Instructional/Learning Activity Task Template:

Overview

Unit Title: Persuasive

Annotation:
This instructional task focuses upon the use of a persuasive text to support the acquisition and understanding of conventions. The included learning activities emphasize contraction skills in support of the Georgia Performance Standard ELA3C1.

This instructional task is based upon the suggested picture book *I Wanna Iguana* by Karen Kaufman Orloff; however, other high quality picture books could be substituted as well. Teacher read-alouds should be carefully chosen. The read-alouds should have themes that reflect the lives of students. Chosen read-alouds may be at a reading level higher than the students' instructional level so as to expose children to a more complex story structure. Through the use of such read-alouds, the teacher will help broaden and deepen the students' vocabulary knowledge and awareness of the characteristics of persuasive texts.

Activities contained as components of this instructional task include the reading of the above-mentioned text, the creation of a *Contractions Checklist* and guided practice.

Grade, Subject, Topic, Author(s):
3rd Grade, Persuasive, Contractions
Shannon Bryant and Jennifer Wynn, Houston County

Special Notes to Teacher:
This task will take approximately 30-45 minutes. This task is the second of three tasks that may accompany the 3rd grade persuasive writing unit. However, this particular task of using a persuasive text to develop students’ skills in identifying and using contractions may stand alone and be taught as an isolated teaching and learning task.

Teacher should have read the book *I Wanna Iguana* by Karen Kaufman Orloff to the students prior to this lesson.

It may be beneficial for the teacher to have an auditory cue, such as a bell or a timer, to aid in class transitions for this instructional task. This will assist with organization, noise control, and classroom clean-up.
Georgia Performance Standards Framework for English Language Arts – GRADE 3

Standards

Focus Standard/Element(s):
ELA3C1-The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:
c. Identifies and uses contractions correctly.

Complementary Standard/Element(s):
ELA3R3-The student uses a variety of strategies to gain meaning from grade-level text. The student:
a. Reads a variety of texts for information and pleasure.
i. Makes connections between texts and/or personal experiences.
ELA3W1-The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:
g. Begins to develop characters through action and dialogue.
ELA3LSV1-The student uses oral and visual strategies to communicate. The student:
d. Listens to and views a variety of media to acquire information.

Learning Goals

Essential Question(s):
- What are the habits and processes employed by effective readers?
- How can reading and writing be used to communicate and support ideas?
- What is a contraction?
- What does an apostrophe signal?
- What rules govern correct contraction choices?
- When is it appropriate to use contractions?

Knowledge:
- Rules for contraction usage.
- Ability to identify examples of correct contractions within a persuasive piece.
- Ability to produce samples of contractions in a persuasive piece.
- Characteristics of persuasive writing.
- An understanding that persuasive writing can serve a variety of purposes, such as to convince the reader of the writer’s argument or convince the reader to buy a product.

Skills:
The student will:
- Determine rules for correct contraction usage.
- Identify examples of correct contraction usage from a provided text.
- Explain what an apostrophe in a contraction signals.
- Distinguish the characteristics of persuasive writing.
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**Balanced Assessment for Task**

**Assessment Method/Type:**
Teacher Observation:
- Teacher will monitor and facilitate student understanding of contractions using a persuasive text—*Teacher Contraction Checklist*.

**Student-Generated Products:**
- Students will practice identifying and using contractions correctly—*Identification of Contractions in the Text*.

**Description/Directions for Assessment:**
- *Teacher Contraction Checklist*—Teacher may monitor and facilitate student progress to ensure that students’ can identify and use contractions correctly.

- *Identification of Contractions in the Text*—Along with ongoing teacher observations, students should be encouraged to monitor their own progress and self-reflect (See the attached rubric).

**Student Work Samples (optional): N/A**

**Procedures, Directions, and Resources**

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

**Task (30-45 minutes)**

**Opening:**
The teacher will begin with a text opener. Teacher will blow up a balloon and ask the students, “What happened?” (Student response: The balloon expanded). Teacher will let the air out of the balloon and ask the students, “What happened?” (Student response: It contracted—which means to get smaller). Note: Students may need teacher to probe for responses suggested above.

Teacher will tell the students that a contraction is simply two words collapsed into one. Teacher will tell the students that people use contractions when speaking and writing. Teacher will give each student one piece of mini-elbow macaroni to hold and use in the air to represent an *apostrophe*—a signal telling the reader that a word is a contraction. The apostrophe in a contraction informs the reader that letters have been omitted from the word (contraction). Teacher will tell the students that the apostrophe stands for the missing letter(s). The teacher will review some common contractions: cannot = can’t, we are = we’re, I will = I’ll, you are = you’re, etc…Teacher will explain to the students that contractions are frequently used in informal or personal types of writing such as letter writing, as used in the suggested picture book, but usually not in more formal types of writing such as a research paper/report.

**Worktime:**
After sharing time, the teacher will read the picture book, *I Wanna Iguana* by Karen Kaufman Orloff. In this book, a little boy wants an iguana. He writes a funny persuasive letter to his mom, and she writes back to him. (This is the suggested text; however, another quality picture book may be substituted as
The teacher will remind students that this is a persuasive text designed to persuade—an action or a fact of persuading someone or of being persuaded to do or believe something. Teacher will note that persuade means to convince. The teacher will complete a read aloud of the story to the students. While enjoying the story, students are encouraged to listen for contractions in the persuasive dialogue between the two characters. Every time students hear a contracted word, they will hold up the mini-elbow macaroni and swing it to the left while making the letter blend sound (ch) once for each contraction identified.

Upon completion of this read aloud activity, the teacher will divide student into partnerships and distribute passages from I Wanna Iguana by Karen Kaufman Orloff. Students will use colored pencils to draw a box around the outside of each identified contraction, as well as shade inside the box to provide quick and easy visual examples of correct contraction usage. Students should use pencils to write next to each contraction the words in expanded form (Example: can’t-contraction = cannot-expanded form).

Closing:
In closing, students will be asked to share 3 examples of contractions they located in the passages. Contraction rules will be reviewed. Closing discussion questions may include:

- “Why do you think contractions were developed in the English Language?” (Sample response: We as Americans love to make things quicker, faster and short).
- “When is it appropriate to incorporate contraction into your writing?”

Resources, Materials, and Equipment:

Materials and Equipment:

- Suggested text I Wanna Iguana by Karen Kaufman Orloff, or another high-quality picture book containing examples for use with contraction instruction.
- Teacher prepared passages from the suggested text
- A balloon (preferably one that is not difficult to blow up quickly)
- Mini-elbow macaroni (one piece for each student in the class)
- Paper / Pencils
- Colored Pencils
- Classroom computer(s)
- Teacher Contraction Checklist
- Identification of Contractions in the Text

Alternative Persuasive Texts:
The following are other recommended persuasive texts to use in this lesson instead of the suggested text:

- Earrings by Judith Viorst
- Pigs Are Beautiful by Dick King-Smith
- The True Story of the Three Pigs by Jon Scieszka
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Resources:
The following web sites are very useful and may be used throughout the course of this study.

- [http://www.quia.com/mc/505912.html](http://www.quia.com/mc/505912.html) (Matching game using contractions!)

- [http://www.sadlier-oxford.com/phonics/flyby/flyby1.htm](http://www.sadlier-oxford.com/phonics/flyby/flyby1.htm) (Interactive game using airplanes which allows students to match two words with the appropriate contraction.)

- [http://www.abcteach.com/wordpuzzles/Crosswords/contractions.html](http://www.abcteach.com/wordpuzzles/Crosswords/contractions.html) (Crossword puzzle that allows students to identify the two words that correspond with each contraction.)

- [http://www.quia.com/cc/412.html](http://www.quia.com/cc/412.html) (Concentration game using contractions!)

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

Remediation:
- Based upon assessments collected (teacher observations, student written responses, and student understanding rubrics), some students may need to work in small groups with the teacher for guided practice on how to identify and use contractions correctly.
- Teacher may introduce students to the contractions song by Jennifer Fixman in order to reaffirm the apostrophe rules for contractions. Song and lyrics may be found at [http://www.songsforteaching.com/jennyfixmanedutunes/clips/apostrophe.mp3](http://www.songsforteaching.com/jennyfixmanedutunes/clips/apostrophe.mp3).

Enrichment/Extensions:
- Students will write from the iguana’s perspective about being Alex’s pet. Students will write a letter, using at least 6 contractions, explaining why the iguana would or would not want to be Alex’s pet. Students will include a cartoon illustration of the iguana to accompany the letter.
- In the text it was noted that iguanas can grow to be over six feet long. Have students make a classroom chart illustrating an iguana’s stages of growth. Students will research the maturation of an iguana and incorporate at least 6 contractions within the descriptions of an iguana’s growth process on the chart.
Teacher Observation Checklist

**Contractions**

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Identifies examples of correct contraction usage from a persuasive text.</th>
<th>Knows the rules for correct contraction usage in writing.</th>
<th>Explains what an apostrophe in a contraction signals.</th>
<th>Participates in closing discussion about contractions.</th>
<th>States three examples of contractions.</th>
<th>Self-corrects if an error is made.</th>
<th>Additional anecdotal comments:</th>
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