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| INSTRUCTIONAL UNIT PLAN | | | | |
| **SUBJECT: Language Arts** | | | **GRADE LEVEL: 2** | |
| **UNIT TITLE: Persuasion Nation** | | | **LENGTH OF UNIT: Approximately 4 weeks** | |
| **UNIT DESCRIPTION/ SUMMARY:** | | | | |
| This unit seeks to help students to bring out their creativity and also develop the art of writing to persuade. Students try to convince people to give them things or allow them to do things every day. This unit aims to introduce the art of persuading people in writing. The unit is expected to last approximately 4 weeks but may be less or more depending on the needs of students. | | | | |
| **FOCUSING QUESTIONS:** | | | | |
| * **What strategies do you use to aid your pleas when asking for something?** | | | | |
| * **Why do you want to do things you are told not to do?** | | | | |
| * **How would you go about changing your parents’ friends’ or even your teacher’s mind about something when they’ve already told you no?** | | | | |
| **UNIT OBJECTIVES:** | | | | |
| * use a small range of different text types, e.g. friendly letters, lists, narratives, telephone messages, simple advertisements | | | | |
| * Students will write a persuasive letter to someone in their family, community, or world | | | | |
| * Students will choose topics based on their own interests and life experiences and choose a real and appropriate audience for their letters | | | | |
| * use some writing process strategies to create a good writing product. | | | | |
| **STANDARDS ADDRESSED:** | | | | |
| **UNIT STRANDS (Cross-curricular)** | * Science: Making use of Technology | | |  |
| * Social Studies: Morals Ethics and Civil Responsibility | | |  |
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| **CONTENT STANDARDS (*Use standard identifiers*)** | | **PERFORMANCE STANDARDS (*Use standard identifiers*)** | | |
| * Write a small range of different text types | | * LA.2.WR.DP.3 LA.2.WR.DP.20 * LA.2.WR.DP.14 * LA.2WR.DP.17 | | |
| * Use process strategies in pre-writing, drafting and revising their writing. | | * LA.2.WR.PS.1 LA.2.WR.PS.4 * LA.2.WR.PS.2 LA.2.WR.PS.7 * LA.2.WR.PS.3 LA.2.WR.PS.8 LA.2.WR.PS.10 | | |
| * Stay on topic in making an oral presentation | | * LA.2.LS.SI.2 LA.2.LS.SI.5 LA.2.LS.SI.20 LA.2.LS.LC.16 | | |

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| **LESSON / LEARNING EXPERIENCE #1** | |
| **TITLE** | Reader’s Theatre: Hey, Little Ant (Copy of story can be found below) |
| **OBJECTIVES** | * Students and teacher will take turns reading the story “Hey, little ant” after which students will express their personal opinion on story. |
| * Students state whether they agree with the boy or the ant and give their reasons why. |
| * Students will use a making connections box where they’ll write text to self connections, text to text connection and text to word connections. (see table below) |
| * Students will participate in a reader’s theatre. |
| **VOCABULARY** | Agree, disagree, persuade, convince |
| **KEY SKILLS** | Listening, Speaking, Communicating |
| **ACTIVITIES** | * Teacher asks students to state a time when they were allowed to do something but they convinced the other person to relent. For example: convincing a friend to give them half of their break after they said no. |
| * Teacher reads the story asking students to listen for what the story is about. Teacher and students then discuss what they heard or understood. Teacher then gives copies of the story to children and then they take turns reading. Teacher reads the part of the boy and students read the part of the ant. Students then give their personal opinion on the story. |
| * Teacher then asks students to state who they sided with and asks them to explain why. Students then are given a sheet of paper to write their connections on. **(N.B *All three areas of making connections can be done at this point at the same time because they have been covered one at a time in previous terms)*** |
| * Teacher then pass out 13 strips of paper with the dialogue written on it. Students are then asked to identify themselves in order starting with #1 so they’ll know their cue. A reader’s theatre is then conducted. Students who are not reading are asked to pay attention. |
| * Students then discuss amongst themselves something that they desire and how they can go about convincing the person to go along with their idea. ( for example a new tablet or play station) |
| **ASSESSMENT** |  |
|  | * Teacher allows weaker children to view the story on the |
| * Students who are still unable to form complete sentences will be asked to draw their connections in the table instead. |
| **EXTENSIONS for depth and complexity** | * Students will create a tableau with their favourite part of the story. |
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| **LESSON / LEARNING EXPERIENCE #2** | |
| **TITLE** | Role Play: Hey Little Ant |
| **OBJECTIVES** | * Review the story “Hey Little Ant” |
| * Compare the two views given in the story |
| * Choose an ant, a boy, 2 main lawyers, a legal team for each defendant. |
| * Role play a courtroom scene where each defendant present their cases |
| **VOCABULARY** | Opinions, fact, belief, persuade, convince |
| **KEY SKILLS** | Listening, Speaking, Role Playing |
| **ACTIVITIES** | * Teacher reads story and asks students to re state their opinions to their classmates. |
| * Teacher then informs students that they will be conducting a trail and at the end the jury will decide the ant’s fate. Students then vote on who’ll be the ant, the boy and members of the legal council for the ant and the boy. (2 each) . A court typist and a judge are then chosen. The boy and the ant with their respective legal teams are then given time to come up with at least 3 point to argue during court on their behalf. Teacher explains to the rest of the class their role as the jury. |
| * Each team are then given the opportunity to present their cases to the class. They can use arguments presented in the story as well as their own. |
| * After listening to the arguments the jury then deliberates and then reads their verdict: “ We the jury find the ant *squished* or *not squished.* Judge then hands down her sentence based on the jury’s verdict. If found squished they’ll state time and date for the squishing. If found not squished, judge lets the ant go. |
| * Teacher and students discuss other arguments that could have been presented. Teacher then asks students to build on their arguments for their desire started in the previous class. |
| **ASSESSMENT** | ***SEE ATTACHED UNIT ASSESSMENT PLAN*** |
|  | * Ryan will be asked to be the courtroom artist and then ask to talk about his favourite part of the court proceeding. *This student has to be assessed for special needs.* |
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| **EXTENSIONS for depth and complexity** |  |
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| **LESSON / LEARNING EXPERIENCE #3** | |
| **TITLE** | Investigating the art of persuasion |
| **OBJECTIVES** | * Read persuasive writing on various topics done by other students and express their opinons |
| * Identify various elements of persuasive writing |
| * Brainstorm ideas for their own writing using a graphic organiser |
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| **VOCABULARY** | Reasons, opinion, facts, desire, need, want |
| **KEY SKILLS** | Brainstorming, Listening, Speaking |
| **ACTIVITIES** | * Teacher plays YouTube video on persuasive writing and it’s elements. Teacher also displays these elements on chart paper. Students then discuss the elements using the video and chart as guides. |
| * Teacher uses projector to display pieces of writing done by students (can be easily found on google) and asks students to identify the elements such as introduction, transitional words, conclusion etc. |
| * Students will state after reading if they would be convinced and explain why or why not. |
| * Students will then be asked to state their chosen topics based on their own interests and life experiences and also to state the audience chosen for their letters. Students will also choose meaningful arguments to support their position. |
| * Students will then be asked to write all these ideas n a graphic organiser (see below). Teacher will model this process by doing a “Think Aloud” beforehand. |
| **ASSESSMENT** | ***SEE ATTACHED UNIT ASSESSMENT PLAN*** |
| **DIFFERENTIATION** |  |
| * Teacher will sit with the Cherries Group and aid them with coming up with ideas for their writing. |
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| **EXTENSIONS for depth and complexity** |  |

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| **LESSON / LEARNING EXPERIENCE #4** | |
| **TITLE** | Letters! Letters! Letters! |
| **OBJECTIVES** | * Students will discuss what they have written in their brainstorming organiser |
| * Students pick their best two reasons and place them in their drafting organiser (dubbed “get ready to write planner”). |
| * Students draft their writing using their brainstorming organiser and planning organiser as guides |
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| **VOCABULARY** | Introduction, arguments, conclusion |
| **KEY SKILLS** |  |
| **ACTIVITIES** | * Students discuss what they have written on their brainstorming planner. Listening to their classmate, the other students give their opinions on their ideas and suggest other argumentative points they can use. |
| * Students are then asked to pick their best two points and write them on their get ready to write planner. |
| * Teacher then asks students to come up with an introduction and a conclusion and write it on their planner. Teacher also models this process with a think aloud. |
| * Students are then asked to use their planner and the “*I* ***KID*** *YOU NOT”* guide to writing letters to start drafting their letters. |
| * Students then present what they have written so far to the class. |
| **ASSESSMENT** | ***SEE ATTACHED UNIT ASSESSMENT PLAN*** |
| **DIFFERENTIATION** |
| * Teacher will write 4 introductory statements and 4 concluding statements on the board to aid students who are still struggling with ideas |
| **EXTENSIONS for depth and complexity** |  |
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Reason 1

Reason 2

**Brainstorming Organiser**

Draw a picture of yourself

I want \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason 3

**Get Ready to Write Planner**

Conclusion

Reason 2

Reason 1

Introduction

**Hey Little Ant**

Phillip M. Hoose

Ant, Kid, Narrator

Kid: Hey, little ant, down in that crack. Can you see me? Can you talk back? See my shoe, can you see that? Well, now it’s gonna squish you flat!

Ant: Please, oh, please, do not hurt me. Change your mind and let me be. I’m on my way home with a crumb of pie. Please don’t hurt me, don’t make me die

Kid: Anyone knows that ants can’t feel. You’re so tiny, you don’t look real. I’m so big, and you’re so small. I don’t think it will hurt at all.

Ant: Well, you’re a giant and giants can’t know how it feel to be an ant. Come down close, I think you’ll see that you are very much like me.

Kid: Are you crazy - me, like you? I’ve got a home and a family too. You’re just a speck that runs around. No-one will care if my foot comes down.

Ant: Oh, big friend, you are so wrong. My nest-mates need me ‘cause I am strong. I dig our nest and feed baby ants, too. I must not die beneath your shoe.

Kid: But...my mother says that ants are rude. They carry off our picnic food. They steal our chips; our bread crumbs too. It’s good if I squish a crook like you.

Ant: Hey, I’m no crook, kid - read my lips. Sometimes ants need crumbs and chips. One single chip feeds our whole town. You must not let your foot come down.

Kid: But...all my friends squish ants each day. Squishing ants is a game we play. They’re looking at me, they’re listening too. They all say I should squish you.

Ant: I can see you’re big and strong. Decide for yourself what’s right and wrong. If you were me and I were you, What would you want me to do?

Narrator: Should the ant get squished? Should the ant go free? It’s up to the kid not up to me. We’ll leave that kid with the raised up shoe. What do you think that kid should do?

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| **OESS Standard-based Lesson Template** | | | |
| Teacher: Maurisa Johnson | | Date: 21st May 2019 | Duration: 90 minutes |
| Grade Level: 2 | Class Name: | | |
| Subject: Language Arts | Unit title: Writing to Persuade | | |

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| **Lesson Title: Writing Persuasive Letters** | |
| **Standards Addressed** | -LA.2.LS.SI.2 -LA.2.LS.SI.3 -LA.2.LS.SI.6  - LA.2.WR.PS.3 LA.2.WR.PS.1 LA.2.WR.DP.14  -LA.2.WR.DP.17 LA.2.WR.DP.4 LA.2.R.RF.3 |
| **Essential/focus Question(s)** | * How do we identify the audience when we are writing? * Why is the role of my audience important? * How can my writing change my life? |
| **Lesson Objectives** | * Students will discuss what they have written in their brainstorming organiser. * Students pick their best two reasons and place them in their drafting organiser (dubbed “get ready to write planner”). * Students draft their writing using their brainstorming organiser and planning organiser as guides |
| **Assessment Strategies: Formative/Summative (formal and informal assessment)**  **Include HOT questions** | * Peer Review (Observation Checklist) * Oral Questioning * Students’ drafts * Drafting Checklist |
| **Materials/ Resources Technology** | * Brainstorming Planner * Get ready to write planner * Materials for writing. |
| **Vocabulary** | Reasons, opinion, fact, sway, entice, introduction, conclusion, |
| **Warm up/ Bellringer (3 min or less)** | Teacher plays a game of riddles with children (they love this)  Examples:   1. What gets wetter as it dries? **towel** 2. Which letter of the alphabet has the most water? **Letter C** |
| **Opening/ Activating/Induction Strategy 15 minutes** | Teacher and students review the previous lessons and express their opinions on the lessons and the story. Teacher then asks students to read and discuss in pairs what they have on their brainstorming planner and they are asked to suggest other ideas that their pair can use to make their writing more interesting if possible.  Teacher declares objectives. |
| **Work Session**  **25 minutes**  **\*Guided Practice** | * Students discuss what they have written on their brainstorming planner. Listening to their classmate, the other students give their opinions on their ideas and suggest other argumentative points they can use. * Students are then asked to pick their best two points and write them on their get ready to write planner. * Teacher then asks students to come up with an introduction and a conclusion and write it on their planner. Teacher also models this process with a think aloud. |
| **Work Session**  **40 minutes**  **\*Independent Practice** | * Students are then asked to use their planner and the “*I* ***KID*** *YOU NOT”* guide to writing letters to start drafting their letters. * Students use a drafting checklist to make sure that they have all the points.   Eg. I have my two introductory statements. \_\_\_\_ |
| **Closure/Culminating Strategy**  **10 minutes** | Students are selected and placed in the designated “Hot Seat” to read what they have written to the class. Classmates are then encouraged to ask them questions or challenge their opinion. Student in the hot seat is to answer the questions or defend his/her argument. |
| **Differentiated Instruction (Planned Supports)** | * **Groups of students**:   Teacher sits with the Cherries group and aids them in generating their sentences. This is an extremely weak group and still uses finger counting as a strategy to aid them in writing complete sentences.   * Teacher writes 4 introductory and 4 closing sentences on the board for students to choose from if they are still struggling to come up with any. * Teacher also writes guiding sentences within each part of the “get reader to write planner” on the board so that students know what is expected in each part of the piece. (***SEE BELOW FOR EXAMPLE)*** |
| **Reflection** | Lesson went better than expected. Because of the previous discussions and activities it was relatively easy for students to come up with ideas to write. The members of the Cherries group will need further assistance with their writing on a one on one basis and not as a whole group before the next lesson on revising and editing checklist. The time allocated was enough for students as many of them are slow writers and since this is the first time writing a persuasive letter would need time to do so. The use of transitional words as Secondly was well done for most students; one student used “in addition.” Though they need a lot more practice it was a very good first try. |

Introduction:

Why are you writing?

State your opinion

Reason 2

Give evidence

Conclusion

Repeat your point of view

Reason 1:

Give evidence

Use transitional words. E.g Firstly