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| Lesson Title: ***Analyzing a Book with Research 1*** |
| **Grade: 4**    **Subject: Research Skills and Persuasive Writing**  **Unit: Language Arts** |
| **Driving Question: How do I write a persuasive letter? How will I back up my argument with research?** |
| **NS Curriculum Outcomes:**  [**ELA GCO 2**](http://choltmasters.weebly.com/english-language-arts-outcomes.html)**,** [**ELA GCO 5**](http://choltmasters.weebly.com/english-language-arts-outcomes.html)**,** [**ELA 6.2,**](http://choltmasters.weebly.com/english-language-arts-outcomes.html)[**ELA GCO 7**](http://choltmasters.weebly.com/english-language-arts-outcomes.html)**,** [**ELA GCO 8**](http://choltmasters.weebly.com/english-language-arts-outcomes.html)**,** [**ELA 9.1**](http://choltmasters.weebly.com/english-language-arts-outcomes.html)**,**  [**ELA 10.3**](http://choltmasters.weebly.com/english-language-arts-outcomes.html) . |
| **Learning Targets:**   1. **In partners, students will collaborate to find and validate information about vampires and vampire bats.** 2. **Students will organize their research into a chart.** 3. **Students will reflect on their research and leverage that information to create a persuasive letter. The letter must follow the basic format of all letters, but it must have detail from research to create an effective argument.** |
| **Resources/AT Tips:**   1. Book “[Bunnicula](http://www.amazon.com/Bunnicula-Rabbit-Tale-Mystery-GREAT-SOURCE/dp/1416928170)” by Deborah and James Howe 2. [Vampire Bat Exercise](http://choltmasters.weebly.com/vampire-bat-exercise.html) (document in Open Dyslexic Font to aid some readers) 3. [Notability](http://www.gingerlabs.com/) App on all classroom iPads – this app supports UDL as it can used for students wanting to handwrite, draw, and even type. 4. Use [Showbie](http://www.showbie.com/) to push out the Task and organizers. They may either handwrite their notes or they may type (Speech to Text for students DAs) 5. Teacher’s Collaboration Skills [checklist](http://choltmasters.weebly.com/assessment-resources.html) |
| **Lesson Procedure (1st of 2 [1.5 hour long] class periods)** |
| **I Do (15 mins**):  “Today we are going to use some of the skills that we have been developing for research as well as letter writing. We have really been enjoying the Bunnicula book, but I have a question for you. Do you think Chester will be able to convince the Munroe’s that Bunnicula is dangerous? Why not?” (He is a cat – can’t talk. He is a terrible actor, he is a good reader, but does not seem to write, like Harold, the dog).  “We are going to help Chester persuade the Munroe’s that Bunnicula is dangerous. What do I mean by persuade? (Record accurate suggestions on the board)  Explain to the class that we have to warm up our analytical minds by reading some research on Vampire Bats and answering some questions.   1. Ask students to open [Showbie](http://www.showbie.com/) and go to the [Vampire Bat](http://choltmasters.weebly.com/vampire-bat-exercise.html) Assignment in the Writing class. 2. Explain that they have 10 – 15 minutes to do the short reading and complete the questions. |
| **You Do** **(15 – 20 minutes):**  1. Students to open [Showbie](http://www.showbie.com/) and go to the [Vampire Bat](http://choltmasters.weebly.com/vampire-bat-exercise.html) Assignment in the Writing class. They should work in collaborative groups, sharing information and expertise, and but each complete the exercise independently.  2. Teacher circulates to monitor progress and check on cooperative groups. Students should be helping each other finish the questions by highlighting details in the text ([checklist](http://choltmasters.weebly.com/assessment-resources.html)).  \*LD students may open the doc in [Claro](https://itunes.apple.com/ca/app/claropdf-accessible-pro-pdf/id633997623?mt=8) for the text to speech function. |
| **We Share (10 - 15 minutes):**   1. Have students share their exercises and answers – discuss as a class. Anything missing? Have 1 students project their sheet and work through answers. Students are permitted to correct and update their work. Turn in on [Showbie.](http://www.showbie.com/) 2. Allow 10 minutes for students to update and fix anything they need to change on their posters, then have students turn them in on [Showbie](http://www.showbie.com/). |
| **We Do: (35– 45 mins)**   1. Explain to Students that the next class will be researching information on Vampire Bats, and Vampires in order to get information to convince the Monroe’s that Bunnicula is a vampire 2. Today we will make a list of things we think we know about Vampires and Vampire Bats. Then we will be ready to research tomorrow 3. Students break into pairs with their iPads and use Notability to make a quick T chart of Vampires and Vampire Bats. They may either hand write or type the things they think they know. **(20 minutes)** |
| We Share (15 mins):  1. After 20 minutes of work, we share the information**.** Teacher has created a [R.A.N. Chart](http://www.learnalberta.ca/content/sssm/html/readingandanalyzingnonfiction_sm.html) on the side white board. The headings are:   a) What We think We know  b) We were right!  c) Misconceptions (found out we were wrong)  d) New Information  e) Things we wonder about  \**teacher writes all ideas on post it notes and students place their ideas in this column today. These notes will get moved around after each sharing until we decide on a final chart showing what we know.* |
| **Adaptations:**  **Hearing Impairment** – make sure (student names) have their mics in and you are wearing the transmitter.  **ASD** studentscan access assignment from [**Showbie**](http://choltmasters.weebly.com/language-links.html) and work in the break out room (with TA) to create a quiet space. Access the assignment in [**Claro**](http://choltmasters.weebly.com/language-links.html) to use Text to Speech. Speak Select in [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) for the text can be pasted into their document or poster.  **LD –** any LD students will be able to access their work in [**Showbie**](http://choltmasters.weebly.com/language-links.html) **,** then[**Claro**](http://choltmasters.weebly.com/language-links.html) to access the Text to Speech. They can use the Speech Select from [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) and paste text in their document or poster.  Also, use of [**Open Dyslexic Font**](http://opendyslexic.org/) can assist struggling readers. |