

If you like cartoons as much as I do, you're probably familiar with Inspector Gadget. As a modern crime fighter, he performs incredible feats using gizmos and contraptions that magically pop out of his hat, his sleeve, his finger. He's fully equipped with every tool any super hero could possibly need. Guess what, though! There's an animal right here in Kentucky that also has many useful gadgets built right in.

The North American beaver is much like Inspector Gadget, because he carries with him all of the equipment necessary to survive in his wetlands habitat. From his chisel-sharp teeth to his webbed back feet, he's ready for any challenge, and though ALL his gizmos are irreplaceable, I think his handiest and most interesting gadget is that paddle-shaped tail.

## Take a Seat

For instance, have you ever been someplace where there weren't enough seats and you had to stand up until your feet ached? Well, this is never a problem for the beaver, because he carries his seat with him wherever he goes. If he's gnawing on the trunk of a large tree and it's taking most of the night, he just sits back on his tail for leverage, balance, and a much-needed rest. How handy is that?

## Balancing Act

And, speaking of balance . . . that tail even helps the beaver as he walks upright, carrying branches in his front paws. Like a tight-rope walker with a long pole extended out in both directions, a beaver balances his load by using his tail as a third hind foot. I'd go to the circus to watch that!

## What Did You Say?

That was walking . . . let's talk about talking. Inspector Gadget communicates like all other humans . . . he talks. The gadgets he uses are all of the latest technology (like cellular phones). Antennas appear out of nowhere so that he can send and receive messages at the drop of a hat.

Of course, beavers can't talk, but they have their own form of communication. Again, they use their tails. When they are in the water and predators approach, they whack the water with their tails making a loud "Pow!" which warns the colony of danger. Sometimes, there's danger on the ground, too. Trees are falling left and right, and if beavers aren't careful they'll be clobbered by one. Since they can't yell "Tim-ber!" like lumberjacks do, they again use their tails to signal a warning. Slapping the ground with their tails also sounds a loud alarm, and every member of the colony rushes to get out of the way.

## The Water Is Fine!

. . . but beavers spend more time in the water than on the ground. I've seen Inspector Gadget don his scuba gear and go deep sea diving. Well, the beaver does that, too. From

his waterproof fur to his clear eyelids, he's ready for the wetlands. But again, it's that tail which fascinates me most. Like a rudder, the tail guides the beaver in the direction he wants to go, and when he uses his tail as a propeller by waving it up and down, he moves through that water even faster.

## Trowels?

Busy beavers have much work to do. There are lodges to be built and dams to be repaired. Like any construction worker, he needs tools to work with. Those sticks and branches have to be glued together with mud and guess what they use! Right again! It's that useful tail.

So, whether beavers are swimming, chinking with mud, or gnawing down trees, they are always ready with that handy gizmo. (Inspector Gadget would probably be jealous.)

" . . . so, Go, Go, Gadget tail!!!!"

[**Editor’s Note:** The articles on this page and the next were written by students with 504 plans with the help of scribes.]

## **Sample Student Feature Article** **Tails as Tools**

Many animals have unusual features that help them survive. The beaver is one of them. Did you know his tail is an unusual tool? He uses it in so many different ways.

One way he uses his tail is after he has chiseled on the tree with his teeth, he hits it to knock it down. Then he drags it back to where he is building a lodge or dam. The beaver uses his tail to beat mud into the cracks of their lodges.

The fox also uses his tail. His tail becomes a blanket or a scarf to keep him warm. The skunk also uses his tail to keep warm.

The beaver’s tail is used to knock off berries when he is looking for food. In the winter he breaks the ice with his tail as a hammer to get water to drink. He uses his tail as a hammer to loosen bark off the young aspen tree. He also knocks mushrooms loose with his tail.

Beavers like owls and woodpeckers are safe in their lodges or nest, but when they gather food, build lodges or hunt they are in danger. Many animals like coyotes, foxes, bobcats and mountain lions are enemies of the beaver. The beaver’s protection is his tail. He uses it to warn of danger. When he splats his tail on the water it sounds like a shotgun. This noise frightens his enemies away.

So you see beavers’ tails are very useful and unusual. They can be used as a hammer, a gun, a chisel and a chopper. When spring comes again they are “busy as beavers” stocking up food for the winter.

## Sample Student Feature Article

# How Animals Protect Themselves

Animals have many ways to protect themselves. They may use their color, claws, beaks or smell for their own protection.

For instance, the turkey uses his wings to flap at his enemies. He also has spurs on his back feet. The long and sharp spurs will cut open the bodies of the enemies. Their colors help them blend in the fall. They peck on the heads of their enemies with their beaks. The caw sound they use helps them warn of danger.

The turkeys stay in a group wherever they are. This helps them when the enemy comes. They could have help if their enemies try to get them. Coyotes, bobcats, foxes, skunks and people are enemies of the turkey.

Many animals use camouflage to help protect themselves. Like the turkey, the fox's color help it to blend into its surroundings. The woodpecker's color also helps it to blend for protection.

Some animals are tricksters. The fox, skunk, raccoon and turkey use tricks to fool their enemy. The turkeys might go between the people's legs. The fox will go into a hole. The skunk and the raccoon act like they are dead. The skunk will spray them with their smelly, musky liquid.

The turkey uses his wings and beaks for protection. He also groups together in trees. The bat, fox, and coyote also group together for protection.

I think the spurs on their legs are really cool. I didn't know they had them. They look funny. They not only use them for protection but they help them stay up in the tree. They hook their spurs in the tree.

## Donna Vincent's Rubric for Feature Articles

<b>Feature Article</b>	<b>Not Publishable</b>	<b>Almost Ready to Go to Print</b>	<b>Best Seller</b>	<b>Pulitzer Prize Winner</b>
<b>Focused Purpose and Supporting Details</b>	The piece is broad and unfocused with the ideas being unrelated in any way other than by topic. Writer tries to tell all and fill a page.	The main idea is stated, but when support is provided it's not always relevant to that purpose. Repetition Lapses	The main idea is narrow and the information is relevant and adequate.	The main idea is narrow with relevant support in the form of stories, examples, statistics, etc. that convincingly support that purpose in a memorable way.
<b>Voice/Tone</b>	Piece sounds <input type="checkbox"/> Robotic <input type="checkbox"/> Encyclopedic <input type="checkbox"/> Bland <input type="checkbox"/> Flat	Piece might have the writer's voice/personality but the tone is <input type="checkbox"/> Angry <input type="checkbox"/> Condescending <input type="checkbox"/> Irritated <input type="checkbox"/> Too familiar or friendly <input type="checkbox"/> Stiff	Evidence of voice/investment and/or suitable tone	Voice is distinctive and/or tone is appropriate.
<b>Lead</b>	Piece begins without <input type="checkbox"/> Introduction <input type="checkbox"/> Context	Introduction <input type="checkbox"/> Attempts to get reader's attention <input type="checkbox"/> Does not indicate the focus <input type="checkbox"/> Is not connected to the body	Introduction <input type="checkbox"/> Gets the reader's attention <input type="checkbox"/> Indicates the focus <input type="checkbox"/> Establishes a context for the piece <input type="checkbox"/> Transitions into the body	Introduction <input type="checkbox"/> Engages the reader <input type="checkbox"/> Indicates the focus <input type="checkbox"/> Establishes a clear context for the purpose <input type="checkbox"/> Subtly transitions into the body
<b>Body</b>	Since the writer hasn't narrowed a focus, he can't support it. Details simply fill the page and are related by topic only.	Opinions may be merely restated in different ways, repeating the same idea over and over rather than supporting it.	Main ideas have relevant support in the form of <input type="checkbox"/> Examples <input type="checkbox"/> Definitions <input type="checkbox"/> Quotes <input type="checkbox"/> Statistics <input type="checkbox"/> Anecdotes <input type="checkbox"/> Evidence	Main ideas are elaborated and complex with <input type="checkbox"/> Rich analysis <input type="checkbox"/> Pertinent details <input type="checkbox"/> Convincing documentation <input type="checkbox"/> Varied, valid evidence
<b>Closing</b>	Piece ends abruptly.	Writer attempts to close but it feels forced and may not relate to the purpose.	Closing may do two or three of the following: <input type="checkbox"/> Tie back to lead or title <input type="checkbox"/> Feel finished <input type="checkbox"/> Leave reader thinking	Closing is <input type="checkbox"/> Significant to the purpose <input type="checkbox"/> Memorable <input type="checkbox"/> Thought-provoking

# Steps for Teaching Persuasive Election Speeches

Donna Vincent

- Ask if students know what it means to persuade—define term
- Read *Earrings* by Judith Viorst.
- Discuss what problems she had with her request that caused her not to be convincing.
- Model my letter to my sister (found in *Building the Foundation the Write Way*).
- Critically read the two letters requesting ice skating trips evaluating both. **Before reading the second one**, predict the problems that the writer will solve and some solutions he or she might offer for each.
- Highlight all supporting details including the ones for the problems that we predicted.
- Introduce election of class president idea.
- Brainstorm attributes that a class president needs—Job Description.
- Make a class rubric (see page 22 for the one we generated) for classmates to use during speeches as they decide which speech is most persuasive and for whom they'll vote.
- Teacher models one first.
- For the lead—choose a story/event from your past which shows your audience that you have one/some of the characteristics needed to be a good leader/president of your class.
- When writing the lead, include this event/story and make sure that the audience understands why you're making a speech.
- List problems your audience might have with electing you. Pick one and assure the audience that this, in fact, is not a problem.
- Now, have students follow the process as they draft ONE PART AT A TIME.
- Potential revision needs to consider during teacher conferencing: elaboration, organization, removal of side issues and distractions, appropriate tone.
- Peer Conferences: Name tags used to assign listening roles—Christopher Columbus, Dear Abby, Fran Drescher, Elvis, Daniel Webster. (Role sheets and explanations are available on WKU's Writing Project web site. Go to <http://www.wku.edu/wp> and click on "Classroom Idea Exchange" to download.)
- Deal with correctness issues.
- Sharing/publishing by making speeches to the class and having classmates use the rubric.
- Vote for class president.
- Incorporate core content-related topics throughout this mock election.

## ***How to Vote for the President***

1. Did you think what this person has done for the school or community was important?
2. Did you like what this person has planned if he/she becomes president?
3. Did this person have a problem with a good solution?
4. Does the person speak clearly?
5. Has the person done something nice for the classroom, like bring in things from home to share with units?
6. Does the person come to school regularly and arrive before the tardy bell?
7. Is the person good with others and does he/she follow the rules?
8. Does the person make good grades?
9. Does the person read well?
10. Is the person an honest person?

Put a ✓ for yes and an X for no. Total your score by counting the checks. Possible 10 points.

<b>Question #s</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	
Ronnie											
Kayla											
Josalyn											
Aaron B.											
Krystal											
Essence											
Jessy											
Katie											
Casey											
Angelique											
Mariah											
J.R.											
Danny											
Tyler											
Rachel											
Chrissy											
Gabby											
Aaron S.											
Jacob											
Kevin											
Billy											
Allie											

I am voting for \_\_\_\_\_.

# Persuasive Writing

Name \_\_\_\_\_

Audience \_\_\_\_\_

Request \_\_\_\_\_

Purpose \_\_\_\_\_

**Opening Paragraph (Engine):** A gracious opening paragraph which builds rapport and has voice. Use something that has happened in the *past*. Pick one that will warm the heart of your audience. Don't ask for what you want at the beginning, tell your story first. Put the request at the end of this paragraph. Remember to help your audience *see* the memories you're talking about. Show, not tell.

When I was at church the preacher ask us if we would put money in for children.  
A good president should save up money for children. Who are in need. I am that  
person. Would you pick me to be the class president.

**Middle Paragraph (Car—Excuse/Objection and the Solution/Response):** Here you are to begin the paragraph with the excuse/objection that the audience might have to your request and follow up with your solution/response. Here are some ways to begin your statement of the excuse/objection and some ways to begin your solution/response. *Choose one for each and begin your paragraph.*

**Excuse**

I know . . .

You might think . . .

You're probably going to say . . .

Are you worried . . .

I'll bet . . .

**Solution**

Don't worry . . .

What do you think about . . .

I have already thought about this . . .

I have a solution . . .

I have an idea!

You might think I am not good at listening. I have already thought about this, I  
will listen. I will not talk when the teacher is talking. I will not get up when the  
teacher is talking.

**Ending Paragraph (Caboose):** Write *future moments*. See yourself as the classroom president. Help your audience to see it too. Below are several ways to start the ending. Choose one way and begin the paragraph.

I can see it now . . .

Picture this.

Can you see me . . . ?

I hope you can see this.

Picture this I will get money for those who need it. We could have a yard sale. So don't you think I would be a good president? I do.

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# Persuasive Writing

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Audience \_\_\_\_\_

Request \_\_\_\_\_

Purpose \_\_\_\_\_

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