

# "AUTHORS PURPOSE"

STRAND:

THINKING CRITICALLY

TARGETS:

LT08

IT18



Austen

## AUTHOR'S PURPOSE DAILY LESSON PLANS

### Day 1/2

1. HO the article "Supersized Nation" to each student and have them read it with this question in mind: "WHY DID THE AUTHOR WRITE THIS ARTICLE?" Post the question so it is visible during this session.
2. Have them turn and talk to their partner about the article and the posted question.
3. Share out and discuss as whole class.
4. Activity" "Put Yourself on the Line" (Tribes) Follow this procedure using the bottom of the article's YES/NO paragraphs. Pose this question: "Are fast food chains responsible for teens' obesity?"
5. In clumps have them discuss their positions.
6. Activity: Fold the Line" this puts opposing opinion together. Discuss among one another in the folded line.
7. Go back to original line and share out different positions.
8. Using the article and the corresponding "Response to Persuasive Text" (HO) model how to highlight important details from the article and where to place them on the HO (put on OH or infocus).
9. Let the students continue on their own to finish up the article.
10. On the OH (using the same Response to Persuasive Text," have the kids share their + and - comments and model how to write an opinion that is positive about the fast food chains and obesity. Have them create the negative one by tables or in pairs. Share out.
11. On OH put up the Author's Purpose ditto and go thru it. HO a copy for them to put in their notebooks. Hang up matching poster in classroom.

### Day 3

1. Review the HO from yesterday on "Author's Purpose" (show classroom poster)
2. Give pretest
3. Show pp and discuss  
<http://www.shsu.edu/~txcae/Powerpoints/authorspurpose.html>
4. As a "We Do" HO worksheet one. With a partner complete the worksheet.
5. On OH, discuss and highlight evidence.
6. As a "You Do" HO worksheet 2. They complete this on their own as a ticket out the door and give them feedback tomorrow OR if time, go thru it together for formative feedback.

### Day 4

1. Have them take out a scratch paper. Cover the "Author's Purpose" chart.
2. Have the students think for 30 second about the 3 main reasons/purposes an author writes.
3. Now have them list them intrapersonally. Now with a partner, share and compare answers.
4. Reveal class poster and check in with how they did.
5. Show them the posters up in the 3 different parts of the room.
6. Show each of the video streaming clips. After each one, have the students go to the poster that represents the AUTHOR'S PURPOSE of the clip. DISCUSS: evidence-why is it what you think it is?
7. 2 for each purpose and 2 with mixed purposes.
8. Reflection: "Draw a Picture" (see HO)
9. HW: Worksheet number 3 on Author's Purpose

## **Day 5**

1. "You Do" (formative) Dr. Squito Entomologist
2. "You Show" (summative) Woolly Mammoths
3. Administer Post Test