

Writing Informational and Persuasive Pieces About Kale



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Overview:

This lesson will challenge students to describe the qualities and uses of kale in many different ways. The lesson begins with a brainstorming activity considering what kale may look like from the perspective of a chef, historian, doctor, scientist, artist, and animal. After that students will be guided in writing informational pieces about kale that include a main idea and supporting details and/or opinion pieces about kale that include a point of view and supportive details.

Time Needed: 35 minutes

Common Core Standards:

- Text Types and Purposes
 - CCSS.ELA-LITERACY.WHST.6-8.1. Write arguments focused on *discipline-specific content*.
 - CCSS.ELA-LITERACY.WHST.6-8.1.A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - CCSS.ELA-LITERACY.WHST.6-8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - CCSS.ELA-LITERACY.WHST.6-8.1.D. Establish and maintain a formal style.
 - CCSS.ELA-LITERACY.WHST.6-8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.

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- CCSS.ELA-LITERACY.WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - CCSS.ELA-LITERACY.WHST.6-8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - CCSS.ELA-LITERACY.WHST.6-8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - CCSS.ELA-LITERACY.WHST.6-8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - CCSS.ELA-LITERACY.WHST.6-8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - CCSS.ELA-LITERACY.WHST.6-8.2.E. Establish and maintain a formal style and objective tone.
 - CCSS.ELA-LITERACY.WHST.6-8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Objectives:

- Students will write an opinion piece supporting a point of view with reasons and information.
- Students will write an informative piece to examine a topic and convey ideas and information clearly.



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Materials:

- Hats or props to represent different types of people (chef, historian, doctor, scientist, Georgian)
- Kale plant or photos of Kale
- Narrative Writing Mind Map Poster
- Informational Writing Mind Map Poster
- Persuasive Writing Mind Map Poster
- Index Cards
- Pencils

Reproducibles:

- Informational Writing Mind Map

Outline:

- Engage: Kale observation (and/or optional taste test)
- Explore: Brainstorming kale attributes and uses from many perspectives
- Explain: Reviewing elements of narrative informational, persuasive texts
- Extend: Writing narrative, informational, and persuasive texts about kale



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Lesson Plan:

- Engage (whole group / at the garden or in classroom) - 5 minutes
 - Observe a kale plant together in the garden or in the classroom. Ask students to describe the plant. Encourage students to think creatively, remind them to use all of their senses.
 - Optional: Raw Taste Test with a healthy dip
- Explore (small groups / at seats) - 10 minutes
 - Teacher asks students to think creatively about how kale qualities and uses may be viewed in different ways by different people.
 - Teacher distributes various hats or props (one to each small group) to represent different types of people and models one thought they may have before asking students to develop their own in their small groups.

Examples may include:

- Chef:
 - What does this taste like?
 - What would happen if I cooked it?
 - What other foods would it taste good with?
- Historian:
 - How long has this plant been growing on the planet?
 - How long have people been eating it?
- Doctor:
 - What vitamins and minerals does this plant contain?
 - How does this plant help human bodies?
- Scientist:
 - How does this plant grow?
 - What plant family does it belong to?
- Artist:
 - What color would I use to paint it?
 - What shape are the different parts of the plant?
- Animal:
 - Will this taste good?
 - Is it poisonous? Will it hurt me to eat it?
- Plant:
 - Will this plant help me grow?
 - Will it drink all of my water?
 - Will I grow taller and get to the sunlight first?



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- Explain (independent or in small groups / at seats) - 10 minutes
 - Explain that there are many ways to write about kale (or any topic) if we just think creatively.
 - Narrative
 - Explain narrative writing using a mind map to identify the elements:
 - Setting
 - Characters
 - Plot (beginning, middle, end)
 - The teacher can model or students in their small groups can dictate a short narrative story to each other to practice.

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Informational Writing < Mind Map >

