The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts- Second Grade

Instructional/Learning Activity Task Template:

**Overview**

Unit Title: Persuasive Writing,

Annotation: This teaching activity is for the second grade persuasive writing unit with a focus on recognizing the author’s purpose.

**Grade-** Second **Subject-** Persuasive Writing **Topic-** What’s the purpose? **Author-** Erica Thomas

Special Notes To Teacher:
This lesson is for recognizing the author’s purpose. *I Wanna Iguana* by Karen Kaufman was chosen as the text because the story involves a little boy attempting to persuade his mother to let him have a pet iguana. This lesson can be adapted to any story that includes some type of persuasion.

**Standards**
Focus Standard/Element(s): ELA2R4O-The student recognizes the author’s purpose.

Complementary Standard/Element(s): ELA2R2D- The student recalls explicit facts and infers implicit facts.

**Learning Goals**

Essential Question(s):
1. What is author’s purpose?
2. How can I find the author’s purpose when I read?

Knowledge:
- Students must know elements of a narrative story.
- Students must understand inferences and details of a story.

Skills:
- Students must make inferences and draw conclusions about the story.
- Students must be able to recognize the setting, characters, and the plot of a story.
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**Balanced Assessment for Task**

**Assessment Method/Type:**
1. The students will write the authors purpose in their reading journal and the teacher will read the journal to ensure students have gained an understanding of the story.
2. The students will observe their peers read during the closing period.

**Description/Directions for Assessment:** During the work period of the lesson students will write in their reading journals why they think the author wrote the story. The teacher will read those journal entries to assess if students understand the author’s purpose.

**Student Work Samples (optional):**

**Procedures, Directions, and Resources**

**Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:**

**Opening (20 min.):** Read aloud the book *I Wanna Iguana*. After reading ask the students the following questions: *Who were the characters? What was the problem? How did the characters solve the problems?* Once the questions have been discussed tell the students you are going to reread the book for a purpose. The purpose is to figure out why the author wrote the book. **Tell the students you want them to listen for how Alex and his mom solved the problem about the iguana.** As the teacher reads aloud, the following can be asked as the pages are read:

- **Alex Letter #1 - What does Alex already say about his mother? What does Alex decide to do get the iguana? Alex Letter #3 - What does Alex tell his mother about iguanas? Alex Letter #4 - Is Alex convincing his mother? Why do you think he is trying so hard? Alex Letter #6 - Is Alex still trying to persuade his mother to let him have an iguana?**

After you have finished reading the story, guide the students into discussion of why the story was written. Chart how Alex persuades his mother and the author purpose for the persuasion. **Ex: Alex tries very hard to persuade his mother to get him an iguana. How does he do it? He writes letters back and forth to his mother. He tells his mother he is going to take good care of the iguana and gives reasons why he should have the iguana. What does the author show you by using Alex and his mom as examples? The authors show us through letters how to persuade someone. We can explain why we really want something, we can give tell people facts about it, and we can explain to them what role we will play once we get it. So the author teaches us how to use persuasion to get something.** Tells the students that in their journal they will write about how Alex persuaded his mom to give him the iguana. They will also write about what they learned from the author writing the story.

**Worktime (20 min.):** Students write in their journals. As the students write, the teacher walks around to observe the students writing.

**Closing (10 min.):** The teacher asks some students to share their journal entries. The teacher gives a recap on the author’s purpose and its importance to the story.
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Resources, Materials, and Equipment:

1. I Wanna Iguana Book
2. Student reading journals or paper

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Enrichment:
- Have students come to a small group and write the journal entry with the teacher.
- Students may draw a picture showing that they understand the author’s purpose.

Extension:
- Students may write letter to someone persuading them to allow them to have something.
- Students can write a letter to the author stating how much they enjoyed the book and the lesson that learned from the book.