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Course EDU: EDU 3510 01 Date: December 4, 2019

Grade: 1 Topic: Purpose of a piece Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVES(s)**

After a class read-aloud and discussion on how to determine the purpose of a piece/what types of purposes exist, students will participate in the collaborative Purpose Pieces group activity and then correctly answer at least 6 out of the 8 questions on the Exit Ticket.

**NYS-CCLS / +NYS STANDARDS AND INDICATORS**

New York State Social Studies Standard

Key Idea 1.2: There are significant individuals, historical events, and symbols that are important to American cultural identity.

Key Idea 1.2a: The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

* - Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
* - Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents’ Day, Law Day, and Independence Day are celebrated.

*Indicator:* This will be evident when students are able to recognize if a source about Thanksgiving is credible or not.

New York State Next Generation English Language Arts Learning Standards Grade 1Comprehension and Collaboration

**1SL1:** Participate in collaborative conversations with diverse peers and adults.

*Indicator:* This will be evident the students participate in collaborative discussions during the “Purpose Pieces” activity to determine which piece goes into which purpose category.

**NCSS C3 SOCIAL STUDIES INQUIRY ARC**

Dimension 3:

Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

*Indicator:* This will be evident when students use their knowledge on purpose types and how to determine the purpose to correctly complete the Purpose Pieces activity.

**SOCIAL STUDIES PRACTICE: HABITS OF MINDS SKILL**

**A.Gathering, Interpreting and Using Evidence**

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

*Indicator:* This will be evident when students are able to determine the purpose of the source.

**F. Civic Participation**

1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.

*Indicator:* This will be evident when students have a discussion on what the purpose of each piece is as well as when they have a class discussion about the purpose of the commercial.

**INSTRUCTIONAL RESOURCES**

* Floam infomercial (YouTube video)
* PowerPoint
* “Arthur’s TV Trouble” book
* “Purpose Pieces” cards
* Exit Ticket

**DEVELOPMENTAL PROCEDURES**

1. MOTIVATION: Students will be shown a commercial for Floam, a toy advertised for children in an exaggerated infomercial format. Following the viewing of the commercial, the class will participate in a teacher-led discussion about the point of the commercial and why it was created (*What parts of the commercial are exaggerated or over-the-top? (LITERAL) Why do you think so many clips are shown of children enjoying the toy? (INFERENTIAL) What is the point of this commercial? (LITERAL) Emphasize that it is to persuade viewers to buy the toy and that this is called the purpose*). [5 minutes]
2. The teacher will review what was learned during the last lesson about credibility of a source and ask students their opinion on if television commercials are credible. (*Are commercials usually a good source? (LITERAL) Do they always tell the whole truth? (LITERAL) Why or why not? (INFERENTIAL) Emphasize that commercials should typically not be trusted as the most reliable type of source.*) [5 minutes]
3. The teacher will read aloud Arthur’s TV Trouble and facilitate student discussion throughout regarding the plot elements and connecting them back to the concepts of purpose. (*What was the purpose of the commercials Arthur saw? (INFERENTIAL) Did they work on Arthur? (LITERAL) How did D.W. know that the commercials shouldn’t be trusted? (INFERENTIAL*) [15 minutes]
4. The teacher will put the PowerPoint presentation up on the board and lead a discussion about how to determine the purpose of a piece and what the different types of purposes are. The teacher will explain that there are three types of purposes that can be used. (*What was the purpose of the commercial Arthur saw? (LITERAL) Was this the same purpose as the Floam commercial? (LITERAL) What are some examples of the other two types of sources? (INFERENTIAL*). [10 minutes]
5. Students will be split into small groups and each group will receive a set of Purpose Pieces, each of which have the title of a piece on them. Students will work together to determine which category each of the pieces go in based on their purpose (to persuade, to inform, to entertain). Once students have completed the activity, the teacher will review the correct answers for each card. [10 minutes]
6. Students will each be given an Exit Ticket sheet on which they will work independently, correctly answering at least 6 out of the 8 questions to ensure that they grasp the concepts of purpose and the types of purpose that exist. [5 minutes]
7. Closure: The students will complete a “Headline” activity, composing a newspaper headline style sentence that reflects the main idea of the lesson. The teacher will invite one or two students to share their headline. [5 minutes]

**INSTRUCTIONAL STRATEGIES**

Strategy: Discussion (engaging in meaningful discussions about the content)

*Indicator:* This will be evident when the class discusses the purpose of the Floam commercial as well as during the discussion that occurs throughout the read-aloud.

Strategy: Cooperative Learning: (engaging groups of students in working together on a structured activity)

*Indicator*: This will be evident when students work in groups to complete the Purpose Pieces activity.

**ASSESSMENT**

Informal: Students will work with their groups to correctly complete the Purpose Pieces activity by matching each card to the correct purpose type.

Formal: Students will complete the Exit Ticket sheet, correctly answering at least 6 out of 8 questions.

**INDEPENDENT PRACTICE**

For homework, students will bring in materials that reflect each of the three types of purpose (to persuade, to inform, to entertain). These could include a commercial, an article, a book, etc. Students will write one sentence for each material, explaining why it corresponds to the chosen purpose.

**REFERENCES**

Floam Commercial (2005). (2012, March 11). Retrieved from <https://www.youtube.com/watch?v=OwiAbiGP0xA>.

Floam Customer Reviews. (n.d.). Retrieved from <https://www.amazon.com/FLOAM/product-reviews/B000ILH7KW/ref=cm_cr_unknown?filterByStar=one_star&pageNumber=1>.

New York State Education Department. (2017). New York State P-12 ELA Learning Standards.<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

New York State K-12 Social Studies Framework. (n.d.). Retrieved from <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

Robeson. (n.d.). Author's Purpose: The Three Types. Retrieved from https://www.robeson.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=39850&dataid=53757&FileName=authors purpose mini lesson.pdf.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_

Exit Ticket!

**Part One: Choose from the word box to give each type of purpose the correct definition. Put the letter next to the purpose below!**

|  |
| --- |
| 1. To tell a story or describe real or imaginary people, places, and events 2. To help the reader/viewer learn something; based off of facts 3. To get the reader/viewer to agree with the author’s opinion or to get them to do something that the author wants them to do |

1.To persuade: \_\_\_\_\_\_ 2. To inform: \_\_\_\_\_\_ 3.To entertain: \_\_\_\_\_\_

**Part Two: Correctly label each sentence as being one of the following: to persuade, to inform, or to entertain.**

1. All You Need to Know About Plants! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The World’s Biggest Book of Jokes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Why You Should Travel to New York \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. A Huge Book of Fairy Tales \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. How to Bake Chocolate Chip Cookies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_