Georgia Performance Standards Framework for English Language Arts-Grade 3

Instructional/Learning Activity Task Template:

Overview

Unit Title: Persuasive

Annotation:
This instructional task focuses upon the use of a quality piece of children’s literature as a framework for the development of listening, speaking, and viewing skills. The included learning activities emphasize the importance of using oral language to persuade, as highlighted in Georgia Performance Standard, ELA3LSV1.

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 (1) reading of the above-mentioned text, (2) discussions of applicable text-to-text, text-to-world, and text-to-self connections, (3) opportunities for self-reflection, and (4) student responses to the literature under study.

Grade, Subject, Topic, Author(s):
3rd Grade, Persuasive, Listening/Speaking/Viewing Using a Persuasive Text
Shannon Bryant and Jennifer Wynn, Houston County

Special Notes to Teacher:
This task will take approximately 30-45 minutes. This task is the first of three tasks that may accompany the 3rd grade persuasive writing unit. However, this task of using a persuasive text for listening, speaking and viewing may stand alone and be taught as an isolated teaching and learning task.

For this task, have students sit on the carpet in a designated reading area in the classroom. Display chart paper in a clearly visible location, for example mounted on the wall using sticky back chart paper or hanging on a chart tablet stand.

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 and noise control.
Georgia Performance Standards Framework for English Language Arts – GRADE 3

Standards
Focus Standard/Element(s):
ELA3LSV1-The student uses oral and visual strategies to communicate. The student:
b. Recalls, interprets, and summarizes information presented orally.
d. Uses oral language to inform, persuade, or entertain.

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.
p. Recognizes the author’s purpose.

Learning Goals

Essential Question(s):
- How can I be an effective listener and active participant in communication?
- How can I use reading and writing to communicate and support ideas?
- How is persuasive writing organized?
- How can writers use facts to support their positions/opinions?
- What are strategies for writing persuasive texts?
- What impact do these strategies have on the reader?

Knowledge:
- An understanding of how to be a good listener and active participant in the communication process.
- Practical use of reading and writing in order to communicate and support ideas.
- An understanding of persuasive writing.
- Effective vocabulary choices that lead to sensitivity towards the audience and the intended purpose.
- An understanding of the importance of facts to support a position/opinion.
- An understanding of the strategies employed when writing persuasive texts and how these strategies impact the reader.

Skills:
- Students will engage in active listening and effective communication.
- Students will make meaningful responses to literature.
- Students will teach, as well as learn, from an audience about facts used to support a position/opinion.
- Student will distinguish how effective authors use strategies to impact and persuade readers.
Georgia Performance Standards Framework for English Language Arts – GRADE 3

**Balanced Assessment for Task**

**Assessment Method/Type:**

**Teacher Observation:**
- Teacher will monitor and facilitate student use of listening/speaking/viewing using a persuasive text—*Persuasive Examples Chart & Teacher Observation Checklist-Listening/Speaking/Viewing for Persuasive Texts.*

**Student-Generated Products:**
- Specifically, *Student Checklist- Listening/Speaking/Viewing for Persuasive Texts*—Along with multiple student products and ongoing teacher observation, students should also be encouraged to monitor their own progress and level of understanding. The attached rubric may be used by students in an effort to encourage such self-reflection. (See attachment.)

**Description/Directions for Assessment:**
- **“Three-Index-Card Response”**—Teacher will give each student three blank index cards and inform him/her that for each turn they take responding in the book discussion, they are to put one index card in the basket. Each student will trade in an index card for an oral response. (Note: Students may return an index card to the teacher for each response or the teacher may designate one student to collect index cards as each student shares a response.) All students must use all of their three cards, but once they have used all three cards, they may no longer orally respond.

This activity increases the participation of all students in the classroom. Therefore, the discussions are richer and more focused. Students who are shy and avoid participation will be more comfortable because they see that no one student is allowed to dominate the discussion. The students that typically dominate discussions will be more selective in their vocal contributions leading to genuine participation and authentic classroom conversations.

- **Teacher Observation Checklist-Listening/Speaking/Viewing for Persuasive Texts**—Teacher will monitor and facilitate student progress to ensure that students listen critically and respond appropriately to oral communication. (See attached.)

- **Student Checklist- Listening/Speaking/Viewing for Persuasive Texts**—Along with ongoing teacher observations, students should be encouraged to monitor their own progress and level of understanding. The attached rubric may be used by students in an effort to monitor progress and self-reflect. (See attached.)

- **Persuasive Examples Chart**—Teacher will monitor and facilitate class examples derived from the text where the character (Alex) persuades his mother to let him have an iguana. Teacher will record examples from the text on a class chart.
Georgia Performance Standards Framework for English Language Arts – GRADE 3

Student Work Samples (optional): N/A

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:
This instructional task will take approximately 30-45 minutes and will guide the instructor in the teaching of ELA3LSV1 within the Persuasive English Language Arts Unit.

Task (30-45 minutes)
Opening:
The teacher will begin with a text opener. Teacher will ask the students the following questions:
- “Have you ever asked your parents for something and they told you that you could not have it?”
- “How did that make you feel?”
- “What did you do?”

Students should think, then pair and share their responses to this question. In this manner teachers encourage children to make text-to-self connections with the book under study.

Worktime:
After sharing time, the teacher will introduce students to the picture book, I Wanna Iguana by Karen Kaufman Orloff. This book is about a little boy that wants an iguana. He writes funny persuasive letters to his mom, and she writes back to him. (This is the suggested text; however, another quality picture book may be substituted as well.) The teacher will remind students that this is a persuasive text—an action or a method of persuading someone or of being persuaded to do or believe something. The 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 two different elements of persuasive writing that occur in the text:
  1. Listening for a character that is persuading someone else.
  2. Listening for a character who is being persuaded.

Closing:
Teacher will give each student three blank index cards and inform him/her that for each turn they take responding in the book discussion, they are to put one index card in the basket. Each student will trade in an index card for an oral response. (Note: Students may return an index card to the teacher for each response or the teacher may designate one student to collect index cards as each student shares a response.) All students must use all of their three cards, but once they have used all three cards, they may no longer orally respond.

This activity increases the participation of all students in the classroom. Therefore, the discussions are richer and more focused. Students who are shy and avoid participation will be more comfortable because they see that no one student is allowed to dominate the discussion. The students that typically dominate discussions will be more selective in their vocal contributions leading to genuine participation and authentic classroom conversations.

Teacher will ask the following questions (to hone in on listening, speaking and viewing, the teacher will allow several students to respond to each question):
Georgia Performance Standards Framework for English Language Arts – GRADE 3

- “What does it mean to persuade?”
- “Which character was trying to persuade someone?”
- “Which character in the story was being persuaded?”
- “What was the main character (Alex) trying to persuade his mother to do?” (Example of a student response: Mikey Gulligan needed to find his baby iguana a new home because he was moving. Alex was trying to persuade his mother to let him have Mikey Gulligan’s iguana.)
- “Do you agree with Alex or do you disagree with Alex?”
- “Why or why not”
- “If you were Alex, what would you have written in a letter to Alex’s mother to persuade her to let you have an iguana?”

Next, teacher will have students recall examples from the text where the character (Alex) is persuading his mother to let him have an iguana. Teacher will record sample text passages on a class chart (See attached Persuasive Examples Chart.) While teacher observation should be ongoing in the elementary classroom, the teacher should particularly take note of student responses, involvement in oral and visual strategies to communicate, and accuracy in identifying and recalling examples of passages in which Alex is persuading his mother (see Teacher Observation Checklist-Listening/Speaking/Viewing of Persuasive Text).

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 listening, speaking and viewing instruction.

- 3 index cards for each student (small index cards work best) for Three-Index-Card Response activity
- Chart paper to record persuasive examples
- Markers
- Teacher Observation Checklist-Listening/Speaking/Viewing of Persuasive Text
- Student Checklist- Listening/Speaking/Viewing of Persuasive Text

Alternative Persuasive Texts:
The following are other recommended persuasive texts to use in this lesson other than the suggested text.
- Earrings by Judith Viorst
- Pigs Are Beautiful by Dick King-Smith
- The True Story of the Three Pigs by Jon Scieszka
Georgia Performance Standards Framework for English Language Arts – GRADE 3

Resources:
The following web site is very useful and may be used throughout the course of this study.

- http://www.thewildones.org/Animals/iguana.html (This site has a wealth of information on iguanas and iguana care. There is also a neat art project and related vocabulary.

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 additional guided practice on how to “Listen, Speak and View” during class discussions.
- Teacher may provide a step-by-step picture book walk, along with written instructions and illustrations, on how to identify two different elements of persuasive writing that occur in the text:
  - (1) Listening for a character that is persuading someone.
  - (2) Listening for a character who is being persuaded.

Enrichment/Extensions:

- Students may research iguanas, geckos, and chameleons. Students may create a Venn diagram, comparing and contrasting the three.
- Students may create a Reader’s Theatre play based upon the story. Students may write a three page play with at least two characters that uses persuasion. Students may assign character parts to other students in the class to read. Students may perform their play in front of the class.