Revise to Include Emotion Words

1. Focus

Explain Revising a Persuasive Letter to Include Emotion Words

Say: Once we have finished our persuasive letter draft, it’s time to go back and revise. When I write a persuasive letter, I want to influence my readers by stating my opinion and backing it up with facts and powerful words. In a persuasive letter, words that express strong emotions can be especially effective. Today I’m going to show you how I revise a persuasive letter to evaluate my use of emotion words and make them stronger and more persuasive.

Model Revising a Persuasive Letter to Include Emotion Words

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the passage aloud and to listen for emotion words.

Modeling Text

Dear Mayor,

City Park doesn’t look good. It is a mess! You would not like to see what has happened to the park. It used to be so nice and beautiful.

Objectives

In this mini-lesson, students will:

• Learn to revise a persuasive letter to be more persuasive by including emotionally charged words.
• Practice revising a piece of writing to include persuasive emotion words.
• Share their revisions with the class.
• Discuss how they can apply this strategy to their independent writing.

Preparation

Materials Needed

• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts onto chart paper prior to the mini-lesson. Leave enough space between lines to allow you to insert new text.

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Reread sentence 1. Say: I think I need to change the first sentence because doesn’t look good is very weak. I can say this in a much more emotional way. If I said “City Park is a mess!” that would make the mayor pay attention. Mess is a word that has feelings associated with it. It would help the mayor visualize the problem better.

Reread sentences 2 and 3. Say: The letter speaks directly to the mayor by saying “You would not like to see what’s happened to the park.” It’s good to speak directly to the audience because it gets the audience more involved. But, I could use a more emotional word such as heartbroken, which might make the mayor feel sad and also let him know how strongly I feel about the park. The word nice is used in the last sentence. This word won’t tug at the mayor’s heartstrings! If I used the word beautiful, which is a stronger, more emotional word, I’m more likely to make the mayor feel concerned about what’s happened to the park.
2. Rehearse

Practice Revising a Persuasive Letter to Include Emotion Words

Display the practice text on chart paper or using the interactive whiteboard resources.

The amount of garbage in the park is not good.

Practice Text

Invite students to work with a partner to revise the sentence so that it makes a stronger emotional appeal to the reader. Tell students they can add sentences if they need to. Each team should write down their sentences and be prepared to read them to the class and explain how they used emotion words to increase the effectiveness of their letters. Say: Remember strong, emotional words can help you make your point in a persuasive letter.

Share Practice Revisions

Bring students together and invite teams to read aloud their revised sentences. Ask other teams to comment on whether or not the revised text was more persuasive than the original practice text, and why. Ask them to identify specific emotion words they heard. Record examples of effective emotionally charged language on chart paper, and post these as models for students to refer to as they revise their own persuasive letters.

3. Independent Writing and Conferring

Say: We learned how to strengthen a persuasive letter by revising it to include emotion words. A good persuasive letter takes a strong position and uses powerful words and phrases to influence the reader.

Encourage students to think about how they have used emotion words as they revise their persuasive letters during independent writing time. During conferences, reinforce students’ choice of powerful, persuasive words as well as other skills using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to share how they used emotion words in their persuasive letters.

Strategies to Support ELs

Beginning
Support students’ use of emotion words. Display photographs or pictures that evoke emotions (see photos available using the interactive whiteboard resources, or use photographs from books in your school or classroom library). Use the following sentence frame to model talking about your emotions: This picture makes me feel . Record the words you use on chart paper to create a word bank of words for emotions. Use gestures and role play to ensure that students understand the words you have used. Invite students to use the sentence frame to tell you how they feel about additional pictures using words in the word bank or other words.

Intermediate
Scaffold the activity for students in the following way:
1. Explain that the words “is not good” do not show emotion.
2. Provide a word bank of emotion words that students can draw from.
3. Discuss the meaning of each word in the word bank.
4. Encourage students to add more details about what the garbage looks like so that readers can see a picture of how bad it is.

<table>
<thead>
<tr>
<th>Emotion Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>awful</td>
</tr>
<tr>
<td>shameful</td>
</tr>
<tr>
<td>terrible</td>
</tr>
<tr>
<td>hideous</td>
</tr>
<tr>
<td>unbelievable</td>
</tr>
</tbody>
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Advanced
Pair ELs with fluent English speakers during the partner activity “Practice Revising a Persuasive Letter to Include Emotion Words.”