

Lesson 2: Convince the Mayor!

UNIT: Skatepark

TRANSCRIPT

HOOK 1

Hi, writers. It's Margaret.

As Mia was doing her research, she found that many communities come together to paint their skateparks to look really exciting—like this bowl painted like a watermelon or this glow-in-the dark skatepark. Wow!

Maybe one day her community can come together to paint their skatepark like one of these, but she needs to get a skatepark built first.

You've been helping Mia by writing a persuasive letter to the mayor convincing him to turn this abandoned pool into a skatepark. You used this Newsletter to do research on Atita Verghese and Dr. Lou Ikenna. You then took notes and gathered evidence to make your letter more convincing.

This evidence will really help support Mia's two reasons and her thesis. Since there's a lot of evidence that all relates to her first reason, she can use both of them to make a paragraph.

Let's look at the first reason:

- *Skateparks create a community space where kids can hang out.*

By writing this reason at the very beginning of her paragraph, it will let the mayor know right away that this is important. It's like saying, "Hey, this right here, this is important, so keep reading." Based on Mia's notes, her evidence for this reason will need to come next.

She realized if the mayor read her notes, he'd be confused because he may have never heard of Atita at all. Mia needs to introduce Atita first. Read through some of Mia's notes. As you read, think about which notes would help tell the mayor about Atita.

I'll start a timer for thirty second

DISCUSSION 1

Discuss: Which of these notes would help you introduce Atita to the mayor?

HOOK 2

I'm not sure how you answered, but you probably didn't pick every single note. Just the important ones that would help you introduce Atita.

Mia knows she can't just copy these notes into her writing. It doesn't make any sense like this. But she can combine some of her notes to make complete sentences. For example, she took these two notes and turned them into this:

- Atita Verghese is a professional skateboarder who worked with a group to build India's first free skatepark.

Notice how she put these notes into her own words. And even added words to help make it a complete sentence. She can write this sentence here right after her reason that introduces this paragraph.

But wait, Mia wonders if the mayor will read this and think, "Who's Atita and why is she being brought up?" Mia needs something that connects her evidence to her reason.

DISCUSSION 2

Discuss: What phrase or sentence would you use to connect the reason to the evidence. You can use one of these or come up with your own.

HOOK 3

I'm not sure how you answered because all of these would sound great. Here's what Mia wrote:

- Skateparks create community space where kids can hang out.

Let's look at this in action.

- Atita Verghese is a professional skateboarder who worked with a group to build India's first free skatepark.

This sentence lets the mayor know that he's about to read evidence. So now, when he reads this first it will connect Reason 1 to Atita's story.

Today, you'll draft the first part of your paragraph for Reason 1. You will add the evidence from your notes and put them into your own words. Then later on, you'll add an explanation for your evidence.

I'll get you started, step by step.

STEP 1

Get your supplies.

STEP 2

Find your Build Your Reasons worksheet.

You will be using these notes to draft your sentences for your letter. Use the line down the middle to fold your page in half lengthwise, like this.

After you have folded it, find the side that says, "Reason 1." Place it next to your Reason 1 Draft worksheet.

STEP 3

Point to "Reason 1" on your Build Your Reasons worksheet. Copy this reason down as the first sentence in your paragraph. You can begin writing at the high five image.

STEP 4

Now it's time to choose what notes will help you write Atita's story.

Go through your list of notes and put a checkmark by the notes you would like to use. You might choose notes that are different from your classmates, and that's okay.

When you're done, give a silent thumbs up.

STEP 5

Write the transition phrase you would like to use here. This will start your sentence for Atita's story. If you're not sure what to write, you can use one of these.

STEP 6

It's time to draft Atita's story in your own words. Here's a reminder of how Mia created a sentence out of the first two notes.

Go through your checkmarked notes about Atita and write her story on your Draft page. Cross your notes out as you go. If you need more information, you can look back at your Newsletter.

HOOK 4

Nice job drafting the first part of your paragraph. Now, you have a great starting ground to finish out the rest of this paragraph.

So far, these parts have been added, a reason, an Atita story in your own words—which is evidence. Here's what Mia's paragraph looks like:

Skateparks create a community space where kids can hang out.

Let's look at this in action: Atita Verghese is a professional skateboarder who worked with a group to build India's first free skatepark. The kids in this community were grateful to have a place to hang out that they could walk to and a place that was free. Atita wants to keep building skateparks in other communities so that kids can keep practicing their skateboarding and have a place to hang out after school.

Mia doesn't want this paragraph to end here after Atita's story. The mayor needs to clearly understand why Mia used Atita's story as evidence, so she needs to explain it.

DISCUSSION 4

Discuss: How does Atita's story show that a skatepark would be helpful to kids in Mia's neighborhood?

HOOK 5

Maybe you said that the story shows what would happen in Mia's community, because it already happened in Atita's community. Or maybe you said something about how kids in Atita's community hang out at the skatepark, so that means kids in Mia's neighborhood will also hang out at the skatepark. You may have said something else, and that's great.

There are lots of ways to explain how Atita's story is evidence that the mayor should agree with Mia's reason.

Now, it's your turn to write an explanation and end your paragraph. You'll write how your evidence proves your reason.

I'll get you started, step by step.

STEP 7

In the next part of the lesson, you'll need someone to share ideas with. This could be a partner or someone you sit near. When everyone knows who their talk partner is, move on to the next step.

STEP 8

Discuss with your partner: What is your explanation for using Atita's story as evidence in your letter?

Try using one of these: this shows... this is important because... this example shows...

STEP 9

Write your phrase that connects your evidence to your explanation first, then write your explanation. If you're not sure what to write, you can use these examples to help:

- **This shows** that a skatepark can be a place in the community for kids to hang out.

Or

- **This is important** because Atita's work in her community is evidence that a skatepark in our community can be a place for kids to hang out.

STEP 10

Now it's time to write the last sentence of this paragraph for Reason 1. Your last sentence will restate the reason and the thesis. You can use this sentence or come up with your own: *By turning the abandoned pool into a skatepark, we can create an amazing community space for lots of kids to hang out.*

WRAP UP

Well done, writers!

You have just completed a paragraph for your persuasive letter to the mayor. You used information from your notes to draft your reason, evidence, an explanation of evidence, and you even restated your thesis and reason. A well-constructed paragraph like this deserves an awesome skateboarding trick—great job!

In the next lesson, you'll draft another paragraph about your second reason. You'll use your notes on Dr. Ikenna's interview, and you'll be one step closer to convincing the mayor that Mia's community needs a skatepark.

Make sure you put all your V.I.P.s somewhere safe. I'll see you next time.