



Read Me! I Wanna Iguana

Author's Purpose

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Grade Level	2nd – 3rd Grade
Subject	English/Language Arts
Course	Oklahoma Young Scholars/Javits

Essential Question

Why did the author write the story? Was the author trying to persuade, inform or entertain the reader?

Summary

In this lesson students will be able to identify the author's purpose from a variety of texts. Students will use a Graffiti Wall to generate ideas of why an author writes stories and graffiti them onto butcher paper. As a whole class an Anchor Chart of Author's Purpose will be created. The goal of this lesson is for students to be able to identify if the author is trying to Persuade, Inform, or Entertain the reader. Teacher Note: Definitions to be used within the lesson: (PIE) Persuade- the author writes to get you to do something or believe what they are saying. Inform- the author writes to give you information about a topic. Entertain- the author writes to tell you a story that you will enjoy.

Snapshot

Engage - Students will look at a variety of books and discuss whether the author was trying to persuade, inform or entertain the reader.

Explore - Students will form groups of 2-3 to explore a variety of texts to discuss the author's purpose.

Explain - Students will select one book, discuss the author's purpose, and create a Graffiti Wall.

Extend - Students will work individually or with a group to create a product (poster, advertisement, book cover preview, slide show etc.) to highlight a selected book's author's purpose.

Evaluate - Students will produce one of the following: (poster, advertisement, book cover preview, slide show etc.) to demonstrate the understanding of the author's purpose.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 2)

2.3.R.1: Determine the author's purpose (i.e., tell a story, provide information).

Oklahoma Academic Standards: English Language Arts (Grade 2)

3.3.R.1: Determine if the author's purpose is to entertain, inform, or persuade.

3.3.R.2: Determine whether a grade-level literary text is narrated in first- or third-person point of view.

Materials

- Variety of Books (examples of good texts to use for author's purpose need to be listed from pictures in template)
- Butcher Paper
- Variety of Colored Utensils/Pencils
- Teacher Created Anchor Chart- (Example picture of anchor chart (found at: <https://literacyideas.com/authors-purpose/>)
- Author's Purpose Pie Song YouTube video - <https://www.youtube.com/watch?v=a2UbeSDI-5A>

Engage

- Activate prior knowledge and see what your students know by asking: Why do Authors write books? 1-2 minutes and chart their ideas.
- Then have students watch and listen to the following link: <https://www.youtube.com/watch?v=a2UbeSDI-5A>. The YouTube link is a catchy song of what the author's purpose for writing a story is.
- Create an Anchor Chart for Persuade-Inform-Entertain (link to example found in materials)

Explore

Have students explore a variety of books to see if they can discover the author's purpose in a variety of books that the teacher has provided.

- Students form groups of 2-3 students to explore books.
- As students are exploring, walk around and guide conversations as needed. Remind students to identify whether the author is writing to persuade, inform, or entertain.

Explain

- Read the book *I Wanna Iguana*.
- After reading the book, discuss the author's purpose with students .
- Model how to create a graffiti wall as a whole group. Write "persuade" in the middle of the graffiti wall and then have students volunteer to write supporting details from the text.
- The students must use evidence from the story to support why they selected the author's purpose for this book.
- Discuss how student statements support that the author is trying to persuade.

Note: we should make a strategy card for graffiti wall

Extend

- Students create their own (poster, advertisement, book cover preview, slide show, paragraph, ect...) to showcase the author's purpose.
- Guide students in selecting just one purpose (persuade, inform, entertain) as they create their project. After their project is complete it will be displayed in the room so other students can look at their work.

Evaluate

The final products (poster, advertisement, book cover preview, slide show etc.) will help the teacher assess student understanding of the author's purpose.

Differentiation for Gifted Learners

Students use technology to create a commercial persuading teachers to give them more recess time or a topic of choice (must be discussed and teacher approved) . Give students time to present their commercial to the class.

Resources