

# Persuasive Writing Through Alternative Texts

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## **Section 1: Introduction**

Exploring persuasive writing through alternative texts is an important concept for students to understand. The alternative texts displayed in this unit have real-world implications, and students will be able to apply the skills they acquire during this unit to future careers. Students will learn how to write persuasively. Argumentative writing, a component of persuasive writing, is important to teach. Students should be able to identify, recognize, and share their voice with others. Students should be able to create an argument which can be supported with evidence/reasoning. Through exploration, students will recognize advertisements as a form of persuasive writing (although not traditionally seen as persuasive writing). Students will be able to bring in real-world connections found in their everyday lives which will help them complete the ultimate goal of creating their own advertisements.

## **Section 2: Community, School, and Classroom**

Greeley-Evans School District 6 (WCSD6) currently has twenty-seven district operated schools and six charter schools. Greeley is home to 103,990 residents and families of all socio-economic statuses. 21,938 of these residents are WCSD6 students. It is estimated 65% of students receive free or reduced lunches. Greeley also welcomes refugees from Somalia, Burma, Myanmar, Thailand, and many, many more. They come speaking over seventy-eight different languages, and they bring these languages into our classrooms. Approximately 25% of students in WCSD6 are English Language Learners (ELLs).

WCSD6 employees celebrate the passing of ballot measure 3A, the mill levy override. With plans to improve, the district and community of Greeley works hard to ensure the graduation and success of all students. Here, students are priority number one.

“Embracing Diversity.” Embracing Diversity / District 6 Demographics,  
[www.greeleyschools.org/Page/12700](http://www.greeleyschools.org/Page/12700).

University Schools is a K-12 charter school affiliated with WCSD6. University Elementary School educates a population of 114 students in fourth grade alone. The school provides no bussing to and from school, so guardians are required to have sufficient modes of transportation. Due to the requirement of transportation, the socio-economic status tends to be high than that of other WCSD6 public schools.

There are twenty-three students in room 1326 with Carrie Flores as their fourth-grade teacher. The class is pretty evenly split with twelve boys, eleven girls, one turtle, and three fish. Approximately 57% of students identify as Caucasian and 43% of students identify as a minority. Two students classify as Gifted and Talented. Seven students require response to intervention (RTI), and of those seven students, six were placed on a University Literacy Plan (ULP). As the year progressed and students showed promising progression, they were eligible to be taken off of their ULP.

The classroom is set up to allow flexible seating among the five table clusters. Carrie Flores has provided wobble chairs, scoop chairs, yoga balls, office chairs, and padded kitchen chairs for students to sit. Students are able to sit wherever they choose as long as they are abiding by the flexible seating rules laid out by the classroom. There is a 2:1 Chromebook to student ratio as we share with the class next door.





### **Section 3: Meeting the Colorado Model Content Standards**

The list of standards and objectives below will be met during this unit. All standards align with the Colorado State Department of Education's requirements for fourth-grade students.

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition 1. The recursive writing process is used to create a variety of literary genres for an intended audience

Evidence Outcomes: Students can

- a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)
  - i. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS: W.4.1a)
  - ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition 2. Informational and persuasive texts use the recursive writing process

Evidence Outcomes: Students can

- a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
  - i. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)

- ii. Choose planning strategies to support text structure and intended outcome
- iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast)
- iv. Organize relevant ideas and details to convey a central idea or prove a point
- v. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
- vi. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS: W.4.2c)
- vii. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
- viii. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition 3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

Evidence Outcomes: Students can

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)
- b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
- c. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)
- d. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose
- e. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
  - i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
  - ii. Choose punctuation for effect. (CCSS: L.4.3b)
  - iii. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)
- f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
  - i. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a)
  - ii. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)
  - iii. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c)

- iv. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)
- v. Form and use prepositional phrases. (CCSS: L.4.1e)
- vi. Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing
- vi. Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing
- vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)
- viii. Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)
- g. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
  - i. Use correct capitalization. (CCSS: L.4.2a)
  - ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)
  - iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)
  - iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

Evidence Outcome: Students can

- a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
  - i. Identify a topic and formulate open-ended research questions for further inquiry and learning
  - ii. Present a brief report of the research findings to an audience
- b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. (CCSS: W.4.8)
  - i. Identify relevant sources for locating information
  - iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)

Content Area: Science

Standard: 2. Life Science 3. There is interaction and interdependence between and among living and nonliving components of ecosystems

Evidence Outcome: Students can

- a. Use evidence to develop a scientific explanation on how organisms adapt to their environment (DOK 1-3)
- b. Identify components that make a habitat type unique (DOK1)

- c. Compare and contrast different habitat types (DOK 2)
- d. Create and evaluate models of the flow of nonliving components or resources through an ecosystem (DOK 2-3)
- e. Make a plan to positively impact a local ecosystem (DOK 2-4)
- f. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate endangered habitats (DOK 1-2)

### Lesson Objectives:

#### Lesson 1:

- Fourth grade students, individually, will be able to correctly define all three author's purposes and provide text and non-text examples of each with the use of a graphic organizer ("Easy as PIE") in their Reading Journal with 100% accuracy (by given definitions).
- Fourth grade students, in small heterogeneous groups, will be able to accurately identify author's purpose within text and non-text examples with 100% accuracy in peer collaboration.

#### Lesson 2:

- Fourth grade students, in whole-group and individually, will be able to define persuasive writing and differentiate it from informative and entertaining writing using text examples with 100% accuracy.
- Fourth grade students will be able to individually define all three elements of persuasive writing ("AIE") using prompting and an acronym (Always Include Elephants) with 100% accuracy.
- Fourth grade students, with a partner, will be able to correctly identify/label all three elements of persuasive writing within text and non-text examples with 100% accuracy.

#### Lesson 3:

- Fourth grade students, within whole-group, will be able to provide examples of alternative forms of persuasive writing (e.g. campaign speeches, persuasive letters, commercials, and other advertisements) with prompting and peer collaboration with 80% of students at grade level.
- Fourth grade students, in small heterogeneous groups, will be able to identify specific persuasive writing characteristics and give reasons as to why they are effective characteristics by using mentor texts with 80% of students at grade level.

#### Lesson 4:

- Fourth grade students, within whole-group, will be able to recall all three (3) author's purposes, three (3) elements of persuasive writing, and persuasive writing characteristics with prompting and peer collaboration with 80% of students at grade level.
- Fourth grade students will be able to individually design/create a solution to the driving question with prompting and whole-group discussion as they recall and consider the interactions of nonliving and living components on their requirement sheet with 80% of students at grade level.

Lesson 5:

- Fourth grade students will be able to individually design/create a solution to the driving question with prompting and whole-group discussion as they recall and consider the interactions of nonliving and living components on their requirement sheet with 80% of students at grade level.
- Fourth grade students will, individually, be able to reasonably defend their chosen “audience, issue, and evidence” with previously gathered information with prompting and open-ended questions with 80% of students at grade level.

Lesson 6:

- Fourth grade students will be able to individually design/create a solution to the driving question with prompting and whole-group discussion as they recall and consider the interactions of nonliving and living components on their requirement sheet with 80% of students at grade level.
- Fourth grade students will, individually, be able to reasonably defend their chosen “audience, issue, and evidence” with previously gathered information with prompting and open-ended questions with 80% of students at grade level.

Lesson 7:

- Fourth grade students will, individually, be able to reasonably defend their chosen “audience, issue, and evidence” with previously gathered information with prompting and open-ended questions.
- Fourth grade students will be able to individually present their final projects (four-corner style) and identify the persuasive characteristics of other chosen peers’ projects.

Driving Question: How can we, as engineers, create a suitable and realistic solution for alternative/sustainable farming?

Problem: Farmland is being built upon rapidly by encroaching developers resulting in less viable farmland for crop and animal production.

#### **Section 4: Assessment**

A formal pre-assessment will be given at the start of the unit and used to identify student's prior knowledge of persuasive writing. The data collected from will help to identify and address misconceptions of about persuasive writing. The results will drive unit mini-lessons. This pre-assessment is a compilation of seven questions totaling ten points. The test is composed of true or false, fill in the blank, and multiple-choice questions. The pre-assessment will be followed by student discussion. This exact pre-assessment will also be taken by students at the end of unit to show student progress/growth.

Formative assessment helped to determine the direction in which to take my lessons. Formative assessment was taken by one-on-conferences, informal observations, and analysis of group discussion. The results of the many informal formative assessments indicated if any changes needed to be made in order to ensure the success of all individual learners. Formal assessments also helped to identify any, if at all, student misconceptions. Identifying these misconceptions helped to differentiate lessons to suit individual student needs.

A formal summative assessment will be given at the end of the unit to determine what the students have learned and assess growth. Students will be given a summative assessment which is identical to the pre-assessment. The uniformity in assessments will help to directly identify an average percentage of growth in the classroom. The pre- and post-assessments were based on objectives set in the unit, and the objective set in the unit were based on fourth-grade Colorado State standards. By correctly answering the questions presented on the pre- and post-assessment, students subsequently met the Reading, Writing, and Communicating fourth-grade Colorado State Standards.

#### **Unit Goal:**

This persuasive writing unit is to not only teach the organizational structure and elements of persuasive writing, but to also show the many alternative forms of which persuasive writing can take shape. The goal of this persuasive writing unit is to engage students in investigation/exploration, research, planning, and the presentation of their own alternative persuasive text they have created. These goals are well aligned with the fourth grade Colorado Academic Standards set by the Colorado Department of Education.

Along with exploring different types of persuasive text, students will recall their scientific knowledge of ecosystems and aquaponics. Fourth grade students will also be able to individually design/create a solution to the driving question with prompting and whole-group discussion as they recall and consider the interactions of nonliving and living components. These fourth-grade students will, individually, be able to reasonably defend their chosen "audience, issue, and evidence" with previously gathered information with prompting and open-ended questions. Simultaneously, students will be creating a closed-loop cycle aquaponics environment in a separate science unit. In close relation with this science unit, students will individually design, and present, advertisements (alternative persuasive writing text) to display their creation.

## Lesson Plans:

### Lesson 1 February 13, 2018

<b>Academic Standards (4<sup>th</sup> grade)</b>
<p><u>Content Area:</u> Reading, Writing, and Communicating <u>Standard:</u> 3. Writing and Composition 1. The recursive writing process is used to create a variety of literary genres for an intended audience <u>Evidence Outcomes:</u> Students can</p> <ol style="list-style-type: none"><li>a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)<ol style="list-style-type: none"><li>iii. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS: W.4.1a)</li></ol></li></ol>
<p><u>Content Area:</u> Reading, Writing, and Communicating <u>Standard:</u> 4. Research and Reasoning 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups <u>Evidence Outcome:</u> Students can</p> <ol style="list-style-type: none"><li>a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)<ol style="list-style-type: none"><li>i. Identify a topic and formulate open-ended research questions for further inquiry and learning</li></ol></li></ol>
<b>Specific Objectives to Attain Learning Goals</b>
<p>Fourth grade students, individually, will be able to correctly define all three author's purposes and provide text and non-text examples of each with the use of a graphic organizer ("Easy as PIE") in their Reading Journal with 100% accuracy (by given definitions). Fourth grade students, in small heterogeneous groups, will be able to accurately identify author's purpose within text and non-text examples with 100% accuracy in peer collaboration.</p>
<b>Materials Needed</b>
<ul style="list-style-type: none"><li>• Student reading journals</li><li>• Easy as PIE graphic organizer</li><li>• Author's Purpose PowerPoint</li><li>• Mentor texts (1 persuasive story, 1 informational story, 1 entertaining story), students will be placed in three groups of 6-7 students</li></ul>
<b>Logistics</b>
<ul style="list-style-type: none"><li>• Students will take notes in Reading Journal on a graphic organizer</li><li>• Students will practice applying taught techniques by identifying the author's purpose of three different mentor texts</li></ul>
<b>Motivational Techniques (Engagement Stage)</b>
<ul style="list-style-type: none"><li>• Begin by posing the following questions to students (whole-group): "Who is an author?" and "What does an author do?" Accept and discuss student answers.</li><li>• Identify and address student misconceptions. Answer student questions.</li></ul>

**Procedures for Lesson (Investigation Stage)**

- Project “Author’s Purpose” PowerPoint and go through each slide. Discuss the 3 author’s purposes. Make clear the 3 author’s purposes (persuade, inform, and entertain) can be easily remembered with the acronym PIE. Provide text and non-text examples. Invite students to share their own examples.
- Pass out “Easy as PIE” graphic organizer. Have students cut out the graphic organizer. Fill out each part of the organizer together. Paste into student reading journal. Have students open to the next available page in their reading journal.

**Closure**

- Team Shake – 3 groups of 7 or 8 students
- Have students work in their heterogeneous groups to identify the author’s purpose in three mentor text paragraphs

**Homework/Assignments/Extension Activities**

- Homework – n/a
- Assignments – informal text research
- Extension Activity – identify author’s purpose during DEAR

**Assessment**

**Informal Observation**

<b>Criteria</b>	<b>1 – Demonstrates frequently</b>	<b>2 – Demonstrates most of the time</b>	<b>3 – Demonstrates infrequently</b>
Can recall and define all pieces of the PIE	3 correct	2 correct	0-1 correct
Can identify all pieces of PIE in text examples	6 correct	4-5 correct	0-3 correct
Can identify all pieces of PIE in non-text examples	3 correct	2 correct	0-1 correct

**Adaptations**

- ELLs – all students speak English fluently and there is no concern for language barriers
- SPED – hold to the same accountability as other students, but give access to more work time
- GTs – identify author’s purpose during DEAR, have students keep a running journal of found purposes in text, have students explain why each text fits the piece of the PIE they chose

**Resources**

- Cobb, Erin. Interactive Reading Notebooks: Informational Text, Lesson 4: Author’s Purpose (PIE – 3 Purpose Version) Activity 1. 2003. Imlovinlit.blogspot.com
- Colorado Department of Education – 4<sup>th</sup> Grade Standards – Reading, Writing, and Communicating
- Colorado Department of Education – 4<sup>th</sup> Grade Standards – Life Science
- “Free Grade-Level Student Writing Models.” *K-12 Thoughtful Learning*, k12.thoughtfulllearning.com/resources/studentmodels#Grade 4.

## **Adopting a Pet from the Pound**

Owning a pet from the pound or Animal Rescue League has many advantages. First of all, a child feels good about rescuing an abandoned or abused animal and giving it a whole new life. Besides, if the animals from the pound aren't adopted right away, they might be put to sleep. Having a pet also means lots of responsibilities. A child has to feed, clean up after, brush, and exercise the pet.

Another great advantage of having a pet from the pound is the price of these cute and cuddly animals. Pets from the pound cost a lot less than pets at a fancy pet store, which can cost hundreds of dollars.

Once you adopt a pet from the Animal Rescue League, it will quickly become a part of your family. If you are thinking of adopting a pet, you might consider choosing a dog or a cat. Dogs and cats can bring lots of happy times to a family, and they can be excellent companions for a person who lives alone or someone who has lost a loved one. Dogs are also a wonderful source of protection. Cats are funny, and they may help to calm people down when they are sad or mad.

Please consider adopting an animal. If you remember all of the advantages of adopting a pet from the pound, you might find the bird, mouse, hamster, dog, or cat of your choice.

## The Haunted House

Have you ever been trick-or-treating when you came upon an old house and wanted to explore it? Well, I'll tell you a story about five kids, Jake, Zach, John, Bob, and Sean, who did it.

They were trick-or-treating in their neighborhood, going door-to-door, when they came upon an old house. "Let's go in," Sean said. Everybody said they would. They started up the walk. The grass was overgrown, and there were a couple of broken windows. They got to the door, and it opened by itself. They went inside. They had flashlights with them, so they turned them on. The house was covered in cobwebs.

They saw a sign that said, "Beware," and it was pointing up to the second floor. They decided to go upstairs. When they got there, they saw a hallway with three rooms. One room had an old bed and a dresser. The second room was a bathroom. The third room was a sitting room.

When they entered the third room, someone said, "Hello." All the boys screamed and ran downstairs. When they were at the door, the voice said, "Don't you guys want some candy?" They turned around and saw a man with candy standing in the hallway.

They ran as fast as they could to Bob's house. When they got there, they described the man to Bob's mom. She said, "That sounds like Mr. Craig. He lived there when I was a kid, but he died 30 years ago."

## Cheetahs

You should never race a cheetah. Do you know why? Because you'll always lose. That's because cheetahs are very fast runners. They can run up to 75 miles per hour.

The cheetah gets its food by running. But sometimes the lion takes over and grabs the food. That's mean!

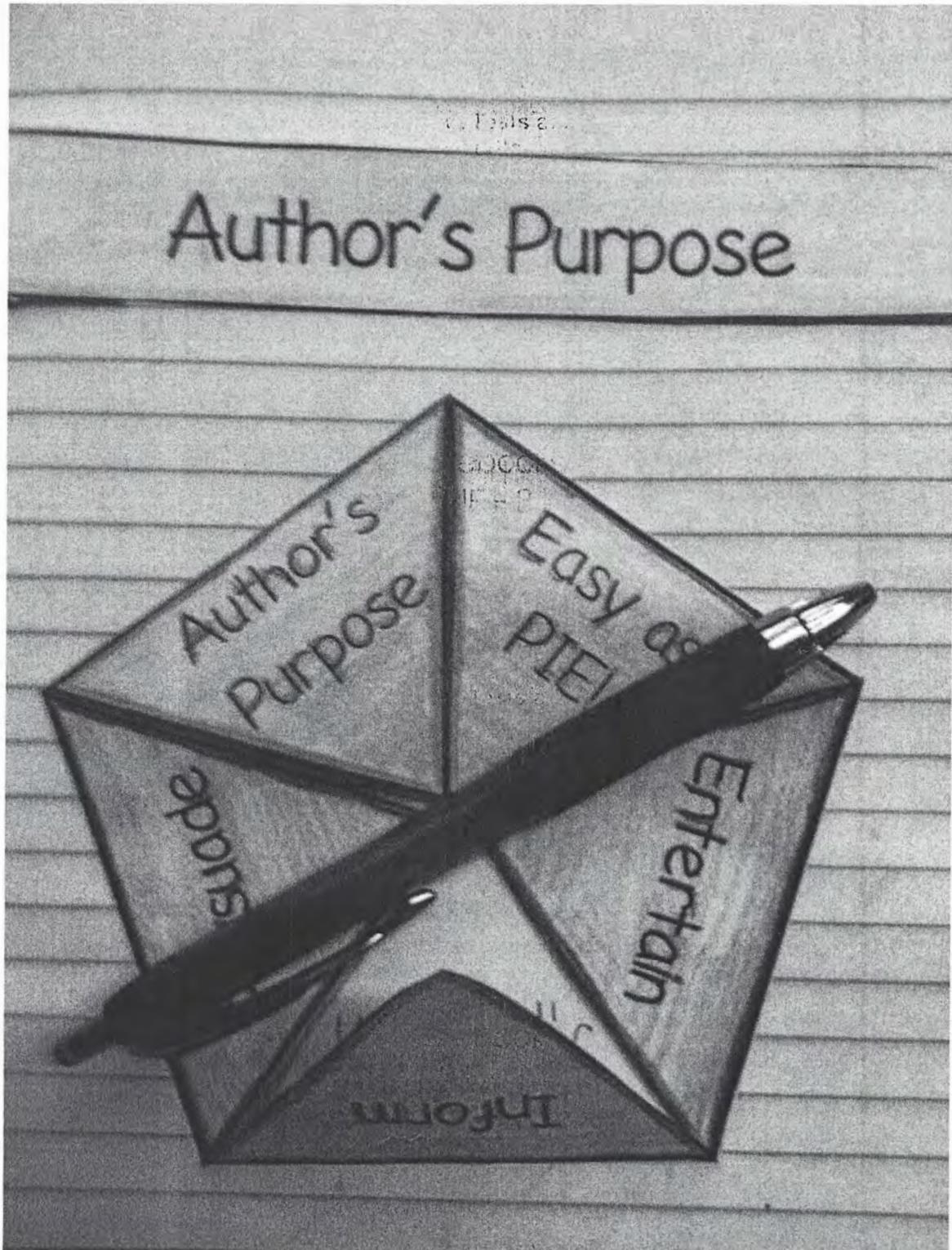
Cheetahs are carnivores. That means they eat meat. Their prey are gazelles and rodents. The cheetah lives and finds food in Africa.

The cheetah and the lion eat each other. If the cheetah is weaker, the lion eats the cheetah, and it's the same with the other.

The cheetah has up to three to five babies. The cheetah has larger litters than other cats, but on average only two cubs live into adulthood.

Cheetahs are amazing. I hope you like cheetahs. I know I do!

Interactive Reading Notebooks: Informational Text  
Lesson 4: Author's Purpose (PIE - 3 Purpose Version) Activity I



# Interactive Reading Notebooks: Informational Text

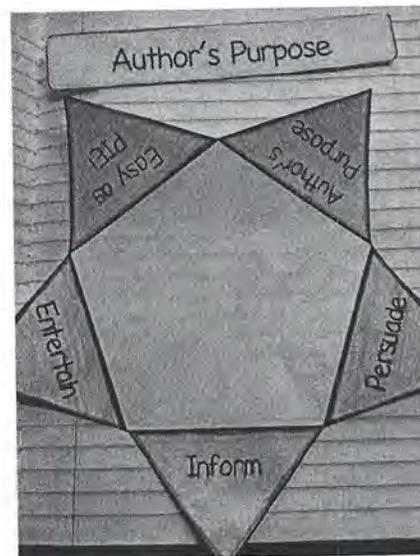
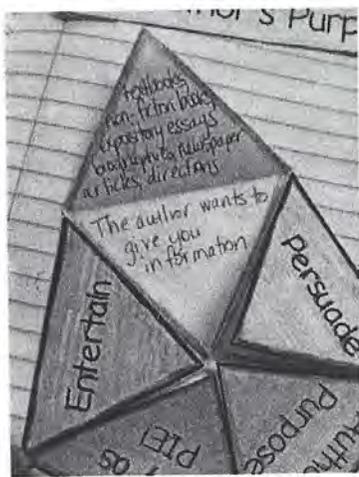
## Lesson 4: Author's Purpose (PIE - 3 Purpose Version) Activity I

**purpose:** Define the three author's purposes and identify the author's purpose in a text using the 3-purpose system: persuade, inform, entertain.

**Technology/Resources:** all included

### How-To:

1. Cut out foldable along the entire perimeter.
2. Label each tab (if using the blank version) with the words facing out. I like to color code each structure to help student memory, so if you plan to add color, now is the best time.

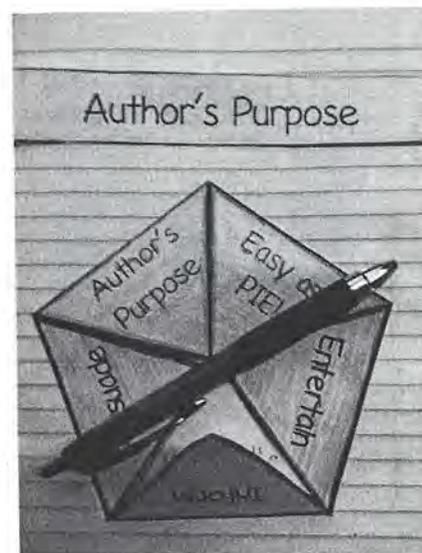


3. With the writing facing down, fold in each triangle tab toward the middle of the pentagon.

4. Here, I like to have the students color-code the inside by tracing around it with the color used on the outside.

5. Lift one tab at a time and write the definition for each structure onto the open section of the pentagon. On the back of the triangle tab, write the examples for purpose. Use the "Notes for Writing Inside Foldables" chart for the information.

6. If you are going to glue the foldable into your interactive notebook, do this last.



Interactive Reading Notebooks: Informational Text  
Lesson 4: Author's Purpose (PIE - 3 Purpose Version) Activity I

Notes for Writing Inside Foldable:

Purpose	Definition	Examples
Persuade	the author wants you to do, buy, or believe something	advertisements, persuasive letters, opinions, campaign speeches
Inform	the author wants to give you information	textbooks, non-fiction books, expository essays, biographies, newspaper articles, directions
Entertain	the author wants to amuse you or for you to enjoy the writing	fiction stories, poems, songs, plays, jokes, narratives

# AUTHOR'S PURPOSE

**What is the author's purpose?**

It was July 23, 1969, and Neil Armstrong awoke with a start. It was the day he would become the first human being to ever walk on the moon. The journey had begun several days earlier, when on July 16th, the Apollo 11 launched from Earth headed into outer space. On board with Neil Armstrong were Michael Collins and Buzz Aldrin. The crew landed on the moon in the Sea of Tranquility, a barren flood plain, on July 20, 1969. The moonwalk took place the following day. On July 21, 1969, at precisely 10:56 EDT, Commander Neil Armstrong emerged from the Lunar Module and took his famous first step onto the moon's surface. He declared, "That's one small step for man, one giant leap for mankind." It sure was!

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**What is the author's purpose?**

On July 16, 1969, the Apollo 11 spacecraft launched from the Kennedy Space Center in Florida. Its mission was to go where no human being had gone before—the moon! The crew consisted of Neil Armstrong, Michael Collins, and Buzz Aldrin. The spacecraft landed on the moon in the Sea of Tranquility, a barren flood plain, on July 20, 1969. The moonwalk took place the following day. On July 21, 1969, at precisely 10:56 EDT, Commander Neil Armstrong emerged from the Lunar Module and took his famous first step onto the moon's surface. He declared, "That's one small step for man, one giant leap for mankind." It was a monumental moment in human history!

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**What is the author's purpose?**

The school fair is right around the corner, and tickets have just gone on sale. We are selling a limited number of tickets at a discount, so move fast and get yours while they are still available. This is going to be an event you will not want to miss! First off, the school fair is a great value when compared with other forms of entertainment. Also, your ticket purchase will help our school, and when you help the school, it helps the entire community. But that's not all! Every ticket you purchase enters you in a drawing to win fabulous prizes. And don't forget, you will have mountains of fun because there are acres and acres of great rides, fun games, and entertaining attractions! Spend time with your family and friends at our school fair. Buy your tickets now!

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**What is the author's purpose?**

Last year was the first time I had ever been the new kid at school. For the first four days, I was completely alone. I don't think I even spoke to a single person. Finally, at lunch on the fifth day, Karen Watson walked past her usual table and sat down right next to me. Even though I was new, I had already figured out who Karen Watson was. She was popular. Pretty soon, all of Karen's friends were sitting there right next to me. I never became great friends with Karen, but after lunch that day, it seemed like all sorts of people were happy to be my friend. You cannot imagine me that Karen did not know what she was doing. I have a great respect for her, and I learned a great deal about what it means to be a true leader.

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**What is the author's purpose?**

Nutrition Facts/Datos de Nutrición	
Serving Size: 1 cup (240 mL)	
Amount Per Serving	
<b>Total Calories</b>	<b>230</b>
<b>% Daily Value*</b>	
<b>Total Fat</b> 12g	24%
<b>Total Sugar</b> 10g	20%
<b>Total Protein</b> 5g	10%
<b>Total Fiber</b> 3g	6%
<b>Total Fat</b> 12g	24%
<b>Total Sugar</b> 10g	20%
<b>Total Protein</b> 5g	10%
<b>Total Fiber</b> 3g	6%

\*Percent Daily Values are based on a diet of other people's secrets.

**What is the author's purpose?**

**The Little Pig Pet Shop**

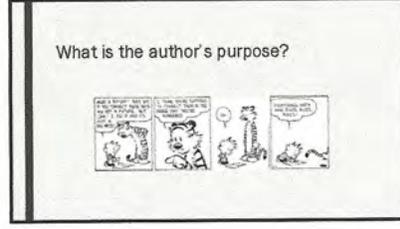
These cute little pigs can fit in a tin can!

Our pigs make the perfect pet.

They're cute, they're smart, they're easy to care for.

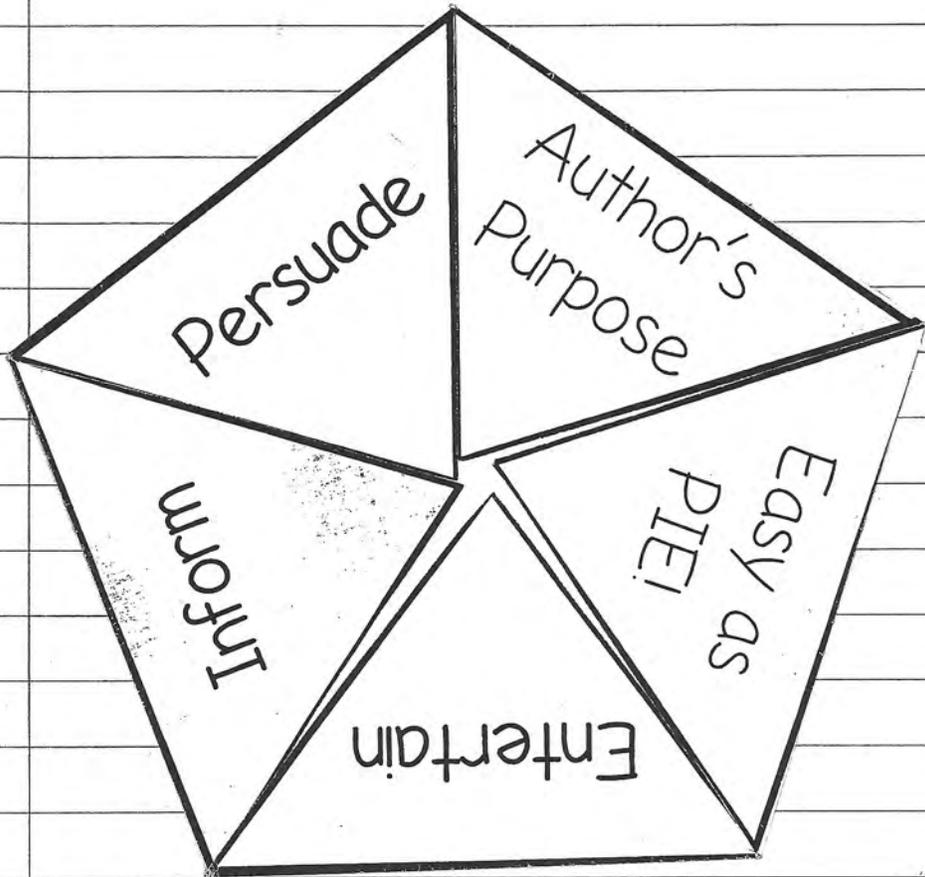
At Little Pig Pet Shop, we have the perfect pig for you. Choose from a variety of breeds, colors, and sizes. All our pigs are healthy, happy, and ready to love you.

**Come find your new best friend today!**





# Author's Purpose



Aut

urpose

- persuasive letters
- speeches
- campaign
- advertisement

the Author wants you  
to do, buy, or believe  
something

- textbook
- nonfiction text
- biographies
- timeline
- glossary

the author wants to  
give you information

the author wants to  
inform you or for you  
to enjoy the writing

- people
- places
- things
- events
- ideas
- feelings
- problems
- solutions
- characters
- settings
- plot
- theme
- style
- tone
- mood
- point of view
- voice
- figurative language
- symbolism
- irony
- foreshadowing
- flashback
- flashforward
- parallelism
- repetition
- alliteration
- onomatopoeia
- personification
- simile
- metaphor
- hyperbole
- understatement
- oxymoron
- paradox
- irony
- sarcasm
- euphemism
- idiom
- cliché
- simile
- metaphor
- personification
- alliteration
- onomatopoeia
- personification
- simile
- metaphor
- hyperbole
- understatement
- oxymoron
- paradox
- irony
- sarcasm
- euphemism
- idiom
- cliché

lll

# Author's Purpose

Persuasive  
 letter  
 Speeches  
 Campaign posters  
 Advertisements

- to persuade is  
 when the author  
 wants you to do,  
 buy, or believe  
 something

to  
 wants  
 to  
 inform  
 you

+ textbook text  
 newspapers  
 magazines  
 cookbooks  
 + timetables

The Author  
 writes for  
 you

The Author wants  
 to Amuse you or for  
 you to enjoy the  
 writing

- Plays
- poem
- Folklore
- Jokes
- Fiction
- Songs
- Graphic novels

# Author's purpose

Don't  
for tell  
Jocks  
since Pichan  
songs graphic  
naval  
plays, Art  
the Alter wants  
to cmus or you  
inter tan  
of bor you  
to bor you  
the in by  
boos

dogal  
textbooks  
nm p. X'shan  
text + dishment  
biogery  
book the Alter wants  
to give you info

When the  
wants the  
Alter  
before you to do,  
something  
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4RSAS is  
speecher  
campaign,  
speeches,  
event, posters  
stent

Room  
Folk  
SUNNY KNOWLES

THE KILLER IN YOU  
you're

WHY  
GIVE  
- MAX YOU WANTS TO  
- INFORMATION

textbook  
text  
text  
text

Adm Posters  
letter  
Passive  
you to do  
the  
Author  
believe  
nothing

# Author's Purpose

Persuasive  
letter, ve  
Persuasive speech  
campaign posters,  
ad

textbook  
nonfiction  
text, biography

the author wants  
stupid information.

the author wants  
you to do, buy, or  
believe something

**Lesson 2 February 14, 2018**

**Academic Standards (4<sup>th</sup> grade)**

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition 1. The recursive writing process is used to create a variety of literary genres for an intended audience

Evidence Outcomes: Students can

- b. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)
  - iv. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS: W.4.1a)
  - v. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition 2. Informational and persuasive texts use the recursive writing process

Evidence Outcomes: Students can

- a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

Evidence Outcome: Students can

- a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
  - i. Identify a topic and formulate open-ended research questions for further inquiry and learning

**Specific Objectives to Attain Learning Goals**

Fourth grade students, in whole-group and individually, will be able to define persuasive writing and differentiate it from informative and entertaining writing using text examples with 100% accuracy.

Fourth grade students will be able to individually define all three elements of persuasive writing ("AIE") using prompting and an acronym (Always Include Elephants) with 100% accuracy.

Fourth grade students, with a partner, will be able to correctly identify/label all three elements of persuasive writing within text and non-text examples.

**Materials Needed**

- Persuasive Writing PowerPoint
- 23 copies of "A Western Colony" by Nathan Meeker
- 23 copies of "Persuasive Writing Pre-assessment"

### Logistics

- Students will take the persuasive unit pre-assessment
- Students will take notes in reading journal (identifying and defining the three elements of persuasive writing)
- Students will apply learned techniques to a persuasive newspaper article

### Motivational Techniques (Engagement Stage)

- Formal Pre-assessment: have students complete the persuasive writing pre-assessment independently

### Procedures for Lesson (Investigation Stage)

- Project “Persuasive Writing” PowerPoint. Accept and discuss student answers.
- Identify and address student misconceptions. Answer student questions.
- In whole-group, create an acronym to help students remember the three elements of persuasive writing (Audience, Issue, and Evidence)
- Pass out the mentor text, “A Western Colony” written by Nathan Meeker. Have students identify the audience, issue, and evidence (with different colors of marker, pen, or colored pencil). Students may work independently or in groups of no more than 2 to complete the assignment.

### Closure

- Reconvene as whole-class. Share identified elements of persuasive writing. Identify and correct any student misconceptions. Answer student questions.

### Homework/Assignments/Extension Activities

- Homework – n/a
- Assignment – “A Western Colony” by Nathan Meeker
- Extension Activities – identify the three elements of persuasive writing in advertisements at home

### Assessment

#### Formal Assessment

<b>Criteria</b>	<b>1 – Demonstrates frequently</b>	<b>2 – Demonstrates most of the time</b>	<b>3 – Demonstrates infrequently</b>
Percentage Correct (_/10)	100% correct	70% - 90% correct	0% - 60% correct

### Adaptations

- ELLs – all students speak English fluently and there is no concern for language barriers
- SPED – while students read independently, read to student #11, as she answers questions, ask her to justify why she chose the answers she chose
- GTs – identify the three elements of persuasive writing in advertisements at home, have them bring examples from home

### Resources

- Colorado Department of Education – 4<sup>th</sup> Grade Standards – Reading, Writing, and Communicating
- Colorado Department of Education – 4<sup>th</sup> Grade Standards – Life Science
- Meeker, Nathan Cook. “A Western Colony.” New York Daily Tribune, 4 Dec. 1869.

New-York Daily Tribune

A Western Colony

By Nathan Cook Meeker

I propose to unite with proper persons in the establishment of a colony in Colorado Territory.

A location which I have seen is well watered with streams and springs, there are beautiful pine groves, the soil is rich, the climate is healthful, grass will keep the stock year-round, coal and stone are plentiful, and a well-traveled road runs through the property. The land is either subject to entry under the homestead law, or it has not yet been brought into market, but it can be settled upon without other cost than \$18 for 160 acres. In addition, the Rocky Mountains scenery is the grandest and most enchanting in America. I have never seen a place which presents so many advantages and opportunities.

# New-York T

Saturday, December 4, 1869

## A Western Colony

I propose to unite with proper persons in the establishment of a colony in Colorado Territory.

A location which I have seen is well watered with streams and springs, there are beautiful pine groves, the soil is rich, the climate is healthful, grass will keep the stock year-round, coal and stone are plentiful, and a well-traveled road runs through the property. The land is either subject to

entry under the homestead law, or it has not yet been brought into market, but it can be settled upon without other cost than \$18 for 160 acres. In addition, the Rocky Mountains scenery is the grandest and most enchanting in America. I have never seen a place which presents so many advantages and opportunities.

-Nathan Cook Meeker

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

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

Student Number: \_\_\_\_\_

### Persuasive Writing Pre-Assessment

**1. Circle the best sentence to show persuasive writing**

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

**2. Persuasive writing should tell a story**

- a. True
- b. False

**3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence**

- a. True
- b. False

**4. Match the word to the phrase**

\_\_\_\_\_ Famous person or celebrity

\_\_\_\_\_ Colorful flyers and eye-catching commercials

\_\_\_\_\_ Special sales, promotions, and offers

a. Bright ways to attract people to your product

b. Using monetary enticement to draw in customers

c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

- a. True
- b. False

6. Two (2) examples of alternative persuasive writing are

- a. \_\_\_\_\_
- b. \_\_\_\_\_

7. What are some things advertisers do to promote their product?

- a. Raise the price of their product
- b. Display boring, uninteresting ads
- c. Release catchy commercials, colorful ads, and sales

# PERSUASIVE WRITING

### Author's Purpose - PIE

- P - persuade
- I - inform
- E - entertain



### Author's Purpose - Persuade

**Persuade**

The author wants you to do, buy, or believe something.

Campaign speeches	Commercials	Persuasive letters

Why is persuasive writing important?

### 3 Elements of Persuasive Writing

- 1. Audience**
  - The person or people you are trying to convince of something
- 2. Issue**
  - The topic you are writing about
- 3. Evidence**
  - The reasons you are using to frame your argument
  - Need at least three (3) supporting details/evidence

Find the Audience, Issue, and Evidence

### Find the Audience, Issue, and Evidence

- Audience - **Red**
- Issue - **Green**
- Evidence - **Blue**



# New-York T

Saturday, December 4, 1869

## A Western Colony

I propose to unite with proper persons in the establishment of a colony in Colorado Territory.

A location which I have seen is well watered with streams and springs, there are beautiful pine groves, the soil is rich, the climate is healthful, grass will keep the stock year-round, coal and stone are plentiful, and a well-traveled road runs through the property. The land is either subject to

entry under the homestead law, or it has not yet been brought into market, but it can be settled upon without other cost than \$18 for 160 acres. In addition, the Rocky Mountains scenery is the grandest and most enchanting in America. I have never seen a place which presents so many advantages and opportunities.

-Nathan Cook Meeker

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Name: [Redacted]

Date: Feb. 14, 2018

Student Number: #9

**Persuasive Writing Pre-Assessment**

**1. Circle the best sentence to show persuasive writing**

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

**2. Persuasive writing should tell a story**

- a. True
- b. False

**3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence**

- a. True
- b. False

**4. Match the word to the phrase**

c. Famous person or celebrity

b.  Colorful flyers and eye-catching commercials

a.  Special sales, promotions, and offers

a. Bright ways to attract people to your product

b. Using monetary enticement to draw in customers

c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

a. Persuasive letters

b. Campaign speeches

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

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

Date: 2/14/18

Student Number: # 10

**Persuasive Writing Pre-Assessment**

1. Circle the best sentence to show persuasive writing

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

2. Persuasive writing should tell a story

- a. True
- b. False

3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence

- a. True
- b. False

4. Match the word to the phrase

<u>A</u> Famous person or celebrity	a. Bright ways to attract people to your product
<u>C</u> Colorful flyers and eye-catching commercials	b. Using monetary enticement to draw in customers
<u>B</u> Special sales, promotions, and offers	c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

✓ a. You should buy a phone

✓ b. You should go to Paris.

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

4 / 10

Name: [REDACTED]

Date: 2/14/18

Student Number: 23

### Persuasive Writing Pre-Assessment

1. Circle the best sentence to show persuasive writing

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

2. Persuasive writing should tell a story

- a. True
- b. False

3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence

- a. True
- b. False

4. Match the word to the phrase

A Famous person or celebrity

C Colorful flyers and eye-catching commercials

b Special sales, promotions, and offers

a. Bright ways to attract people to your product

b. Using monetary enticement to draw in customers

c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

✓ a. You read this now

✓ b. 99¢ this now

7. What are some things advertisers do to promote their product?

✓ a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

**Lesson 3 February 15, 2018****Academic Standards (4th grade)**

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition 1. The recursive writing process is used to create a variety of literary genres for an intended audience

Evidence Outcomes: Students can

- c. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)
  - vi. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS: W.4.1a)
  - vii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

Evidence Outcome: Students can

- a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
  - i. Identify a topic and formulate open-ended research questions for further inquiry and learning
- b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. (CCSS: W.4.8)
  - i. Identify relevant sources for locating information
  - iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)

**Specific Objectives to Attain Learning Goals**

- Fourth grade students, within whole-group, will be able to provide examples of alternative forms of persuasive writing (e.g. campaign speeches, persuasive letters, commercials, and other advertisements) with prompting and peer collaboration.
- Fourth grade students, in small heterogeneous groups, will be able to identify specific persuasive writing characteristics and give reasons as to why they are effective characteristics by using mentor texts.

**Materials Needed**

- Variety of alternative persuasive mentor texts (e.g. commercials, newspaper advertisements, brochures, resumes, etc.)
- Blank lined paper (for student notes)
- Blank lined paper (for teacher notes)
- Large poster board (for anchor chart)

**Logistics**

- Students will explore a variety of mentor texts (whole-group and small-group)
- Students will identify persuasive writing characteristics in non-traditional persuasive text
- Identified characteristics will be compiled onto an anchor chart created by the teacher

Motivational Techniques (Engagement Stage)			
<ul style="list-style-type: none"> <li>• Display a variety of commercials. Discuss characteristics whole-group. Identify student misconceptions and answer student questions.</li> <li>• Prompt whole-group discussion by asking the question: “How does this commercial persuade you to buy their product?” “How does this commercial persuade you to <u>(action)?</u>”</li> <li>• Identify the audience, issue, and evidence in each commercial.</li> </ul>			
Procedures for Lesson (Investigation Stage)			
<ul style="list-style-type: none"> <li>• Arrange students in three (3) homogeneous groups of seven (7) to eight (8) students with Team Shake</li> <li>• Distribute the variety of alternative persuasive mentor texts to each group</li> <li>• Allow guided exploration of mentor texts. Remind students to take note of characteristics which stand out to them</li> <li>• Instruct students to switch mentor texts with another group after they feel they have exhausted their current ones</li> <li>• Engage in small-group discussion by asking prompting questions: “How does this <u>(mentor text)</u> persuade you to buy their product?” “How does this <u>(mentor text)</u> persuade you to <u>(action)?</u>”</li> <li>• Identify the audience, issue, and evidence different mentor texts. Identify misconceptions. Answer student questions.</li> </ul>			
Closure			
<ul style="list-style-type: none"> <li>• Reconvene as a whole-group. Have students share characteristics they saw most frequently. Have students share which characteristics caught their eye. Have students share which advertisements were the <i>most</i> persuasive. Why?</li> <li>• As students share answers, compile a list to be referenced when making an anchor chart.</li> <li>• Make an anchor chart titled “Persuasive Characteristics”</li> </ul>			
Homework/Assignments/Extension Activities			
Homework – n/a			
Assignments – compile a list of persuasive writing characteristics in alternative texts			
Extension Activities – identify characteristics of persuasion in alternative texts either seen at home or elsewhere in the classroom			
Assessment			
Formally Observed (on student notes)			
Criteria	1 – Demonstrates frequently	2 – Demonstrates most of the time	3 – Demonstrates infrequently
Student compiled list of persuasive characteristics in alternative texts	At least three (3) characteristics identified for each piece of alternative text. Well-thought out identifiers relating to text. Little to no peer assistance.	One (1) to two (2) characteristics identified for each piece of alternative text. Identifiers somewhat related to text. Relied on peer assistance infrequently.	Zero (0) to one (1) characteristics identified for each piece of alternative text. Identifiers unrelated to text. Heavily dependent on peer assistance.

**Adaptations**

ELLs – all students speak English fluently and there is no concern for language barriers  
SPED – accept verbal, instead of written, list of persuasive characteristics in alternative texts  
GTs – In addition to identifying persuasive characteristics, GTs will explain why they are persuasive (ethos, pathos, or logos)

**Resources**

- Colorado Department of Education – 4<sup>th</sup> Grade Standards – Reading, Writing, and Communicating
- Colorado Department of Education – 4<sup>th</sup> Grade Standards – Life Science
- Mentor Text Resources: Garcia, Logan. “Noteworthy Commercials.” *Logan Garcia*, Logan Garcia, [www.logan.xyz/noteworthy-commercials/](http://www.logan.xyz/noteworthy-commercials/).

## Persuasive Writing Characteristics

- ✓ • Bright colors
  - ↳ catch your eye
- ✓ • famous people
- ✓ • catchy songs
- ✓ • Evidence!
- ✓ • Information
- ✓ • deals / sales / promotions
- ✓ • pictures
  - ↳ more fun
- ✓ • logos
  - ↳ catch phrases
  - ↳ mottoes
  - ↳ slogans
- ✓ • ratings
  - ↳ review
  - ↳ testimonial
- ✓ • Bright and bold letters
- ✓ • celebrities / famous people
- ✓ • humor
- ✓ • including partnering business
- ✓ • popular trends

**Lesson 4 March 20, 2018****Academic Standards (4<sup>th</sup> grade)**

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

Evidence Outcome: Students can

- a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
  - i. Identify a topic and formulate open-ended research questions for further inquiry and learning
  - ii. Present a brief report of the research findings to an audience
- b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. (CCSS: W.4.8)
  - i. Identify relevant sources for locating information
  - iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)

Content Area: Science

Standard: 2. Life Science 3. There is interaction and interdependence between and among living and nonliving components of ecosystems

Evidence Outcome: Students can

- a. Use evidence to develop a scientific explanation on how organisms adapt to their environment (DOK 1-3)
- b. Identify components that make a habitat type unique (DOK1)
- c. Compare and contrast different habitat types (DOK 2)
- d. Create and evaluate models of the flow of nonliving components or resources through an ecosystem (DOK 2-3)
- e. Make a plan to positively impact a local ecosystem (DOK 2-4)
- f. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate endangered habitats (DOK 1-2)

**Specific Objectives to Attain Learning Goals**

- Fourth grade students, within whole-group, will be able to recall all three (3) author's purposes, three (3) elements of persuasive writing, and persuasive writing characteristics with prompting and peer collaboration.
- Fourth grade students will be able to individually design/create a solution to the driving question with prompting and whole-group discussion as they recall and consider the interactions of nonliving and living components.

Driving Question: How can we, as engineers, create a suitable and realistic solution for alternative/sustainable farming?

Problem: Farmland is being built upon rapidly by encroaching developers resulting in less viable farmland for crop and animal production.

<b>Materials Needed</b>			
<ul style="list-style-type: none"> <li>Persuasive Writing Characteristics anchor chart</li> <li>23 copies of persuasive writing graphic organizer/outline</li> </ul>			
<b>Logistics</b>			
<ul style="list-style-type: none"> <li>Students will be reminded of the enticing/persuasive characteristics displayed in alternative persuasive texts</li> <li>Students will begin to draft the beginning of their advertisement</li> </ul>			
<b>Motivational Techniques (Engagement Stage)</b>			
<ul style="list-style-type: none"> <li>Review of persuasive characteristics and elements of persuasive writing</li> <li>Introduction of Persuasive Writing Characteristics anchor chart</li> </ul>			
<b>Procedures for Lesson (Investigation Stage)</b>			
<ul style="list-style-type: none"> <li>Introduce graphic organizer/outline</li> <li>Introduce expectations (aligned in rubric)</li> <li>Display final project example</li> <li>Allow for students to work (independently or with peers) to identify their audience, issue, and evidence. Have students work on their persuasive writing graphic organizer/outline</li> </ul>			
<b>Closure</b>			
<ul style="list-style-type: none"> <li>Whole-group share/discussion</li> <li>Answer student questions</li> </ul>			
<b>Homework/Assignments/Extension Activities</b>			
Homework – n/a			
Assignment – persuasive writing graphic organizer/outline			
Extension Activities – ecosystems and aquaponics			
<b>Assessment</b>			
<b>Formally Observed (on student notes)</b>			
<b>Criteria</b>	<b>1 – Demonstrates frequently</b>	<b>2 – Demonstrates most of the time</b>	<b>3 – Demonstrates infrequently</b>
Student persuasive graphic organizer/outline	AIEs identified. Well-thought out AIE relating to project. Little to no peer assistance.	One (1) to two (2) AIEs identified. AIEs somewhat related to project. Relied on peer assistance infrequently.	Zero (0) to one (1) AIEs identified. AIEs unrelated to project. Heavily dependent on peer assistance.
<b>Adaptations</b>			
ELLs – all students speak English fluently and there is no concern for language barriers			
SPED – find frequently used words and create a word bank (for ease of spelling)			
GTs – different expectations for different learning levels			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>Colorado Department of Education – 4<sup>th</sup> Grade Standards – Reading, Writing, and Communicating</li> <li>Colorado Department of Education – 4<sup>th</sup> Grade Standards – Life Science</li> </ul>			

# Alternative Persuasive Writing Requirements

**Please pick one (1) of the following:**

- Poster
- Brochure
- Commercial

**Who is your audience?**

---

**What is the issue (or topic)?**

---

**Evidence:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Persuasive Writing Characteristics**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Persuasive Writing Characteristics

## Important Details

- Evidence (x3)
- Information



## Catch your Audience's Eye

- Bright colors
- Pictures
  - Logos
- Big and bold letters
  - Catch phrase/hook
  - Mottos
  - Slogans



## Give Them an Offer They Can't Refuse

- Deals
- Sales
- Promotions
- Include a partnering business



## Today's Hits

- Famous people/celebrities
- Popular trends
- Catchy song



## Credibility

- Ratings
- Reviews
- Testimonials (recommendations or endorsements)



## Humor

- Jokes



# Alternative Persuasive Writing Requirements

Please pick one (1) of the following:

- Poster
- Brochure
- Commercial

Who is your audience?

Mayer of + Greenly

What is the issue (or topic)?

To make more gardens in schools.

Evidence:

1. Kids take care of the farm.
2. Make more space for farms.
3. building gardens in houses.

Persuasive Writing Characteristics

1. informative
2. bright colors
3. sales

# Alternative Persuasive Writing Requirements

Please pick one (1) of the following:

- Poster
- Brochure
- Commercial

Who is your audience?

Donald Trump

What is the issue (or topic)?

back of houses  
making gardens in the

Evidence:

1. It would produce more food.
2. you would have more fresh stuff.
3. It would have more compost.

Persuasive Writing Characteristics

1. Evidence
2. logos
3. Pictures

# Alternative Persuasive Writing Requirements

Please pick one (1) of the following:



Poster



Brochure



Commercial

Who is your audience?

The people of Colorado,

What is the issue (or topic)?

Making gardens on top of houses.

Evidence:

1. It would save land.

2. There would be a lot of them.

3. If you build a garden on top of your house you will have food for your family.

Persuasive Writing Characteristics

1. Including your topic or main idea.

2. Bright and big letters.

3. Famous celebrities.

# Alternative Persuasive Writing Requirements

Please pick one (1) of the following:

- Poster
- Brochure
- Commercial



Who is your audience?

John Hickenlooper

What is the issue (or topic)?

We can build community gardens  
and everyone can have their own section.

Evidence:

1. Everybody can grow and sell their own food.
2. Farmers don't have to grow all the food themselves.
3. We can help the community by donating food.

Persuasive Writing Characteristics

1. ~~Catch Phrase~~ Logo
2. Bright Colors
3. Evidence



~~Write In~~

## Alternative Persuasive Writing Requirements

Please pick one (1) of the following:

- Poster
- Brochure
- Commercial

Who is your audience?

Governor: John Hickenlooper

What is the issue (or topic)?

Make more biodomes + farms

Evidence:

1. makes more food
2. Smaller land space
3. Does not take much water just mist
4. The food is way cheaper and way better
5. Remember biodomes take less space and produce more food and take less water

Persuasive Writing Characteristics

1. The Duck song biodome edition
2. Do you have a lot of ~~of~~ your farm, then can I have it go on?
3. I am going to use neon colors

## Lesson 5 March 21, 2018

### Academic Standards (4<sup>th</sup> grade)

#### Evidence Outcome: Students can

- a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
  - i. Identify a topic and formulate open-ended research questions for further inquiry and learning
  - ii. Present a brief report of the research findings to an audience
- b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. (CCSS: W.4.8)
  - i. Identify relevant sources for locating information
  - iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)

#### Content Area: Science

Standard: 2. Life Science 3. There is interaction and interdependence between and among living and nonliving components of ecosystems

#### Evidence Outcome: Students can

- a. Use evidence to develop a scientific explanation on how organisms adapt to their environment (DOK 1-3)
- b. Identify components that make a habitat type unique (DOK1)
- c. Compare and contrast different habitat types (DOK 2)
- d. Create and evaluate models of the flow of nonliving components or resources through an ecosystem (DOK 2-3)
- e. Make a plan to positively impact a local ecosystem (DOK 2-4)
- f. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate endangered habitats (DOK 1-2)

### Specific Objectives to Attain Learning Goals

- Fourth grade students will be able to individually design/create a solution to the driving question with prompting and whole-group discussion as they recall and consider the interactions of nonliving and living components.
- Fourth grade students will, individually, be able to reasonably defend their chosen “audience, issue, and evidence” with previously gathered information with prompting and open-ended questions.

Driving Question: How can we, as engineers, create a suitable and realistic solution for alternative/sustainable farming?

Problem: Farmland is being built upon rapidly by encroaching developers resulting in less viable farmland for crop and animal production.

### Materials Needed

- Persuasive Writing Characteristics anchor chart
- Student persuasive writing graphic organizer/outline
- Draft paper

<b>Logistics</b>			
<ul style="list-style-type: none"> <li>• Review of project requirements (aligned with rubric)</li> <li>• Introduction of Persuasive Writing Characteristics anchor chart</li> </ul>			
<b>Motivational Techniques (Engagement Stage)</b>			
<ul style="list-style-type: none"> <li>• Mini-lesson (dependent upon observed student needs)</li> </ul>			
<b>Procedures for Lesson (Investigation Stage)</b>			
<ul style="list-style-type: none"> <li>• Have students continue to work on their persuasive writing graphic organizer/outline</li> <li>• When students feel they have completed their persuasive writing graphic organizer/outline, they may begin to sketch a draft of their advertisements</li> <li>• Students will only be sketching, not working on their final draft</li> <li>• Walk-by conferences</li> </ul>			
<b>Closure</b>			
<ul style="list-style-type: none"> <li>• Whole-group share/discussion</li> <li>• Answer student questions</li> </ul>			
<b>Homework/Assignments/Extension Activities</b>			
Homework – n/a			
Assignment – persuasive writing graphic organizer/outline or draft of final project			
Extension Activities – ecosystems and aquaponics			
<b>Assessment</b>			
<b>Informal Observation</b>			
<b>Criteria</b>	<b>1 – Demonstrates frequently</b>	<b>2 – Demonstrates most of the time</b>	<b>3 – Demonstrates infrequently</b>
Student persuasive graphic organizer/outline	Graphic organizer/outline is complete. Student begins working on draft.	Graphic organizer/outline is close to being completed. Student is ready to begin drafting final project.	Graphic organizer is not completed. Student is not ready to begin draft.
<b>Adaptations</b>			
ELLs – all students speak English fluently and there is no concern for language barriers			
SPED – assist as a scribe (but have student generate their own ideas)			
GTs – different expectations for different learning levels			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>• Colorado Department of Education – 4<sup>th</sup> Grade Standards – Reading, Writing, and Communicating</li> <li>• Colorado Department of Education – 4<sup>th</sup> Grade Standards – Life Science</li> </ul>			

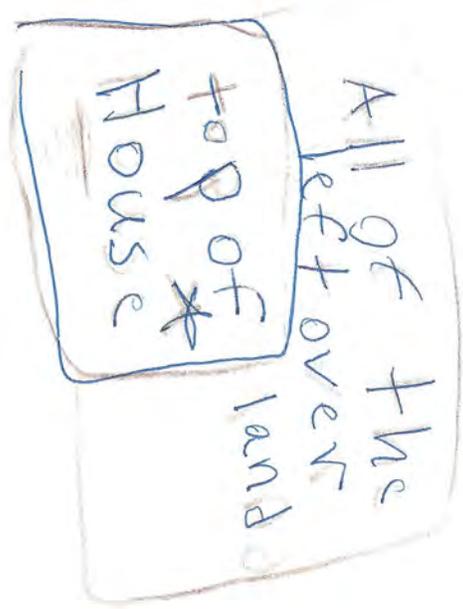
WHY SHOULD  
YOU GROW  
A garden on  
top of your  
House?

The first reason  
you should build  
a garden on  
top of your house is  
because you would  
have unlimited sun  
light.



The second reason  
you should have  
a garden on top  
of your house is  
because <sup>it</sup> it would  
save. That is the  
reason this is such  
a good topic. You  
don't have to  
~~use~~ use those acres  
of land to build gardens.

All of the  
left over  
land  
top of  
House



The third reason  
is you would have  
the best food for  
your family or just  
you. The best  
part  
About that is you  
know where you  
food is coming from.



we need more  
food

These are too

many houses

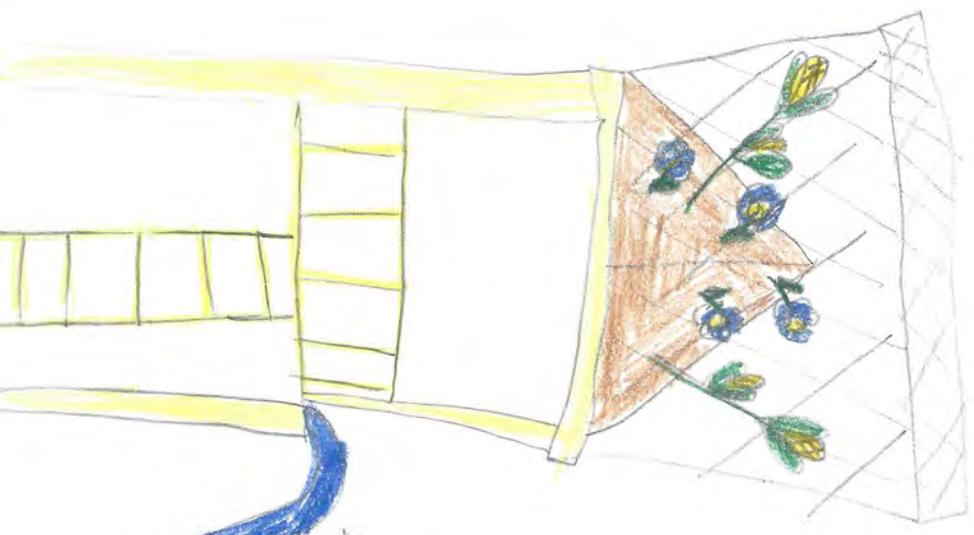
not enough places

# Kids

# With

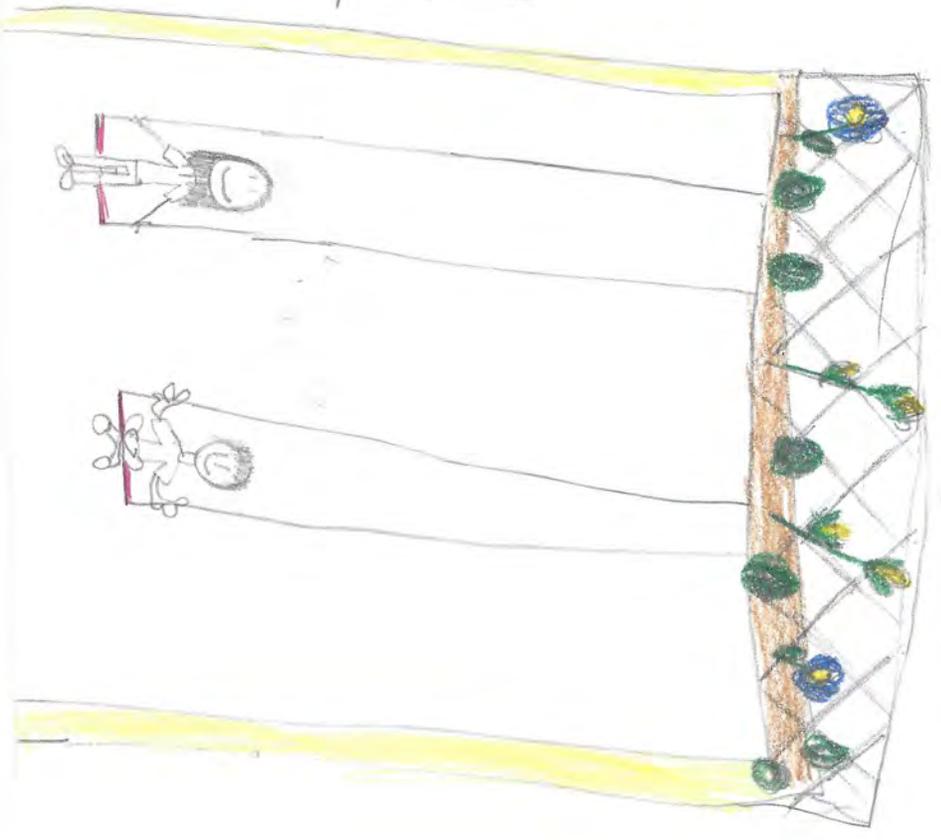
# Plants

water  
your  
plants



You should  
plant a garden  
at your school

Kids could learn  
about agriculture  
They won't take up  
space  
Kids could take  
care of them.





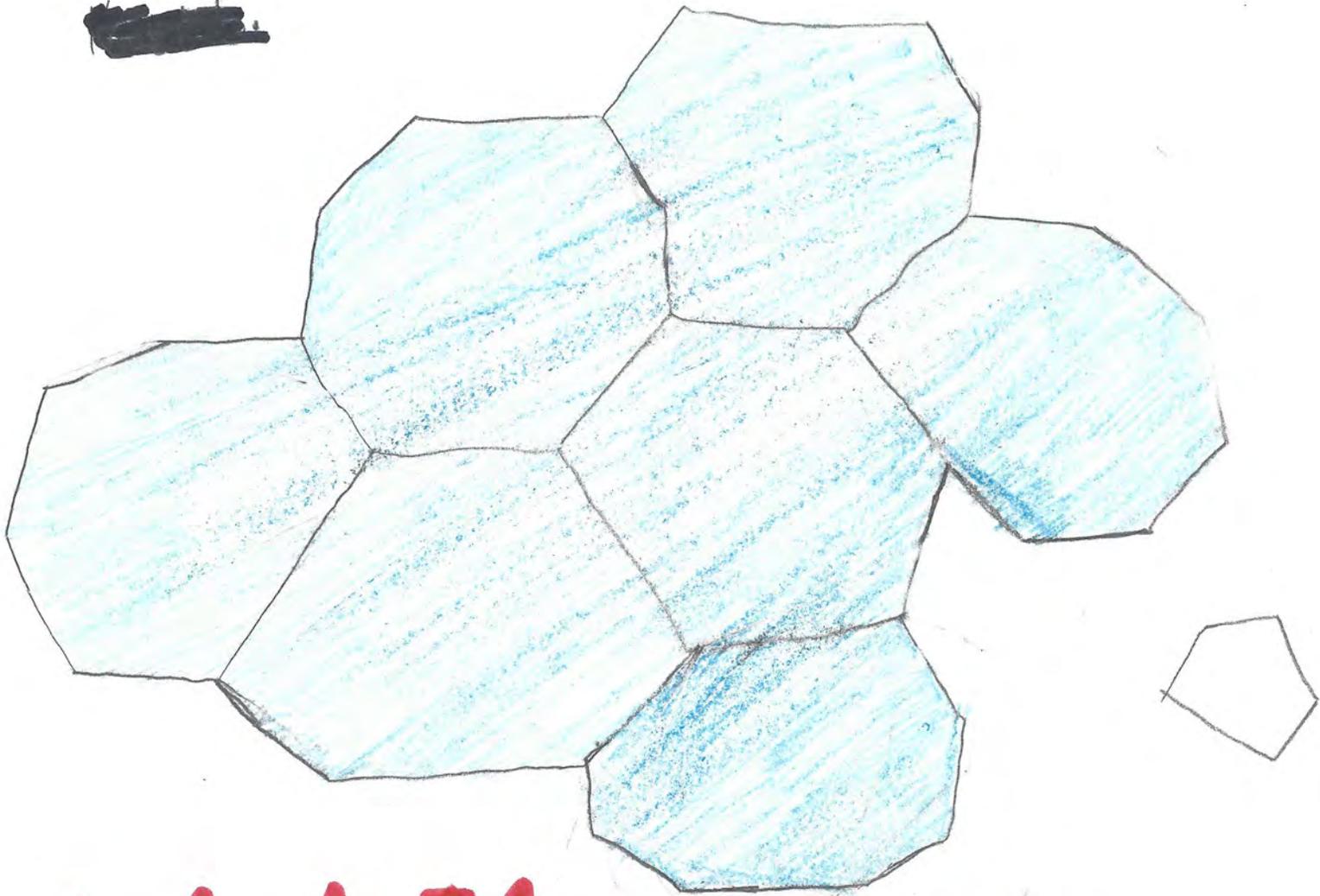
People are building  
housing on farmland  
So there's no room  
for Farms. How can  
We stop this?

We can stop it  
By Building  
Community gardens.  
Then everybody  
can have their own  
Section. you can  
Donate to charities  
and stores.



Nature and Farmland Appreciation Society





# MAKE MORE

## biodomes



The food is way cheaper and way better. We mist it every thirty minutes so when you buy food from us it's all nice and fresh.

If you want to get some grapes come to the very own biodome. The biodome is named Bob's biodome. Bob's biodome is small so I can fit in town. I produce more food and less water!



from No Plants top

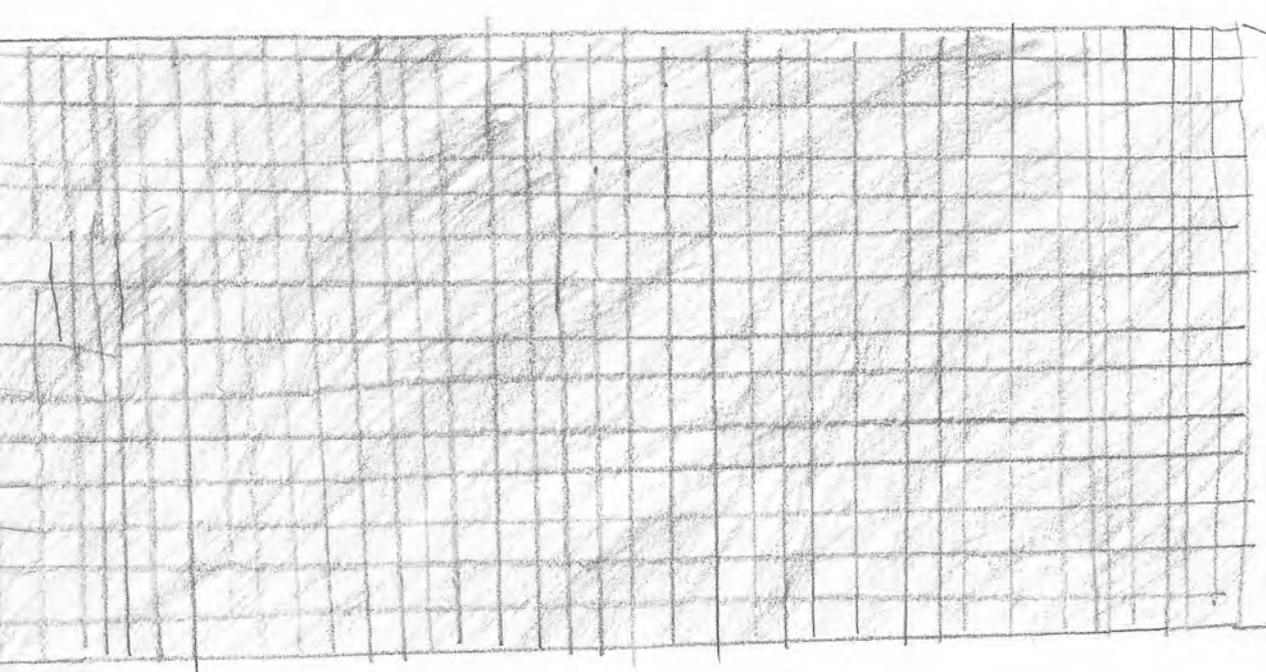
# Plants



This plan too build gardens on top of roof tops is a good idea because plants and gardens take up a lot of space so do houses and buildings. So why don't we combine the two. The plants will get a lot more rain.



This is a good organization to make the world a better place.

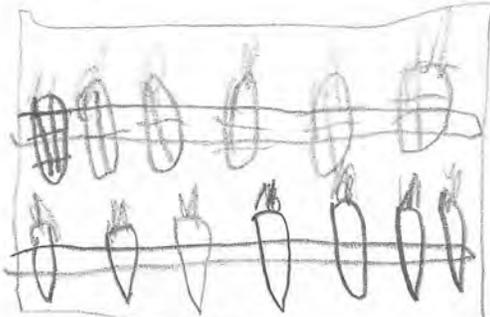
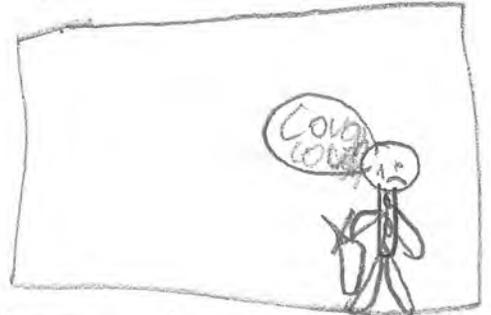
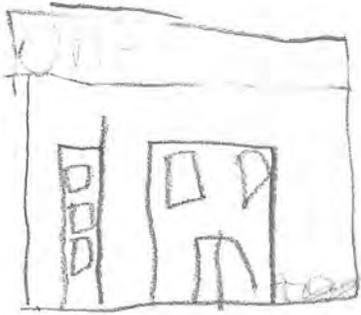


# Go Organic Boo Pesticides

one day in New York  
 So Many Farm land was  
 gone Due to Buildings.

Let's make org  
 agriculture great  
 Again!

Now all Vegie's and  
 Fruits are covered  
 in pesticides



They went to interview  
 People about the problem

So we started  
 with 12 owned  
 lands for farmers

The farms grew  
 and people were  
 healthy now



And the city had buildings and  
 Farms.

**Lesson 6 March 23, 2018****Academic Standards (4<sup>th</sup> grade)**Evidence Outcome: Students can

- a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
  - i. Identify a topic and formulate open-ended research questions for further inquiry and learning
  - ii. Present a brief report of the research findings to an audience
- b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. (CCSS: W.4.8)
  - i. Identify relevant sources for locating information
  - iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)

Content Area: Science

Standard: 2. Life Science 3. There is interaction and interdependence between and among living and nonliving components of ecosystems

Evidence Outcome: Students can

- a. Use evidence to develop a scientific explanation on how organisms adapt to their environment (DOK 1-3)
- b. Identify components that make a habitat type unique (DOK1)
- c. Compare and contrast different habitat types (DOK 2)
- d. Create and evaluate models of the flow of nonliving components or resources through an ecosystem (DOK 2-3)
- e. Make a plan to positively impact a local ecosystem (DOK 2-4)
- f. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate endangered habitats (DOK 1-2)

**Specific Objectives to Attain Learning Goals**

- Fourth grade students will be able to Fourth grade students will be able to individually design/create a solution to the driving question with prompting and whole-group discussion as they recall and consider the interactions of nonliving and living components.
- Fourth grade students will, individually, be able to reasonably defend their chosen “audience, issue, and evidence” with previously gathered information with prompting and open-ended questions.

**Driving Question:** How can we, as engineers, create a suitable and realistic solution for alternative/sustainable farming?

**Problem:** Farmland is being built upon rapidly by encroaching developers resulting in less viable farmland for crop and animal production.

**Materials Needed**

- Persuasive Writing Characteristics Anchor Chart
- Student graphic organizer/outline
- Student draft

Logistics			
<ul style="list-style-type: none"> <li>Students will continue to work on their advertisement</li> </ul>			
Motivational Techniques (Engagement Stage)			
<ul style="list-style-type: none"> <li>Mini-lesson (dependent upon observed student needs)</li> </ul>			
Procedures for Lesson (Investigation Stage)			
<ul style="list-style-type: none"> <li>Begin final draft of persuasive advertisements</li> <li>Walk-by conferences</li> </ul>			
Closure			
<ul style="list-style-type: none"> <li>Whole-group share/discussion</li> <li>Answer student questions</li> </ul>			
Homework/Assignments/Extension Activities			
Homework – n/a			
Assignment – finish final project			
Extension Activities – ecosystems and aquaponics			
Assessment			
Informal Observation			
<b>Criteria</b>	<b>1 – Demonstrates frequently</b>	<b>2 – Demonstrates most of the time</b>	<b>3 – Demonstrates infrequently</b>
Student persuasive writing draft	Student is ready to complete final project.	Student is finishing draft. Student is ready to begin final project.	Student has not completed draft. Student is not ready to begin final project.
Adaptations			
ELLs – all students speak English fluently and there is no concern for language barriers			
SPED – student should have word bank and scribed graphic organizer/outline, and student should need little assistance when creating draft and final project			
GTs – different expectations for different learning levels			
Resources			
<ul style="list-style-type: none"> <li>Colorado Department of Education – 4<sup>th</sup> Grade Standards – Reading, Writing, and Communicating</li> <li>Colorado Department of Education – 4<sup>th</sup> Grade Standards – Life Science</li> </ul>			

**Lesson 7 March 27, 2018****Academic Standards (4<sup>th</sup> grade)****Evidence Outcome:** Students can

- a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
  - i. Identify a topic and formulate open-ended research questions for further inquiry and learning
  - ii. Present a brief report of the research findings to an audience
- b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. (CCSS: W.4.8)
  - i. Identify relevant sources for locating information
  - iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)

**Content Area:** Science

**Standard:** 2. Life Science 3. There is interaction and interdependence between and among living and nonliving components of ecosystems

**Evidence Outcome:** Students can

- a. Use evidence to develop a scientific explanation on how organisms adapt to their environment (DOK 1-3)
- b. Identify components that make a habitat type unique (DOK1)
- c. Compare and contrast different habitat types (DOK 2)
- d. Create and evaluate models of the flow of nonliving components or resources through an ecosystem (DOK 2-3)
- e. Make a plan to positively impact a local ecosystem (DOK 2-4)
- f. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate endangered habitats (DOK 1-2)

**Specific Objectives to Attain Learning Goals**

- Fourth grade students will, individually, be able to reasonably defend their chosen “audience, issue, and evidence” with previously gathered information with prompting and open-ended questions.
- Fourth grade students will be able to individually present their final projects (four-corner style) and identify the persuasive characteristics of other chosen peers’ projects.

**Materials Needed**

- Student final project
- Student writing journal

**Logistics**

- Students will present their advertisements in a four-corners style manner

**Motivational Techniques (Engagement Stage)**

- Have students turn in graphic organizer/outline and draft
- Have students prepare their desk for presentations

<b>Procedures for Lesson (Investigation Stage)</b>			
<ul style="list-style-type: none"> <li>Students will move clockwise around the room to see their peers' advertisements</li> <li>Students will write down their favorite characteristics ("Why I would buy...") in interactive writing journals</li> </ul>			
<b>Closure</b>			
<ul style="list-style-type: none"> <li>Whole-group presentations (for students who particularly want to share whole-group)</li> </ul>			
<b>Homework/Assignments/Extension Activities</b>			
Homework – n/a			
Assignments – Final advertisement and "Why I would buy..."			
Extension Activities – ecosystems and aquaponics			
<b>Assessment</b>			
<b>Formal Assessment (based on rubric)</b>			
<b>Criteria</b>	<b>1 – Demonstrates frequently</b>	<b>2 – Demonstrates most of the time</b>	<b>3 – Demonstrates infrequently</b>
Three (3) elements of persuasive writing (Audience, Issue, Evidence)	All three (3) elements of persuasive writing are present and easily identifiable. Three (3) pieces of evidence are present.	Two (2) or more elements of persuasive writing are present. Elements harder to identify. Only two (2) pieces of evidence are present.	One (1) or no (0) elements of persuasive writing are present. Elements are not identifiable. One (1) or no (0) pieces of evidence are present.
Persuasive writing characteristics	Three (3) or more persuasive writing characteristics are present.	Two (2) or three (3) persuasive writing characteristics are present.	Less than two (2) persuasive writing characteristics are present.
Overall quality	Quality is clean. Much effort was given. Student went above expectations.	Quality is acceptable. Effort was given. Expectations were met.	Quality is lacking. Little to no effort was given. Expectations were not met.
<b>Adaptations</b>			
ELLs – all students speak English fluently and there is no concern for language barriers			
SPED – assessing student involvement/effort			
GTs – different expectations for different learning levels			
<b>Resources</b>			
<ul style="list-style-type: none"> <li>Colorado Department of Education – 4<sup>th</sup> Grade Standards – Reading, Writing, and Communicating</li> <li>Colorado Department of Education – 4<sup>th</sup> Grade Standards – Life Science</li> </ul>			

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

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

Student Number: \_\_\_\_\_

### Persuasive Writing Post-Assessment

**1. Circle the best sentence to show persuasive writing**

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

**2. Persuasive writing should tell a story**

- a. True
- b. False

**3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence**

- a. True
- b. False

**4. Match the word to the phrase**

\_\_\_\_\_ Famous person or celebrity

\_\_\_\_\_ Colorful flyers and eye-catching commercials

\_\_\_\_\_ Special sales, promotions, and offers

a. Bright ways to attract people to your product

b. Using monetary enticement to draw in customers

c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

- a. True
- b. False

6. Two (2) examples of alternative persuasive writing are

- a. \_\_\_\_\_
- b. \_\_\_\_\_

7. What are some things advertisers do to promote their product?

- a. Raise the price of their product
- b. Display boring, uninteresting ads
- c. Release catchy commercials, colorful ads, and sales

Name: [redacted]

Date: 3/28/18

Student Number: 2

*Post-Assement*

**Persuasive Writing Pre-Assessment**

1. Circle the best sentence to show persuasive writing

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

2. Persuasive writing should tell a story

- a. True
- b. False

3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence

- a. True
- b. False

4. Match the word to the phrase

c Famous person or celebrity

a Colorful flyers and eye-catching commercials

b Special sales, promotions, and offers

a. Bright ways to attract people to your product

b. Using monetary enticement to draw in customers

c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

a. Poster

b. ads

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

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

Date: 3 \_\_\_\_\_

Student Number: 14 \_\_\_\_\_ *Post*

**Persuasive Writing ~~Pre~~-Assessment**

**1. Circle the best sentence to show persuasive writing**

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

**2. Persuasive writing should tell a story**

- a. True
- b. False

**3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence**

- a. True
- b. False

**4. Match the word to the phrase**

C Famous person or celebrity

A Colorful flyers and eye-catching commercials

B Special sales, promotions, and offers

a. Bright ways to attract people to your product

b. Using monetary enticement to draw in customers

c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

a. Commercial

b. Poster

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

10 / 10

Name: [Redacted]

Date: 3-28-18

Student Number: 11

Post

**Persuasive Writing Pre-Assessment**

**1. Circle the best sentence to show persuasive writing**

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

**2. Persuasive writing should tell a story**

- a. True
- b. False

**3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence**

- a. True
- b. False

**4. Match the word to the phrase**

<u>c</u> Famous person or celebrity	a. Bright ways to attract people to your product
<u>a</u> Colorful flyers and eye-catching commercials	b. Using monetary enticement to draw in customers
<u>b</u> Special sales, promotions, and offers	c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

a. Poster

b. \_\_\_\_\_

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

Name: [Handwritten Name]

Date: 3-28-18

Student Number: #10 *Post*

**Persuasive Writing Pre-Assessment**

**1. Circle the best sentence to show persuasive writing**

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

**2. Persuasive writing should tell a story**

- a. True
- b. False

**3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence**

- a. True
- b. False

**4. Match the word to the phrase**

C Famous person or celebrity

a Colorful flyers and eye-catching commercials

b Special sales, promotions, and offers

a. Bright ways to attract people to your product

b. Using monetary enticement to draw in customers

c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

a. Billboards

b. Catchy Song

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

~~Mike~~ I would build houses underground and put garden in my backyard because the houses are safe and if you build gardens in the backyard you won't waste land on other gardens and farms. Also flashy colors

~~Sam~~ I would build gardens on top of houses because it saves a lot of land. Plus good pictures

~~Kate~~ I would build more biomes because it saves water and makes more food

~~Angie~~ I would build community gardens because it is very organized

~~Kenadi~~ I love Kenadi's idea because kid could learn agriculture and make more food in a number of years. :)

~~John~~ I don't like his idea because some people don't like a small house but I like the more farms part. :)

~~no more~~ I would have to build  
plant on the playgrounds  
because it is colorful

~~again~~ I would do it because  
we would have room

~~that~~ I would say yes  
because it is very  
colorful.

~~Mathias~~

I would build plant boats that have All kinds of plants inside, because you can water it when ever youd like. It does not take up space on land, and it would save space for people.

~~Ayden~~

I would build smaller houses with more farming space, because we can grow more food for use, people have big houses but they need land to grow food and we need more land to grow more food.

~~Mathias~~

~~Ava~~

I would take down houses that are run down and really small because Ava had great reasons, bright colors, and a funny joke.

~~Ally~~

I would..... ect.

~~Kaleb~~

I would make a biodome because Kaleb was humorous and used BIG WORDS.

~~Carly~~

I would take houses off of farmland because Carly used bright colors, good drawings, and watercolors!

### **Extensions, Modifications, and Adaptations:**

In conjunction with this alternative persuasive writing unit, students are conducting a life science unit. In this science unit, fourth-grade students will be learning about the interaction and interdependence between and among living and nonliving components of ecosystems. A symbiotic relationship, specifically mutualism where both participating parties benefit, is displayed in the classroom as an aquaponics aquarium. Students apply their knowledge of life science and alternative persuasive writing to answer the driving question: how can we, as engineers, create a suitable and realistic solution for alternative/sustainable farming? This challenges students to actively be responsible citizens of the world. This unit fosters the same innovative thinking of today's engineers, scientists, and activists as they solve this real-world problem.

Modifications to this unit were made to fit individual student needs. Project directions were orally and visually given to aid students in the memorization of step-by-step instructions. Students had the opportunity to collaborate with peers to help aural learners. In the case of the one special education student, the teacher candidate worked as a scribe to dictate student thoughts (acting as a speech-to-text) throughout the initial process of the unit. The special education student, from there, was then required to create their own individual project while referring to their previously dictated notes.

Academic freedom was given to accommodate different students. Students were given the choice of creating a brochure, poster/billboard, or commercial (comic strip) when writing their alternative persuasive projects. The brochure was designed to fit concrete-sequential thinkers and the commercial a poster was designed to fit random-abstract thinkers. Writing requirements remained consistent, but students were given creative freedom. Their designs reflected who they are as individuals.

### **Instructing Students and Supporting Learners:**

1. Prior to this lesson, lesson five, the students were transitioning from read aloud. Students were first instructed, with very clear communication, to put away their read aloud materials (handwriting notebooks, coloring sheets, colored pencils, etc.) and then asked to retrieve their blue writing folder from their drawers. To prevent a stampede, students with odd numbers were allowed to get up from their seats and begin getting ready for the lesson first. As they began to find their way back to their seats, students with an even number were allowed to get ready. In the students' blue folders, they had all the necessary papers which were previously given to them during prior lessons. After the lesson, students were required to put everything, EVERYTHING, back into their blue folder. This time, the even numbers were allowed to be clean-up first, then odd numbers. Student then packed up to go home for the day. They are very clear about their packing-up instructions/routine.
2. Students were engaged in this lesson because they were solving a real-world problem with their own solutions. They had a chance to be creative and take risks in a nonthreatening environment. There were no wrong answers.

Students were also given the opportunity to choose their creative outlet. They could choose to design a poster/billboard, brochure, or a commercial (drawn in a comic book style). Students chose a project which best represented them; either abstract-random or concrete-sequential thinkers. Their personalities shown through their projects.

To further students' knowledge, the extension activity was referenced. Students were asked to pull prior knowledge from our aquaponics system. For example, we asked ourselves how plants can live. Under what circumstance can plants survive? Students pulled this knowledge into consideration when designing their solutions to the problem of the driving question.

3. Students were asked to think like engineers, and thus act like engineers. Engineers don't work in isolation. They collaborate with other engineers, bounce concepts off one another, and grow bigger, better ideas. Even though students were encouraged to work together, they were held accountable for their own learning. To ensure students were generating their own ideas, and not completely copying the work of their fellow engineers, the teacher candidate met with each student individually with daily one-on-one conferences. Through prompting questions given by the teacher candidate, students were set on the right track to meet the requirements of the project rubric.
4. The lesson, or unit rather, compliments my constructivism teaching philosophy. Learning in this unit was very student directed rather than teacher directed. Instructions were given, and clear expectations were set, but students relied heavily on themselves to complete this project; however, they were allowed to ask peers for assistance during small-group collaboration. The teacher candidate facilitated learning by asking prompting and open-ended questions while also keeping a running record of students. These notes were then used to help guide instruction for the next lesson. From the outside looking in, this lesson may have looked a little chaotic, but learning is messy.
5. In order to scaffold this lesson, a pre-assessment was given to identify areas of high or low concern. This helped direct the mini-lessons which were given each day prior to the day's main lesson. The mini-lesson given on this day was designed to reiterate project instructions, directions, and requirements. After laying the groundwork the day before, the teacher candidate dove deeper into instructions, provided examples and mentor texts, and fielded any student questions. The teacher candidate also worked very closely with the student with special needs. She acted as a speech-to-text to aid the student in her writing. This confirmed the idea the student was generating her own ideas while bypassing the obstacle/roadblock of writing. This also ensured for correct grammar, punctuation, and spelling as she referenced the teacher dictated notes.

To differentiate instruction, students were given creative freedom to suite their personality and learning style. Students were given the option to create either a poster/billboard, brochure, or commercial (drawn in a comic book style). Students chose a project which best represented them; either abstract-random or concrete-sequential

thinkers. Their personalities and depth of knowledge shown through their projects. The teacher candidate also facilitated high-order thinking by asking prompting and open-ended questions. All students were required to meet the same expectations, but they were allowed to meet them in different ways.

### Resources Used:

Cobb, Erin. Interactive Reading Notebooks: Informational Text, Lesson 4: Author's Purpose (PIE – 3 Purpose Version) Activity 1. 2003. [imlovinlit.blogspot.com](http://imlovinlit.blogspot.com)

Colorado Department of Education: 4<sup>th</sup> Grade Reading, Writing, and Communicating

Colorado Department of Education: 4<sup>th</sup> Grade Science

Colorado Department of Education. Performance-Based Standards for Colorado Teachers. 13, January, 2000. [http://innovationsunc.pbworks.com/f/li\\_perfbasedstandards.pdf](http://innovationsunc.pbworks.com/f/li_perfbasedstandards.pdf)

“Embracing Diversity.” Embracing Diversity / District 6 Demographics, [www.greeleyschools.org/Page/12700](http://www.greeleyschools.org/Page/12700).

“Free Grade-Level Student Writing Models.” *K-12 Thoughtful Learning*, [k12.thoughtfullearning.com/resources/studentmodels#Grade 4](http://k12.thoughtfullearning.com/resources/studentmodels#Grade4).

Meeker, Nathan Cook. “A Western Colony.” *New York Daily Tribune*, 4 Dec. 1869.

Mentor Text Resources: Garcia, Logan. “Noteworthy Commercials.” *Logan Garcia*, Logan Garcia, [www.logan.xyz/noteworthy-commercials/](http://www.logan.xyz/noteworthy-commercials/)

### Evaluative Essay:

The class averaged 7.35 points out of 10 (73.5%) on the alternative persuasive writing pre-assessment. Three students, surprisingly, scored a perfect ten. The question then remains – where do I take them from here? After revisiting my lessons and interpreting this data, I made the realization that I should have given the pre-assessment before lesson one and not before lesson two. I believe this would have affected the outcome of my results. Lesson one, although not on target with the pre-assessment, definitely assisted students as they answered the questions. In the likely event I teach this unit again, I will administer the pre-assessment prior to lesson one.

The class averaged 8.61 points out of 10 (86.1%) on the alternative persuasive writing post-assessment. The class averaged a 12.6% test score increase. Prior to administering the post-assessment, I taught a mini-lesson targeted to reteach certain aspects that were to appear on the post-assessment. Despite the reteach, six students' scores digressed. They collectively missed question six, list two examples of alternative persuasive writing. This one not one of the questions discussed during my reteach mini-lesson, and upon further examination, it may have

been worded in a confusing manner. In the likely event I teach this unit again, I will reword the question or omit it all together.

I was pleasantly surprised by student four. He tends to struggle academically and behaviorally. Some of these struggles I can attribute to his lack of focus or engagement. Where student four shines in through his art, I gave him the opportunity to demonstrate his knowledge through his drawings (in addition to his written statements). Student four is also very interested in WWI and WWII and graphic novels. He excelled when he was given the challenge of creating a commercial because he was able to incorporate his own strengths and his own interests. During this unit, he was focus, driven, and engaged because he was invested in the project I laid out before him. Student four met all expectations and requirements set before him. He scored six out of ten points (60%) on the pre-assessment and ten out of ten points (100%) on the post-assessment.

Student eleven works on grade level. He does well academically. Despite consistently scoring average grades, student eleven scored well below average on the pre-assessment – three out of a possible ten points (30%). Student eleven also struggles to exhibit appropriate classroom behavior. He struggles to stay on task, and he constantly distracts others. I gave student eleven the opportunity to initially collaborate with peers, but then I had him work independently. This not only stopped the distraction of others, but it also allowed for him to focus more closely on his own work. Student eleven had begun work on a commercial. This surprised me because he tends to be a concrete-sequential thinker rather than an abstract-random thinker. I would have guessed he would have chosen the brochure or the poster. When meeting with him, he displayed his disdain toward his work. His work met all of the rubric requirements, was creative, and headed in the right direction, yet he was still unhappy. I hadn't seen this level of discouragement in this student before. It was as startling as it was unexpected. I gave him the opportunity to incorporate his same ideas displayed in his commercial into a brochure or poster. He took me up on this offer, and he made a brochure. His brochure met all of the rubric requirements and looked incredible. His new project, in my opinion, was much better suited for his learning style – which was displayed in the brochure. Student eleven scored eight out of ten possible points (80%) on the post-assessment resulting in a 50% increase in growth.

Student twelve is a gifted and talented student. She consistently works at or above grade level. She is relatively quiet and very respectful to others and property in the classroom. Student twelve scored eight points out of a possible ten (80%) on the pre-assessment. She came into this unit well equipped and on the path of success. Her persuasive writing poster met all of the rubric requirements and took her time to make a poster she was proud to call hers. In fact, she asked me for a deadline extension. She told me she wasn't happy with how the marker bled through the page, and she would like to make it look neater with colored pencil. I granted her this extension, and she was happy with her end product (as was I). Despite meeting her excellence in planning, conferencing, and consistent engagement, student twelve showed no growth from her pre-assessment to her post-assessment. She scored eight out of ten possible points (80%) on the post-assessment. The question she answered incorrectly, resulting in the deduction of two points, was the question in consideration mentioned earlier. This question was frequently missed among the class. I believe if I would have reworded the question, student twelve, along with the rest of her twenty-two classmates, would have received 100% on the post-assessment.

**Assessment Results & Student Examples:**

<b>Student</b>	<b>Pre-Assessment</b>	<b>Post-Assessment</b>	<b>% Difference</b>
1	8/10 (80%)	10/10 (100%)	+20%
2	3/10 (30%)	9/10 (90%)	+60%
3	5/10 (50%)	10/10 (100%)	+50%
4	6/10 (60%)	10/10 (100%)	+40%
5	8/10 (80%)	6/10 (60%)	-20%
6	10/10 (100%)	10/10 (100%)	±0%
7	9/10 (90%)	8/10 (80%)	-10%
8	5/10 (50%)	8/10 (80%)	+30%
9	7/10 (70%)	8/10 (80%)	+10%
10	4/10 (40%)	9/10 (90%)	+50%
11	3/10 (30%)	8/10 (80%)	+50%
12	8/10 (80%)	8/10 (80%)	±0%
13	10/10 (100%)	10/10 (100%)	±0%
14	8/10 (80%)	10/10 (100%)	+20%
15	10/10 (100%)	10/10 (100%)	±0%
16	10/10 (100%)	8/10 (80%)	-20%
17	9/10 (90%)	10/10 (100%)	+10%
18	9/10 (90%)	8/10 (80%)	-10%
19	8/10 (80%)	6/10 (60%)	-20%
20	6/10 (60%)	8/10 (80%)	+20%
21	9/10 (90%)	8/10 (80%)	-10%
22	8/10 (80%)	10/10 (100%)	+20%
23	5/10 (50%)	6/10 (60%)	+10%
<b>Average</b>	<b>7.35 (73.5%)</b>	<b>8.61 (86.1%)</b>	<b>+12.6%</b>

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

Date: 2018 13

Student Number: 4

### Persuasive Writing Pre-Assessment

**1. Circle the best sentence to show persuasive writing**

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

**2. Persuasive writing should tell a story**

- a. True
- b. False

**3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence**

- a. True
- b. False

**4. Match the word to the phrase**

<u>        </u> Famous person or celebrity	<input checked="" type="radio"/> a. Bright ways to attract people to your product
<input checked="" type="checkbox"/> Colorful flyers and eye-catching commercials	<input checked="" type="radio"/> b. Using monetary enticement to draw in customers
<input checked="" type="checkbox"/> Special sales, promotions, and offers	<input checked="" type="radio"/> c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

✓ a. this item is good

✓ b. do that and something happens

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

Name: [Redacted]

Date: 2-14-18

Student Number: #12

### Persuasive Writing Pre-Assessment

**1. Circle the best sentence to show persuasive writing**

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

**2. Persuasive writing should tell a story**

- a. True
- b. False

**3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence**

- a. True
- b. False

**4. Match the word to the phrase**

- |                                                                                    |                                                                 |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input checked="" type="checkbox"/> C Famous person or celebrity                   | a. Bright ways to attract people to your product                |
| <input checked="" type="checkbox"/> B Colorful flyers and eye-catching commercials | b. Using monetary enticement to draw in customers               |
| <input checked="" type="checkbox"/> A Special sales, promotions, and offers        | c. Using someone well-known and popular to promote your product |

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

a. fliers

b. advertisements

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

Name: [REDACTED]

Date: 2-14-18

Student Number: 13

### Persuasive Writing Pre-Assessment

**1. Circle the best sentence to show persuasive writing**

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

**2. Persuasive writing should tell a story**

- a. True
- b. False

**3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence**

- a. True
- b. False

**4. Match the word to the phrase**

C Famous person or celebrity

A Colorful flyers and eye-catching commercials

B Special sales, promotions, and offers

a. Bright ways to attract people to your product

b. Using monetary enticement to draw in customers

c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

a. Posters

b. billboards

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

10 / 10

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

Date: 28 2018

Student Number: 4

Post

### Persuasive Writing Pre-Assessment

**1. Circle the best sentence to show persuasive writing**

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

**2. Persuasive writing should tell a story**

- a. True
- b. False

**3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence**

- a. True
- b. False

**4. Match the word to the phrase**

\_\_\_\_\_ Famous person or celebrity

a. Bright ways to attract people to your product

\_\_\_\_\_ Colorful flyers and eye-catching commercials

b. Using monetary enticement to draw in customers

\_\_\_\_\_ Special sales, promotions, and offers

c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

a. Poster's

b. comercial

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

10 / 10

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

Date: 3-28-18

Student Number: 12

Post

**Persuasive Writing Pre-Assessment**

1. Circle the best sentence to show persuasive writing
  - a. Once upon a time
  - b. The teacher taught the students
  - c. You cannot live without this item
  
2. Persuasive writing should tell a story
  - a. True
  - b. False
  
3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence
  - a. True
  - b. False
  
4. Match the word to the phrase

<u>C</u> Famous person or celebrity	a. Bright ways to attract people to your product
<u>A</u> Colorful flyers and eye-catching commercials	b. Using monetary enticement to draw in customers
<u>B</u> Special sales, promotions, and offers	c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

a. Inform

b. Entertain

7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

8 / 10

Name: [redacted]

Date: 3-28-18

Student Number: 13

Post

**Persuasive Writing Pre-Assessment**

1. Circle the best sentence to show persuasive writing

- a. Once upon a time
- b. The teacher taught the students
- c. You cannot live without this item

2. Persuasive writing should tell a story

- a. True
- b. False

3. You need at least three (3) strong reasons when trying to persuade someone to do something, with supporting evidence

- a. True
- b. False

4. Match the word to the phrase

C Famous person or celebrity

A Colorful flyers and eye-catching commercials

B Special sales, promotions, and offers

a. Bright ways to attract people to your product

b. Using monetary enticement to draw in customers

c. Using someone well-known and popular to promote your product

5. Persuasive writing is only found in essays

a. True

b. False

6. Two (2) examples of alternative persuasive writing are

a. Flyer

b. billboard

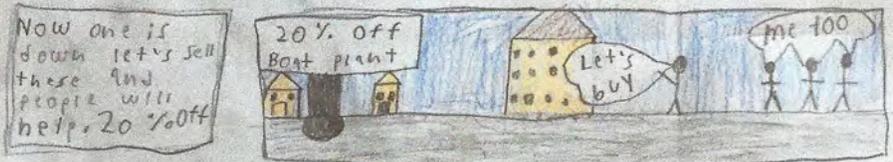
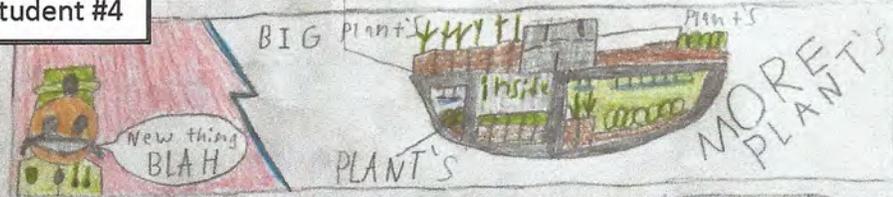
7. What are some things advertisers do to promote their product?

a. Raise the price of their product

b. Display boring, uninteresting ads

c. Release catchy commercials, colorful ads, and sales

Student #4



Student #11

# Build Gardens on top of Houses

see inside for info

By [redacted]



The number one reason you should build a garden on top of your house is you would have unlimited sunlight.

The second reason you should build a garden on top of a house is it would save a lot of land. And that is what we need.

The third reason you should do it is because you would have great food for you and your family.

rest of land

top of House

Cherry Tree

SUN

BUILD GARDENS ON TOP OF Houses

Water

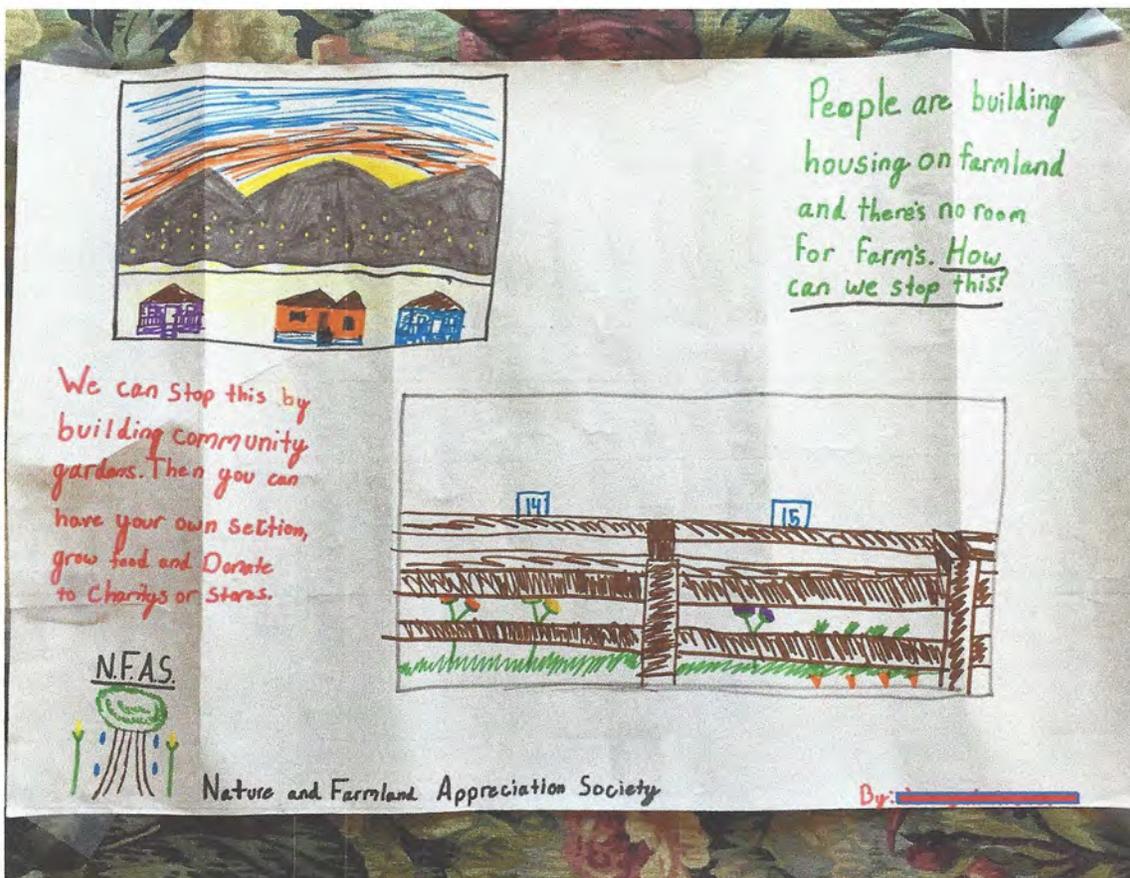
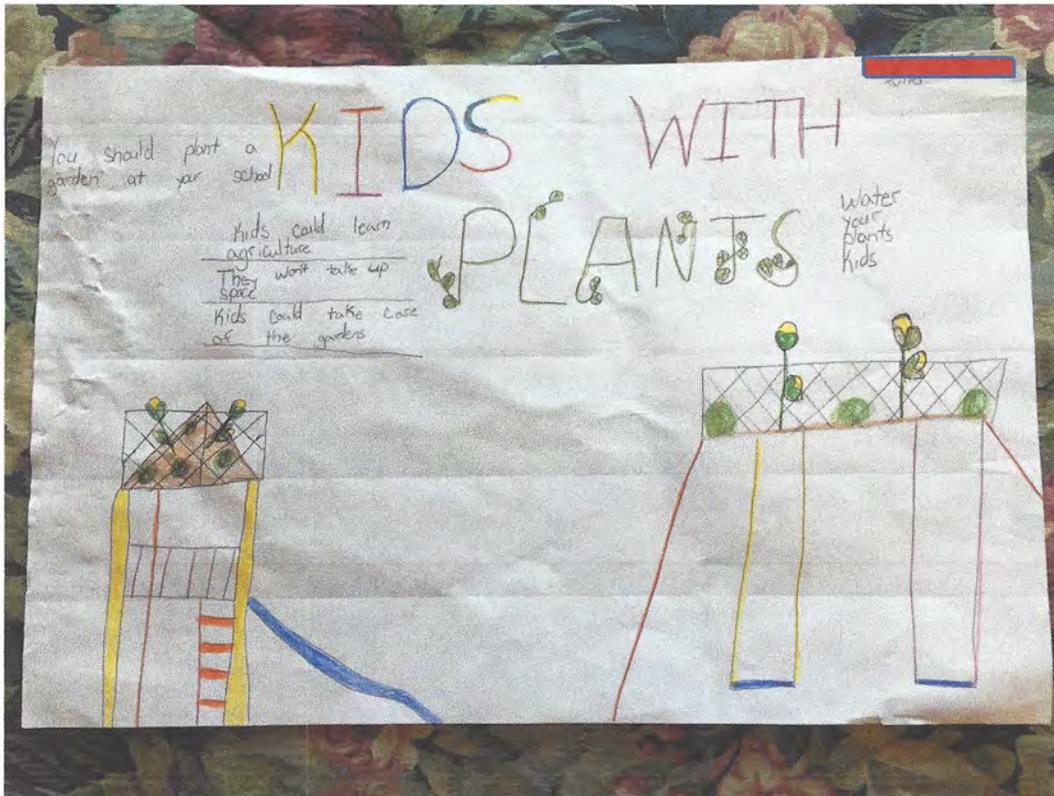
Oxygen

Build Gardens on top of Houses

see inside for info

By [redacted]





## Reflective Essay:

In addition to meeting the Colorado State Standards in the category of Reading, Writing, and Communicating, I was also able to successfully meet all of the Performance-Based Standards for Colorado Teachers through thorough planning, effective teaching, and careful assessment of student learning before, during, and after instruction.

Standard Three: Knowledge of Standards and Assessment: The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

In order to address the chosen Colorado Reading, Writing, and Communicating State Standards for fourth grade, I needed to plan accordingly. When creating my formal assessment, I first set goals – 1) What do I want my students to learn, and 2) How do I want them to express what they learned? This helped me design a rubric, which helped design the formal assessment, which ultimately aligned with the state standards I chose to incorporate in this unit. Formal assessment was not the only assessment utilized in this unit, however. I am a reflective practitioner; therefore, I am constantly informally observing my students, so I can better create and conduct a lesson which suits individual student needs. Assessment helped me become a better teacher.

Standard Four: Knowledge of Content: The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education.

I was able to meet PBSCT Four: Knowledge of Content in the content areas applicable to this unit (science and ELA). I was able to utilize my content knowledge to expand student learning beyond the Colorado State Standards. This alternative persuasive writing unit was based upon the Colorado State Standards, but with the addition of expert content knowledge, I was able to enhance student learning. My reliable ability to create reliable resources, supportive extension activities, and meaningful/deliberate mini-lessons and activities helped to create a deeper level of understanding and critical thinking in student learning.

Standard Eight: Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.

I believe I was able to excel in this PBSCT standard. When I teach, it is very clear I respect each and every one of my students. I respect their ideas, their contributions, and, most importantly, them as people. This was mutual respect, as it went both ways. The students understand as I respect them, I deserve to be respected in return. But not only do they need to respect me, they need to respect their fellow classmates. We became a community built on reciprocal respect. This shared respect helped create a democratic classroom. Together we would decide ways in which to conduct conferences, design rules, and create routines and guidelines to follow. If we create “classroom laws” together, they are less likely to be broken. Building these

positive relationships with students is important, for it helps guide honesty, trust, safety, responsibility, and respect. All these aspects of positive relationships help to create a well-functioning classroom which is necessary for personal and community balance and well-being.

I learned an incredible amount about myself during my semester as a fourth-grade student teacher. I learned it is okay to not be liked every minute of every day by every student. I was not here to make friends; I am here to establish a teacher-student relationship built on respect, cooperation, and understanding. I learned not to feel upset when students expressed angry towards me because I know I am doing what is best and safest for them. This helped me a more confident and deliberate teacher. With this new-found confidence, my classroom management, time management, and instructional skills have improved (despite having a long way to go).

My alternative persuasive writing unit did not go as expected, but I have a hard time believing any unit goes exactly as planned. I had to scrap one lesson completely and reteach an old concept because my informal observational assessments proved students were not understanding. A fact of the matter is plans change. Teaching is all about flexibility, and I was nothing if at all flexible. I found myself consistently reorganizing and recollecting myself. I had to make things up on the spot to accommodate a diverse group of learners. Despite my unit not going as expected, I was more than happy with the outcome. The students exceeded my expectations. Their hard work, cooperation, commitment, and engaging more than made up for the small hiccups I overcame as a teacher. I cannot wait to try this unit again in my future classroom, because it can only get better.

When thinking about conducting this unit in future classrooms, I have many ideas concerning changes and modifications. One change I mentioned earlier is the modification of the pre-assessment. I would administer the pre-assessment sooner in the unit. I would do this because I feel like the more we progressed, the more students were able to identify the correct answers using reasoning skills. I believe if I administered the assessment prior to lesson two (or sooner), my quantitative data would have shown more growth. I also would either completely omit question seven (a modification) or reword it (a change) to better suit fourth-grade language/vernacular. Along with improvements to the pre- and post-assessment, I would give students a requirement checklist in hard-copy form. This might help more than 80% of students meet all of the rubric requirements. I also would incorporate a more formal writing piece. Students did write in my unit, but not enough in my opinion. If I had more time, I would consider having them write a letter to their chosen audience. I would also allow for even more means of expression. Students learn differently; therefore, they express what they learned differently. Because of this, I allowed for students to choose between creating a poster/billboard, brochure, or commercial (in comic book style). I would like to invite them to decide their means of expression (dependent upon relativity to the unit). I would hope this involves the inclusion of technology, art, and quite possibly drama. I would have to establish a different way to assess student learning, but it would be worth the extra effort on my part.

Overall, this was an extremely successful semester for me. I not only learned a great deal about myself but also the ins and outs of a classroom and school systems. They act and operate as their own communities, and it's important to understand the function and flow. I was able to build positive connections with school administrators and colleagues which will help me in my

future career. I was also fortunate enough to have such an amazing cooperating teacher who taught me flexibility, goal setting, determination, and classroom management. Not only was my cooperating teacher amazing, but I was lucky enough to work with some amazing brains. These fourth-grade students and I were able to build a relationship built on trust and safety. I could not be prouder of them, their hard work, dedication, and kindness as they welcomed me into their classroom. It was an honor to watch them grow into scientists, mathematicians, engineers, writers, readers, scholars, and the next generation of responsible world citizens.