



**GRADE - 2nd**

**UNIT - Nonfiction Texts**

**Relevant Essential Question(s)**

*Content-based:*

- How has the author's daily routine changed due to the coronavirus?
- What are some ways the author suggests students cope with the issues brought on by the lockdown?

*Skills-based:*

- Why did the author write this article?
- What does the author explain to readers in this article?

**Focus Standard(s)**

-R.I.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Learning Objective**

SWBAT: Students will be able to identify and explain the author's purpose for writing about a topic by examining key details in the text.

<b>GENERAL GUIDELINE</b>		<b>DIFFERENTIATION</b>
<b>Materials and Resources</b>	News-O-Matic article " <a href="#">Scoob!: Katherine's Review</a> " News-O-Matic article " <a href="#">Kaydri Letter: A 2nd-grader in China shares her story during coronavirus</a> " <a href="#">News-O-Matic Teacher Guide</a>	
<b>Vocabulary</b>	<i>Content-based</i> -Coronavirus: a widespread contagious illness affecting currently affecting millions around the world -Altered: changed or affected -Reassure: to say or do something to remove someone's fears or doubts -Meditate: to think deeply or focus for a period of time in order to	



	become calm <i>Skills-based</i> -purpose: the reason something is done	
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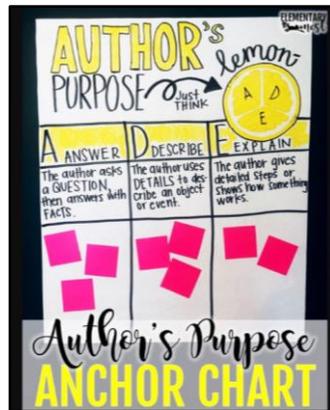
	GENERAL GUIDELINE	DIFFERENTIATION
<b>Do Now</b>	<p>Please answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What are some of the reasons that people write?</li> <li>2. What are some of the reasons we read nonfiction articles?</li> </ol> <p>After students write their responses, they can turn and talk to share with a partner. A minute later, you can call on 3-4 students to share with the entire class.</p> <p><i>Students can share items for reasons people write, such as to tell stories, to use their imagination, to explain information, etc., as well as reasons we read nonfiction, such as to learn information, to get the news, to understand different topics in the real world, etc.</i></p> <p><u>Connection:</u> “Nonfiction articles are a great way to understand the world around us. In a nonfiction piece, the author’s purpose (or reason for writing) is typically to a) answer a question, b) describe an object or event, or c) explain a topic. As strong readers, our job is to be able to understand what our author is saying and why he/she is sharing this information.”</p>	
<b>Mini-Lesson &amp; Guided Practice</b> (with think aloud and exemplar)	<p><u>Introduction/Accessing Prior Knowledge:</u> “In this mini-lesson on author’s purpose, I’m using a movie review by a student named Katherine. I’m sure you’ve all heard of Scooby-Doo, right? Our author saw the movie and wrote a piece to tell you what it was like! As I read through the article, watch how I figure out the</p>	

purpose of Katherine's article: a) answer, b) describe, or c) explain. Once I know that, I'll decide what exactly she wanted to answer, describe, or explain and why she shared this information with her readers."

Mini-Lesson/Think Aloud: Using a Smart Board or screen share, show students the sample article, going step-by-step through your process:

"An author's purpose for writing will be one of three reasons. Think ADE, like lemonADE! Here's how to know which is which:

- a) Answer: author asks a question, then answers with facts
- b) Describe: author uses details to describe an object or event
- c) Explain: author gives detailed steps to show a process or show how something works or happens



*\*Suggestion: Create a classroom anchor chart similar to the one above. Example courtesy of ElementaryNest.com.*

"For the mini-lesson, I'll be using the "[Scoob!: Katherine's Review](#)"

article. To determine the author’s purpose, first I’ll start by making an inference based on the title and subtitle. I see the words ‘review’ and ‘12-year-old’s take,’ meaning it’s her opinion and what she thought about the movie.

**Scoob!: Katherine’s Review**

*Read a 12-year-old’s take on the new Scooby-Doo movie!*

“So far, I’m thinking the author’s purpose might be to Describe what she thought of the movie. Let’s start the article and see.

Grab your Scooby Snacks. Zoinks, this movie is terrific! The storyline is creative and entertaining.

*Scoob!* tells the origin story of the group. That includes how Shaggy (Will Forte) and Scooby-Doo (Frank Welker) met. There’s a montage of the gang solving mysteries. Then, we follow them on their biggest case yet.

The animation is bright. Everywhere you look, there is an “Easter egg.” The streets and stores are named after people associated with

“From the very beginning, the article says the movie is terrific, so I know the author’s purpose can’t be to Answer a question. We know how the movie was right away. She discusses why by mentioning details about the storyline and animation. She’s not telling me how to watch a movie, or how the movie was made; it’s not a step-by-step process, so I know the author’s purpose can’t be to Explain. This leaves me to determine the author’s purpose is to Describe the reasons she liked the movie.



	<p>“OK, now can our class identify the steps I took to find the text structure?”</p> <p>Steps:</p> <ol style="list-style-type: none"><li>1) Preview the text by making an inference on the title and subtitle.</li><li>2) Read the text once, and when finished, ask yourself, “Did the author <u>answer</u> a question, <u>describe</u> an object/event, or <u>explain</u> a process/how something works?”</li><li>3) Now that you’ve made a decision on the purpose, use that lens to read the text again to determine the specific details of what the author a) questioned/answered, b) described, or c) explained.</li></ol> <p><u>Guided Practice:</u> “With a partner, take a moment to find another detail in the article that shows the author’s purpose was to Describe.”</p> <p><i>Give students 3-5 minutes to turn &amp; talk and come up with a response. Circulate to determine who might need additional support, who might be exemplary for a share-out, and any common misconceptions.</i></p>	
<b>Student Practice</b>	<p>Students will read the “<a href="#">Kaydri Letter: A 2nd-grader in China shares her story during coronavirus</a>” article (using the same process as the Teacher Model/Guided Practice above) and complete the handout below:</p> <p><i>*Note: Kaydri Describes her experience, but more importantly, she Explains 3 tips to cope with lockdown.</i></p>	

**Find the Five Ws and How!**

Headline: \_\_\_\_\_  
 Author: \_\_\_\_\_

Who	
What	
When	
Where	
Why	
How	

-If desired, the class could be split into three homogeneous groups. One adult could work with the lowest-level group, while the other could work with the mid-level group and check in with the highest-level group occasionally.

-Or, if a learning specialist is available, he/she could work with the lowest-level group, the teacher with the mid-level group, and an assistant with the highest-level group.

-Alternatively, students can work in heterogeneous pairings or independently.

**Closure**

Students can complete the multiple-choice and discussion questions provided in the [News-O-Matic Teacher Guide](#):

**1** Tips from Kids: Kaydri from Hong Kong

**Discussion:** What tips would you share with other kids around the world about how to get through this time?

1. When someone reassures you, he or she \_\_\_\_\_.

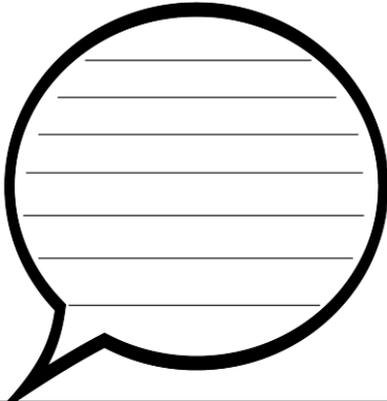
A. teaches you a life skill  
 B. does exercise with you  
 C. shares a story with you  
 D. makes you feel better

2. See the Map. By which ocean is Hong Kong?

A. Atlantic Ocean  
 B. Indian Ocean  
 C. Pacific Ocean  
 D. Arctic Ocean

3. What did Kaydri say is good for her about this experience?

A. She has more time with her parents.  
 B. She doesn't have to go to school.  
 C. She gets to call all her friends.  
 D. She gets to have lots of snacks.



**Assessment**

Exit Ticket: Now that you've read Kaydri's story, what did you determine to be the author's purpose? Provide evidence to prove your choice. *\*See differentiation below*

*High- and medium-level groups*

Circle one:

- a) Answer: author asks a question, then answers with facts
- b) Describe: author uses details to describe an object or event
- c) Explain: author gives detailed steps to show a process or show how something works or happens

Evidence: \_\_\_\_\_

*Low-level group*

Evidence: "Because in this letter, I will tell you how to overcome challenges, and all will be OK!"

Based on the evidence above, select the author's purpose from the multiple-choice options below:

*\*See differentiation notes on the left*



	<p>a) Answer: author asks a question, then answers with facts b) Describe: author uses details to describe an object or event c) Explain: author gives detailed steps to show a process or show how something works or happens</p>	
<b>Homework</b>	<p><u>Optional</u>: Students may choose any one of the remaining News-O-Matic articles and question sets to complete.</p>	<p><i>Student choice of the articles allows for flexibility. Higher-level students may also read multiple remaining articles.</i></p>