

Literacy – Week 4

Persuasive letter writing

Overview

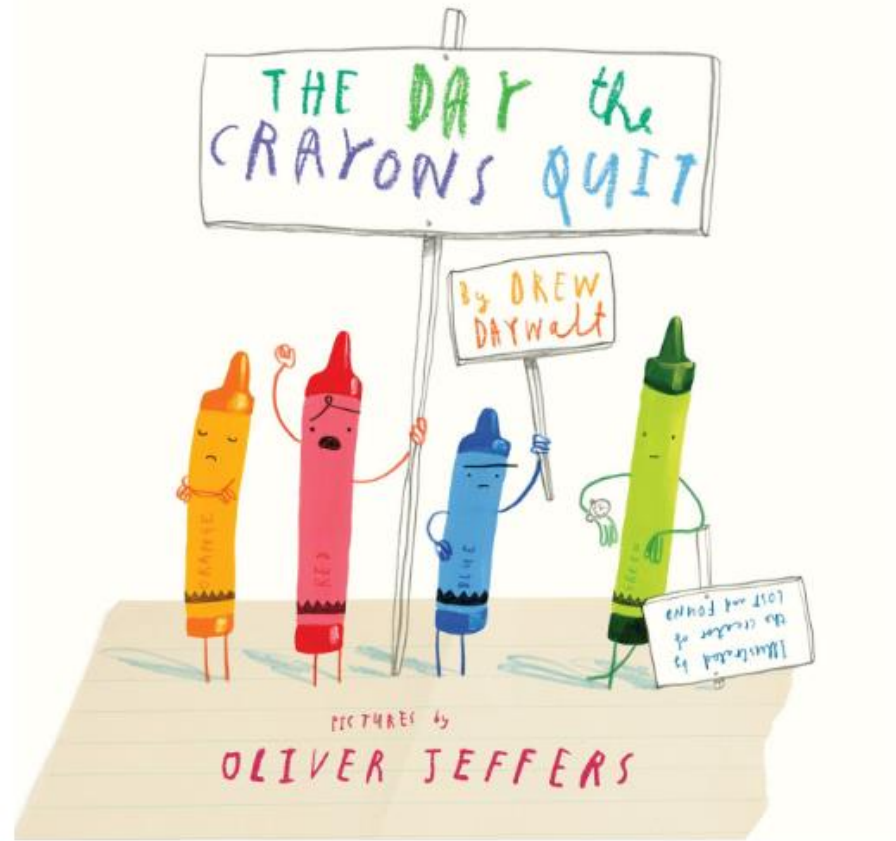
This PowerPoint details the children's literacy lessons for this week. Each week they will focus on a genre, using a video or book study. The document separates the learning into 5 days, including a learning objective, 'teaching input' and task.

The work should be mostly independent, although your child may need some support for certain tasks. The children may choose to focus on a day at a time, or complete consecutive days at once - however this suits your home learning timetable.

Please contact me if you require further assistance.

The Day The Crayons Quit

https://www.youtube.com/watch?v=Avv3p_f1CJ8



Day 1

LO. To draw on knowledge of vocabulary to understand texts.

Children will become familiar with the story. They will identify the complaints of the different coloured crayons and choose words, phrases and devices such as underlining, capitalisation, use of exclamation marks and questions to show this

- Display the front cover of the book and discuss the word 'quit' to ascertain children's understanding of it.
- Look at back cover and ask children to read the signs. Have you ever seen people do this? What are they doing? Why do people go on strike? Ask children to make predictions by asking questions such as: Why might the yellow crayon say he's not happy? Why do you think that the crayons have quit?
- Read the book or listen to it using the link, stopping to compare the way in which the crayons have been drawn and discussing why specific colours are disgruntled and the personalities given to them.
- Can any volunteers perform different crayons, thinking about the way they would speak e.g. the voice of red compared to peach.

Model how to fill in Resource on the next slide using the red crayon's letter.

Discuss why some words have been underlined or written in capital letters.

Coloured Crayon	Complaint/Why the crayon is unhappy	Words/phrases
red	Works harder than the other colours – even works on holidays. Needs a rest	overworked <u>HOLIDAYS!</u>
purple		
beige		
grey		
white		
black		
green		
yellow		
orange		
blue		
pink		
peach		

Task

- ▶ Children are to complete the resource thinking about why the crayons are angry, upset, happy, giving examples from the text.

Extension

- ▶ Ask children to think about certain colours and how they would feel if they were this colour e.g. I am red when I'm angry. Encourage the use of subordination, encouraging them to give more detail with conjunctions such as because, if and when

Plenary -

Share responses and give reasons. Who is the angriest/shyest? Why? Prove it.

Day 2

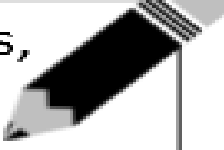
LO. To use persuasive words and phrases.

Children will collect persuasive words and phrases and use these to write about their favourite colour.

- ▶ Look at a pack of crayons or felt tips/coloured pencils. Compare this to the book.
- ▶ Which are the favourite/least favourite in the household?
- ▶ Ask children to come up with their own reasons for this. Write the word persuasion on their book and take children's responses to what this means.
- ▶ Ask pupils to share when they have tried to use persuasive techniques with their parents/carers and what these were.
- ▶ Look at the grey crayon's letter again. With children's help, collect the different ways the grey crayon attempts to persuade Duncan.
- ▶ Look at use of language, questions and their purpose, exclamation marks, underlining and capitalisation and use of emotional blackmail.
- ▶ Ask them to choose another colour and feedback different examples of those above.

- ▶ Explain to children that they will be choosing their favourite colour and explaining why this is the case.
- ▶ Children should consider trying to convince others that their choice is the best.
- ▶ Remind them of the persuasive devices collected. This resource is an example of how this could be done.

Can you guess what my favourite colour is? Yes, that's right. Black!



Although some people say that black is a tone and not a colour, I think it is a strong colour that makes my drawings stand out. If I draw something like a white snowflake or a white cat, I can use black as an outline. This makes my drawings come to life on the page.

Secondly, I love black because I can make so many shades just by pressing on lighter or harder. I can use it to make my objects look 3-D or even closer up or further away.

Finally, some of my very favourite things are black such as my nana's hair, my shiny school shoes and the night sky. Can you imagine if the sky wasn't so black at night? The stars wouldn't be able to shine and twinkle so much!

I hope that you will agree with me.

Please vote for black!



Task

- ▶ Use the resource on the following page as a frame to write their own speech to persuade others in the class about their favourite colour
- ▶ Children write a speech to persuade others in the class about their favourite colour. Make three points for their speech. For each point they make, ensure they are giving reasons for this. Challenge children to use questions to make their readers think.
- ▶ Ask pupils to write a short piece about their favourite crayon colour. They must give at least three good reasons for their choice and include questions to make the reader think. Challenge children to use exclamations correctly when really wanting to make a point. Consider using capital letters for some words and/or underlining to stress specific words.



My favourite coloured crayon is: _____

My first reason for choosing this colour is

Secondly,

Finally,

Words to help:

clothes	everybody	pretty	beautiful	should
could	colour	colourful	magnificent	animal
children	persuade	great	agree	

Plenary

- Read out their speeches and ask a grown up to listen out to parts they liked and what made them persuasive

Day 3

LO. To use an apostrophe for omission and possession.

In preparation for writing letters based on those in the book, children will learn how to use apostrophes for omission. More able children will begin to learn how to use them for singular possession.

- ▶ Introduce the idea of apostrophes for contraction.
- ▶ Give the children a list of words and their contracted forms, such as I am, I'm, could not, couldn't etc.
- ▶ Ask for the children to match the words and their contracted forms.
- ▶ Look at what has happened in each case- letters are omitted and an apostrophe is used in their place.
- ▶ Next, give out the words from the resource on the next slide.
- ▶ Can the children find the partner?

hasn't	has not	I'm	I am	we'll	we will
didn't	did not	I'll	I will	we've	we have
couldn't	could not	I'd	I would	they'd	they had
shouldn't	should not	mustn't	must not	they'll	they will
can't	can not	she's	she is	what's	what is
don't	do not	he's	he is	where's	where is
doesn't	does not	she'll	she will	we're	we are
haven't	have not	he'll	he will	might've	might have
hadn't	had not	you'd	you had	aren't	are not
wasn't	was not	you'll	you will	who's	who is

- Use the resource to recap on use in omission and introduce when using in possession.
- Allow children five minutes to find apostrophes used within 'The Day The Crayons Quit'.
- Encourage children to explain the reasons behind why these have been used.

An apostrophe looks like a comma but it is higher up on the line: ‘

Apostrophes for contraction/omission

- We can use an apostrophe to show that we have missed some letters out of our words and 'squashed' the rest together:
I'm, they're, we're, won't, don't
Which letters have been missed out? What does the apostrophe do?
This is called using the apostrophe for contraction/omission.

Apostrophes for possession

- We can use an apostrophe to show that something belongs to someone or something.
This is called using the apostrophe to show possession.

**The red crayon belonged to Duncan.
Duncan's red crayon.**

**The dragon was painted by the purple crayon.
The purple crayon's drawing was the dragon.**
- Be careful not to put an apostrophe into every word ending in 's'.
Sometimes they are simply plural words!

**I drew the cars.
I coloured in the sweets.**

Its or It's?

- Be careful Year 2. This one catches people out!
- Only use an apostrophe in it's when it is short for it is. We don't use an apostrophe for 'its' to show possession. Say the sentence with 'it's' in using 'it is' to see if it is short for this or not.

- TASK
- Children use resource To practise use of apostrophes for omission.

I am

they are

can not

do not

she will

I will not

would have

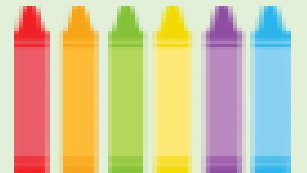
it has

let us

could have

1. Write out the contracted form of the word in the box above.
2. Use the sentences below. Highlight the words that you can contract. Rewrite the sentences, using contractions chosen from box above.

1. She will not colour in any more dragons until you keep in the lines!
2. I could have coloured in the sun using orange.
3. It has been an extremely tiring task.
4. I do not understand why I am not used more.
5. Beige will not come out of the crayon box.
6. Let us begin by complaining about your use of us.
7. They are too angry to colour in any more.



- TASK
- Children use resource to practice use of apostrophes for omission and singular possession.

Apostrophes for Omission/Contraction

Use the sentences below. Highlight the words that you can contract.
Rewrite the sentences, using contractions.

1. She will not colour in any more dragons until you keep in the lines!
2. I could have coloured in the sun using orange.
3. It has been an extremely tiring task.
4. I do not understand why I am not used more.
5. Beige will not come out of the crayon box.
6. Let us begin by complaining about your use of us.
7. They are too angry to colour in any more.



Apostrophes for Possession

Look at the red sentences below. Notice how the first one has been rewritten to use an apostrophe to show possession.

The crayons belonged to Duncan.
They were Duncan's crayons.

A. Read each of the sentences below and rewrite so that an apostrophe is used for possession.

1. The wrapper from the crayon had been pulled off.
2. The drawing by the boy was given a gold star.
3. The pink crayon was used by the sister of Duncan.
4. The colour of the sun is yellow.

B. Which sentence has been punctuated correctly?

1. The car's wheels turned. **OR** The cars wheel's turned.
2. Jill's felt tips ran out. **OR** Jill's felt tip's ran out.
3. The crayon's weren't happy. **OR** The crayons weren't happy.

Explain to a partner your choices.

- **TASK**
- Children use resource to use referenced pages to collect uses of the apostrophe in 'The Day the Crayons Quit'. Fill in table. Once examples have been collected, use words containing the apostrophe in sentences of their own.

Coloured Crayon	Examples of apostrophe	How it has been used
red	that's Valentine's Day	to show omission – the 'i' has been missed out of 'that is'
purple		
black		
orange		
blue		
pink		
peach		

Extend:

Use each of the words you have collected, containing apostrophes, in sentences of your own.

Plenary

Write they're, there and their in your child's book. Ask children for the pattern. Why are they different? Give a sentence using one of them and ask them to write in their book which is the correct spelling to use in this sentence. Repeat.

Day 4

LO. To write a persuasive letter.

Children will write a reply, as Duncan, to one of his crayons. Children will consider persuasive words and phrases

- Ask children to imagine that they are Duncan and want to respond to each crayon in return.
- Reread the Peach Crayon's letter. List his complaints and next to each one, list how these will be addressed - wrapper has been peeled off (Duncan could make a 'jacket' for him); he's naked and embarrassed to leave the box (Duncan could have a word with the other crayons so that they don't laugh at him until new cover is made); wants to know how Duncan would feel if he had lost his clothes (Duncan could sympathise).
- Demonstrate using Resource 4A on next slide.

Colour of Crayon: _____

Complaint	What can Duncan do to make the crayon happy

- Model how to use the Resource to write a reply to the peach crayon as Duncan, with help from the class.
- Resource on the next slide is an example of how this could be done.
- Refer back to the checklist of persuasion made in Lesson 2.
- Include use of apostrophes to reinforce yesterday's lesson.
- Ask children to choose a colour from the book and fill in their own copies of Resource 4a.

Dear Peach Crayon

I would like to begin by making a heartfelt apology. It was not my intention to embarrass or humiliate you, and I wish to put things right.

Firstly, I want to reassure you that I did not peel off your wrapping to be spiteful or unkind. You are such a wonderful colour and because I use you so much for colouring in faces and bodies, as you were wearing down, I needed to expose more of your wonderful colour by taking off a little wrapping. I agree with you – I should not have taken all of your wrapper away, but I got a little carried away with my portrait work!

You are quite right when you say that I wouldn't like to go to school naked. I can only imagine how you must feel with no clothes on whilst all of your colourful friends go about their normal business. I do not like the thought of you hiding out in the crayon box, too ashamed to leave. I have therefore come up with a solution that I hope you will like!

At school, I have been learning how to stitch felt together in my Design Technology lessons. How about I use peach coloured felt to make you a new, snazzy jacket? Would that help? I really do want you to be happy.

Let me know what you think.

Your very sorry friend.

Duncan.

Colour of Crayon: _____

- Task
- Children use Resource 4a to write a reply as Duncan to either red, blue or pink crayon. Use Resource on this page as a scaffold to their writing.

Dear.....

I would like to begin by apologising.

Firstly I need to let you know

You are quite right when you say that...

I have an idea about how to make it right between us....

Your.....

Duncan

Persuasive Words and Phrases

plead	beg	forgive me	make it better
apologise	unnecessary	sincerely	
sorry	ashamed	idea	how about

- Task
- children use Resource 4a to write a reply as Duncan to either red, grey, green, blue or pink crayon

- Task
- Children choose a crayon to write Duncan's reply back to.
- Encourage children to think about how they used persuasion in Lesson 2. How can they use it today?
- Challenge - 'steal' language ideas from the original book.

► Plenary

- Give child a post it and ask them to write one thing on it that they want to improve.

Day 5

LO: To write a letter of complaint.

Children will write a letter of complaint as a classroom item on strike.

- ▶ Ask children if they've seen an object that has gone missing eg a pair of scissors, glue stick. Show Resource 5a that has been delivered in an envelope and read.
- ▶ Take responses about what should be done do to entice the glue sticks back.
- ▶ What other objects are in the room? Chairs, erasers, pencil pots, sharpeners, paper etc. Why might they go on strike?
- ▶ Make a list with children and write reasons next to each one.
- ▶ What would their personalities be like? Would there be an item that is angrier than the others in the room?

Dear Class

It's me, leader of the glue sticks! On behalf of my fellow glue sticks, we need you to listen up! We're all a bit fed up of our maltreatment by you lot and we need you to understand in order to mend your destructive ways.

Firstly, I've heard your teacher tell you lot this on several occasions, but what is the deal with leaving our lids off? Have you any idea how quickly we dry up? How would you like it if you weren't allowed a sip out of your water bottle? Well it's the same sort of thing for us. You use us all lesson and then, instead of having a little consideration, you leave us lidless. Within hours, our stickiness is gone and then what do you go and do? That's right – put us in the bin!

Secondly, why do you rub us so hard on your paper? You're giving us all headaches as well as reducing our lifespan. If you took a little more care, we'd be around for a bit longer!

Last of all, STOP FIGHTING OVER US! I know we're exciting sort of guys but do you really need to resort to fighting and playing tug of war with us? Are you lot not taught to share?

Anyway, we need some reassurances. We are giving your classroom a wide berth until you can guarantee that you're going to take better care of us. We might even make our way to Year 6 – I've heard that those older kids know how to treat their equipment!

Your fed up and dried up friends,

The Glue Sticks



- ▶ Shared/modelled writing, to produce a letter.
- ▶ Focus on the use of question marks and exclamation marks.
- ▶ Ask children to suggest a question/exclamation.
- ▶ Remind children of their work on apostrophes in lesson 3 and use these for both omission and singular possession, taking advice from children.
- ▶ Remind of the letter just read and the book. Were there any words and phrases they liked from here? Discuss why this is different to yesterday's letter. Is anything the same?

- ▶ TASK
- ▶ Use template on this slide to write a letter from the item chosen in the lesson input section, along with the list of colours and possible complaints.

Dear Class

It's me _____. I need you to listen up. We're fed up because...*(explain how you are not being looked after properly)*.

Firstly, do you realise that...

Secondly, why are you...?

Last of all...

We need some reassurances.

Your _____ friends

Words to help

annoyed upset inconsiderate respect ruined

strike behaviour feelings destroyed spoiled

damaged repair improve improvement

- ▶ TASK
- ▶ Choose an item for the list made and write a letter. If children are struggling, they could use Resource on this slide. Have copies of 'The Day the Crayons Quit' so children can use some of the phrases and sentences in their own work, to give their items a 'voice'.

Dear Class

It's me _____. I need you to listen up. We're fed up because...*(explain how you are not being looked after properly)*.

Firstly, do you realise that...

Secondly, why are you...?

Last of all...

We need some reassurances.

Your _____ friends

Words to help

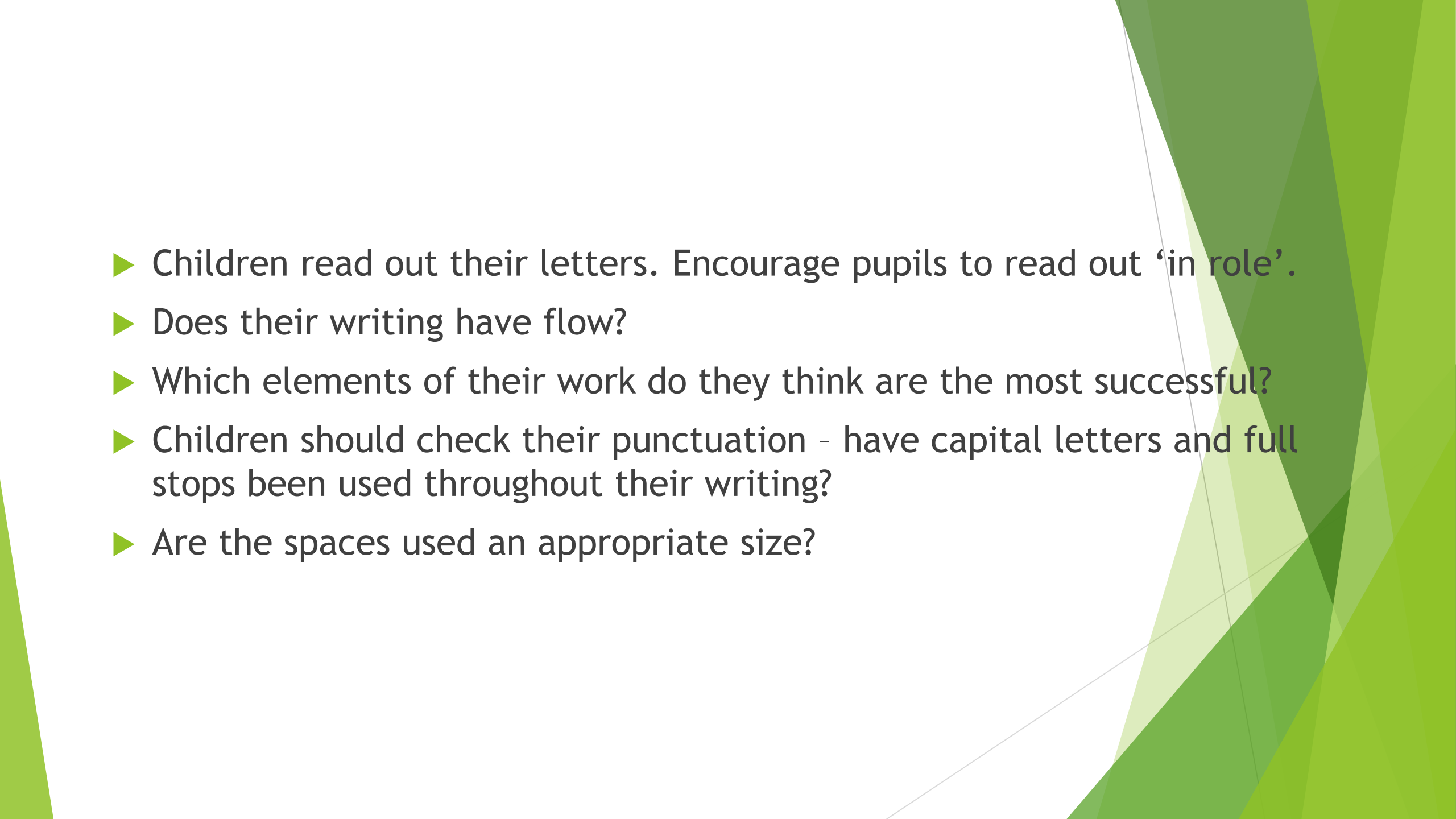
annoyed upset inconsiderate respect ruined

strike behaviour feelings destroyed spoiled

damaged repair improve improvement

- ▶ **TASK**
- ▶ Children choose up to two objects and write a letter from each about why they have quit.
- ▶ Make copies of 'The Day the Crayons Quit' available for children to refer to if needed.
- ▶ Encourage children to think about differences in 'personalities' between items and how this could be achieved.
- ▶ Encourage them to look at the resource shown

Coloured Crayon	Complaint/Why the crayon is unhappy	Words/phrases
red	Works harder than the other colours – even works on holidays. Needs a rest	overworked <u>HOLIDAYS!</u>
purple		
beige		
grey		
white		
black		
green		
yellow		
orange		
blue		
pink		
peach		

- 
- The background of the slide features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.
- ▶ Children read out their letters. Encourage pupils to read out ‘in role’.
 - ▶ Does their writing have flow?
 - ▶ Which elements of their work do they think are the most successful?
 - ▶ Children should check their punctuation - have capital letters and full stops been used throughout their writing?
 - ▶ Are the spaces used an appropriate size?