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| Lesson Title: ***Analyzing a Book with Research 2*** |
| **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.**
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| **Resources/AT Tips:** 1. Book “[Bunnicula](http://www.amazon.com/Bunnicula-Rabbit-Tale-Mystery-GREAT-SOURCE/dp/1416928170)” by Deborah and James Howe
2. [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.
3. 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)
4. [Letter Closings Anchor](http://choltmasters.weebly.com/letter-closings.html)
5. [Research Organizer](http://choltmasters.weebly.com/bunnicula-task-organizers.html)
6. [Letter Organizer](http://choltmasters.weebly.com/bunnicula-task-organizers.html)
7. [Persuasive Letter Rubric](http://choltmasters.weebly.com/persuasive-letter-rubric.html)
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| **Lesson Procedure (2nd of 2 [1.5 hour long] class periods)** |
| **I Do (5-10 mins**):“Today we are going to get started on that research we began to prepare for yesterday”. Quickly review your [R.A.N. Chart](http://www.learnalberta.ca/content/sssm/html/readingandanalyzingnonfiction_sm.html).1. Have students work in pairs to research. One can be the writer and one the reader after they have done the initial research together – both reading to find and validate information provided on sites given (2 sites each)
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| **You Do** **(15 – 20 minutes):**1. Students will find their [Research Organizer](http://choltmasters.weebly.com/bunnicula-task-organizers.html) on [Showbie](http://www.showbie.com/) . They have 25 – 30 minutes to search for information and fill in the organizer.
2. Teacher circulates and provides questions to keep the students on track.

 Teacher circulates to monitor progress and check on cooperative groups. \*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 research at the meeting place with the [R.A.N. Chart](http://www.learnalberta.ca/content/sssm/html/readingandanalyzingnonfiction_sm.html).

Class discusses whether they found information to confirm ideas, or show misconceptions, and new learning etc. Students will get up to move the notes once they have delivered the details from their reading to back up the move.  |
| **I Do (5-10 minutes):**1. Remind students that we are now in a good place to create a persuasive argument. We have the information to back up our ideas.
2. Project the [Letter Task](http://choltmasters.weebly.com/bunnicula-task.html) on the board, and put up the [letter organizer](http://choltmasters.weebly.com/bunnicula-task-organizers.html) as well – students can view on **Showbie** or on the board.
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| **You Do: (35– 45 mins)**1. Students use this time to draft a rough copy of their letter to the Munroe’s
2. Teacher conferences with students who may be struggling to start.
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| We Share (5 mins):1. **1 or 2 Students read what they have on their letters so far –**

\**Quick feedback – teacher and students give 2 compliments (specific to their letter’s details) and at least 1 question (on a post it) to help writers put greater detail or explanation in their letter.* |
| **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. |