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 using oral language to persuade. The lesson uses the story I Wanna Iguana by Karen Kaufman to demonstrate reading with a persuasive tone. This lesson can be adapted to use with any story or any purpose of reading.

Grade- Second Subject- Persuasive Writing- Speaking, Listening, & Viewing Topic- Persuasive Reading Author- Erica Thomas

Special Notes To Teacher:
This lesson is for speaking and listening. It does not involve writing, only reading. Partners or small groups are used in the lesson and should be made before using the lesson. It is suggested to pair students by their reading abilities to provide them with ease in reading the story.

Standards
Focus Standard/Element(s): ELA2LSV1B-The student begins to use oral language for different purposes: to inform, to persuade, and to entertain.

Complementary Standard/Element(s): ELA2R2C- The student reads familiar text with expression. ELA2R4A- The student reads a variety of texts for information and pleasure.

Learning Goals

Essential Question(s):
1. What is a persuading?
2. How does reading in a persuading voice affect my reading?

Knowledge:
1. Persuasive Writing
2. Expressive Reading

Skills:
1. Students will read I Wanna Iguana in with expression.
2. Students will read I Wanna Iguana as if they are persuading their mom to buy an iguana.
Georgia Performance Standards Framework for English Language Arts – GRADE 2

Balanced Assessment for Task

Assessment Method/Type:
1. The teacher will observe students during the work and closing periods.
2. The students will observe their peers read during the closing period.

Description/Directions for Assessment:
The goal of the lesson is to have the children read in with as if they are persuading someone to get them an iguana. To assess each student and the teacher will give the students a thumb up or a thumbs down after the students have read. Thumbs up means the student read very well and convinced the class that they should get the iguana and thumbs down means the student needs to put more feeling into the reading.

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. As each page is read the teacher should be very expressive and animated. The purpose is to model to the students what a persuasive tone is and how this persuasive story should be read. Once the story is finished and the students understand a persuasive voice, display a letter from the story written from Alex to mom. The students should then echo read the letter with teacher. This means the teacher reads on sentence and the students repeat sentence back to the teacher. The teacher should observe how the students echo read the sentence. The students should be just as expressive as the teacher. Pair the students up and give each pair of students a letter to read from the story.

Worktime (15 min): Students work with their partner to read with as much expression as possible. If there are students having a hard time reading, the teacher should form a small group with these students. See enrichment activities below.

Closing (25 min.): At this time each student will read their letter to the class. Explain to the students that will judge the students on how well they read. If the students sound convincing, they will receive a thumbs up for their reading, but if a student is boring and non-expressive they will receive a thumbs down. Once the students have shared explain to the students that all reading is for a purpose. When reading a story aloud, the reader should convey that purpose in their voice.

Resources, Materials, and Equipment:
1. I Wanna Iguana Book
2. Student copies of letters from the book.
Differentiation for Content, Procedures, Process, and/or Learning Environment:

Enrichment:

- Have students come to a small group to echo and choral read the letter. Allow the students to share their letter as a group.

Extension:

- Allow the students to read the letters from mom to Alex. They can do this with a partner.
- Once the students choose the pet they would like to write, they can research their pet to put actual facts in their letter.