

Formal Lesson Plan

Name: Kaitlin Peters	Grade: 2	Subject: ELA Writing	Time: 10:00	Date: 5/15/19 Wed.
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<p>Which Dimension will be the focus of this lesson (5-9)?</p> <p>6 Presenting New Learning</p>	<p>New York Common Core Standards:</p> <p>2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text</p> <p>2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <hr/> <p>Big Ideas of Unit or Lesson:</p> <p>Writers persuade their audience with a variety of text features to include their details using precise language.</p> <hr/> <p>Essential Question/s:</p> <p>How can you persuade someone to be a consumer?</p> <hr/> <p>Objectives SWBAT (Student will be able to): Content and Skills</p> <ul style="list-style-type: none"> -identify text features of a persuasive ad -create a persuasive ad on a topic of their choice using text features, details to persuade their audience, and precise language <hr/> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> -Gallery walk ads
<p>Notes:</p>	<p>Instructional Process:</p> <p>During whole group mini-lesson, I will review persuasive writing anchor chart from Writer's Workshop Unit 3 focusing on audience, details, and precise language. These will become the anchor chart for their persuasive ads. Then I will identify text features from mentor texts (ads) and model writing my own ad to promote Rollie Pollies. Modeling will include think aloud of identifying my audience, including details and using precise language. Students will Think, Pair, Share their topic, audience, and 3 details. Students will regroup to be reminded to use different text features to share their details before being released to independently write their ad using the outline provided. (Approximately 15 minutes)</p>

Guided Practice:

During independent writing, I will rotate around the room having 1 on 1 conferences with students coaching them on their ads. If students are "stuck" or having difficulty I will regroup the whole class on the carpet for a strategy session and re-release them to work independently.
(Approximately 25 minutes)

Closure:

Students will be called back to the carpet to share their progress during their independent work time. Students will have a choice to share their work. I will give brief positive feedback and wrap up the lesson reminding them to use a variety of text features to persuade their audience using details and precise language by referring to the anchor chart.
(Approximately 5 minutes)

Independent Practice:

Students will make an ad to persuade consumers to purchase their product they produced in PBL.