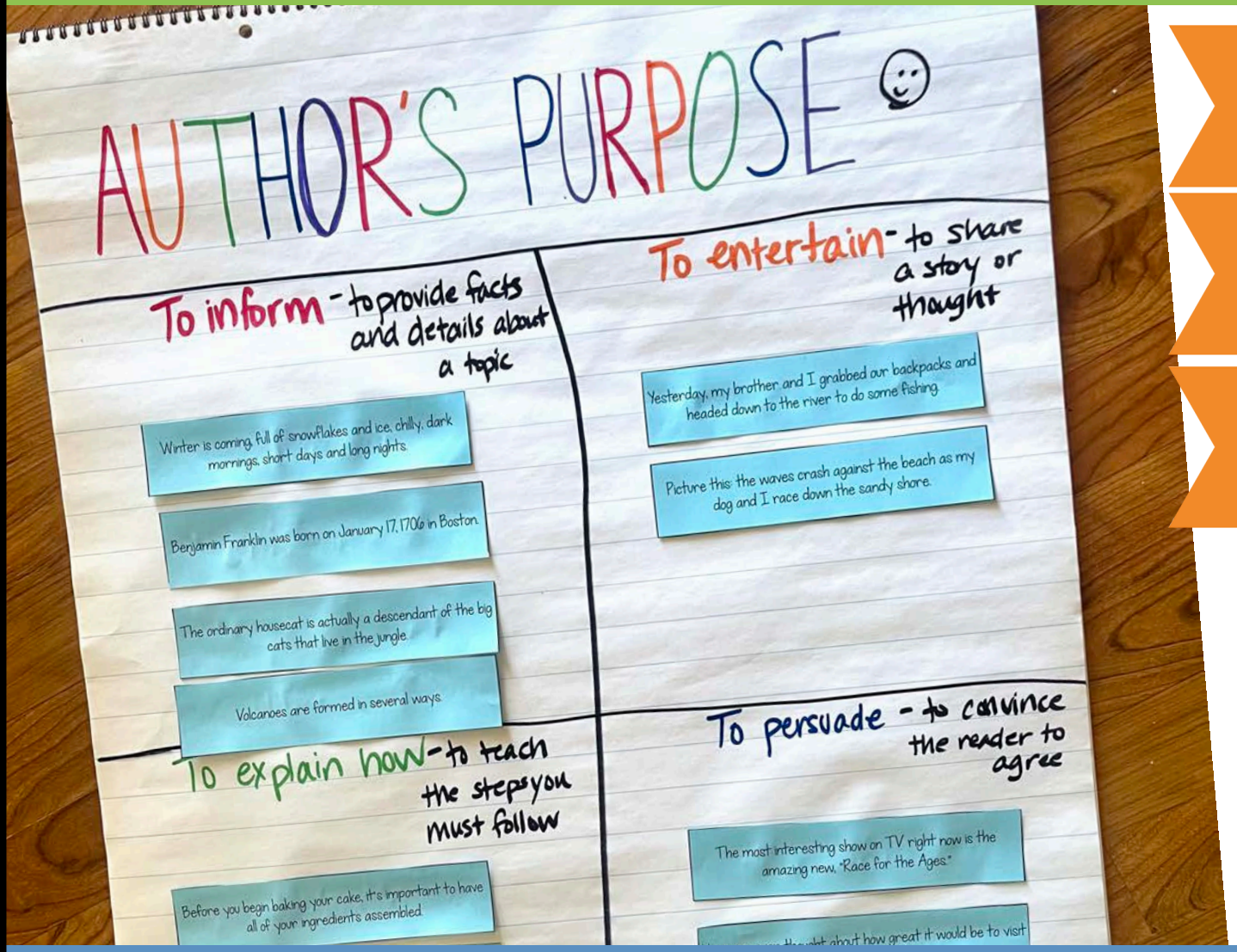
AUTHOR'S PURPOSE LESSONS FOR 3–5



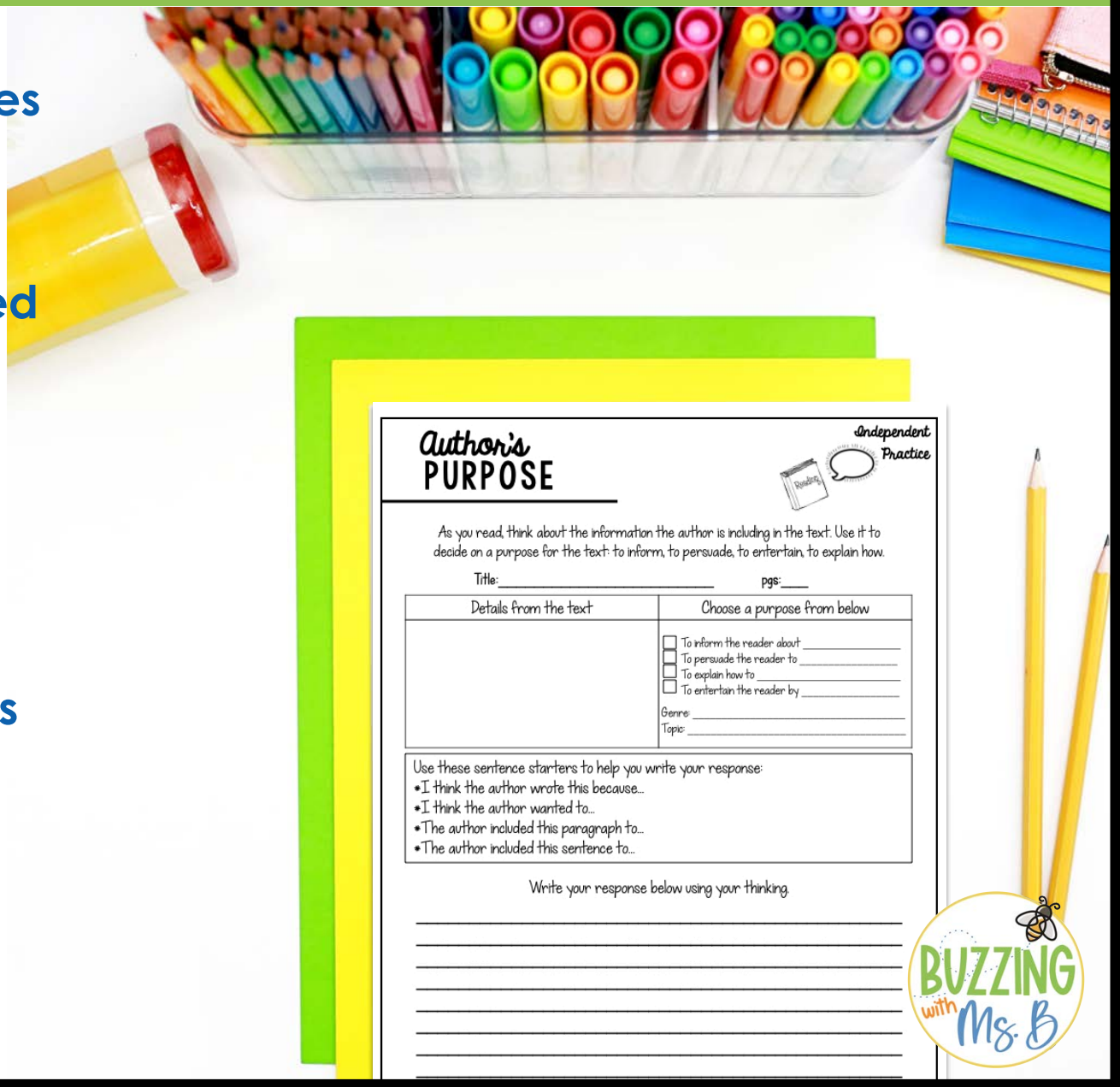
- Reading passage
- Differentiated task cards
- Hands-on activity & anchor chart

BUZZING with Ms. B

ENGAGE + MODEL + PRACTICE

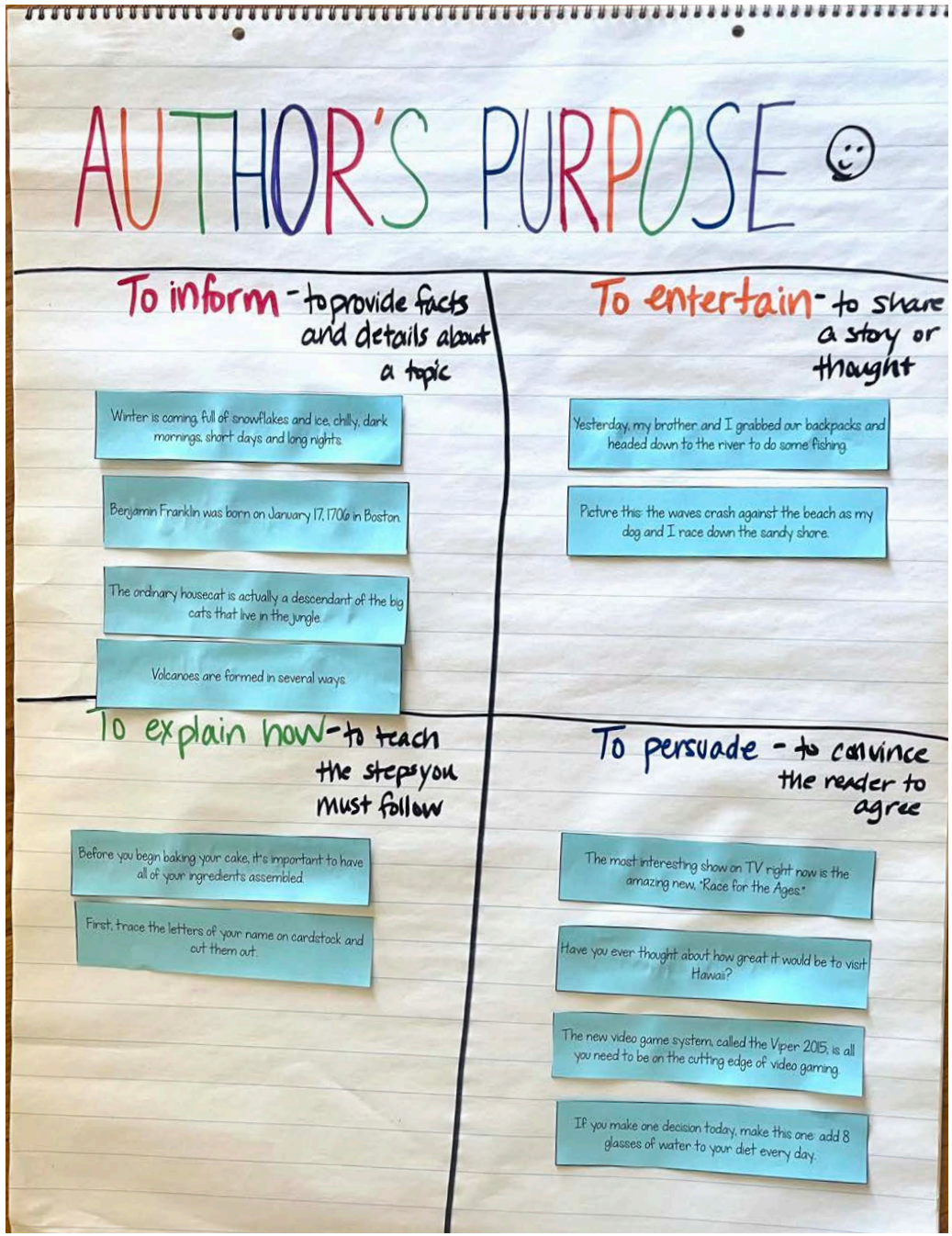
These lessons will help you...

- ✓Introduce four different types of author's purpose
- ✓Model how to identify author's purpose in a guided passage to comprehend better
- ✓Help kids build comprehension through a hands-on activity
- ✓Practice identifying author's purpose with differentiated task cards
- ✓Connect to reading with graphic organizer and reading response



BUZZING with Ms. B

Start with an engaging activity.

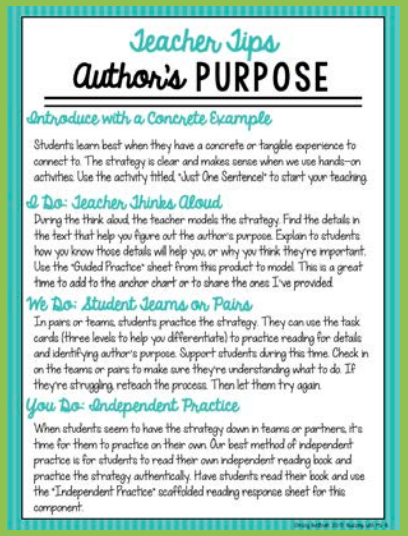


Students will…

- ✓ Look at the first sentence from different texts
- ✓ Identify the author's purpose
- ✓ Sort them into four different purposes
- ✓ Discuss and justify their responses

TEACHER TOOLS: A STEP-BY-STEP GUIDE

GRADUAL RELEASE MODEL


Teacher Tips
Author's PURPOSE

Introduce with a Concrete Example

Students learn best when they have a concrete or tangible experience to connect to. The strategy is clear and makes sense when we use hands-on activities. Use the activity titled, "Just One Sentence" to start your teaching.

I Do: Teacher Thinks Aloud

During the think aloud, the teacher models the strategy. Find the details in the text that help you figure out the author's purpose. Explain to students how you know those details will help you, or why you think they're important. Use the "Guided Practice" sheet from this product to model. This is a great time to add to the anchor chart or to share the ones I've provided.

We Do: Student Teams or Pairs

In pairs or teams, students practice the strategy. They can use the task cards (three levels to help you differentiate) to practice reading for details and identifying author's purpose. Support students during this time. Check in on the teams or pairs to make sure they're understanding what to do. If they're struggling, reteach the process. Then let them try again.

You Do: Independent Practice

When students seem to have the strategy down in teams or partners, it's time for them to practice on their own. Our best method of independent practice is for students to read their own independent reading book and practice the strategy authentically. Have students read their book and use the "Independent Practice" scaffolded reading response sheet for this component.


Mentor Text List
AUTHOR'S PURPOSE

To inform
- The Moon Book by Gail Gibbons
- Slither and Crawl by Jim Arnosky
- Penguins! by Gail Gibbons
- How Hot is Lava? by Kelly Smith
- Why Does the Earth Spin by Mary Kay Carson

To entertain
- Rufus Goes to School by Kim T. Griswell
- Brave Irene by William Steig
- My Rotten Red-Headed Older Brother by Patricia Polacco
- Enemy Pie by Derek Munson
- The Great Gracie Chase by Cynthia Rylant

To explain how
- Making a Chinese New Year Dragon by Conni Medina
- The Complete Baking Book for Young Chefs – America's Test Kitchen
- Awesome Science Experiments for Kids by Crystal Chatterton

To persuade
- Should There Be Zoos by Tony Stead
- Are Video Games Too Violent by Nick Christopher
- Should We have Pets? By Sylvia Hollis


TIPS FOR USING MENTOR TEXTS

Tip #1
Read the text in its entirety first, before you read it as a mentor text. A read-aloud at the beginning of the year is a great time to read any book you plan to use as a mentor text later in the year. You can actually build a lot of mentor texts that you'd like to read at the beginning of the year because you know you're going to come back to them later for minilessons! There's a page to make your list in this download.

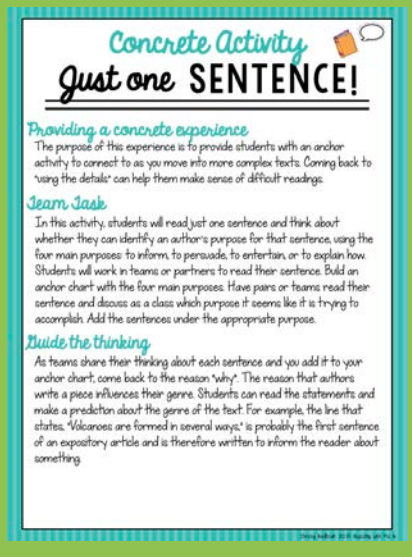
Tip #2
When you read the book during a minilesson for reader's or writer's workshop, just read the part that highlights the skill/strategy you want to teach that day. If you reread the whole book, it'll take up all of your writing time, and it'll be too much information for kids to process anyway. It's best to focus on the bit that will help kids learn what you want them to learn from that lesson.

Tip #3
Train kids to "notice". Start by modeling what you notice. This builds academic language and shows kids that there is value in appreciating what other writers do. Over time, you can start asking, "What do you notice?" and they will have valuable input!

Tip #4
Build your collection and mark your texts! When you find a book that is perfect for teaching a certain reading or writing skill or strategy, add it to your list. Bonus points for adding a sticky note bookmark to the book that marks the exact part of the text that you can use to teach that skill or strategy. I recommend keeping a special basket for mentor texts.

MENTOR TEXT LIST

HANDS-ON ACTIVITY


Concrete Activity
Just one SENTENCE!

Providing a concrete experience

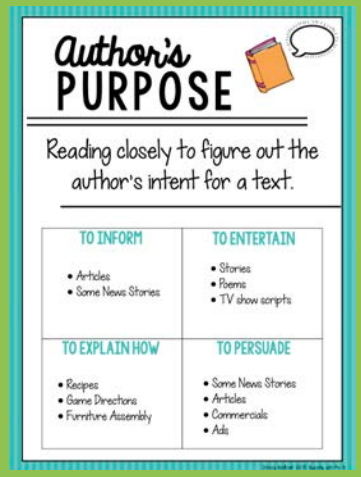
The purpose of this experience is to provide students with an anchor activity to connect to as you move into more complex texts. Coming back to "using the details" can help them make sense of difficult readings.

Team Task

In this activity, students will read just one sentence and think about whether they can identify an author's purpose for that sentence, using the four main purposes: to inform, to persuade, to entertain, or to explain how. Students will work in teams or partners to read their sentence. Build an anchor chart with the four main purposes. Have pairs or teams read their sentence and discuss as a class which purpose it seems like it is trying to accomplish. Add the sentences under the appropriate purpose.

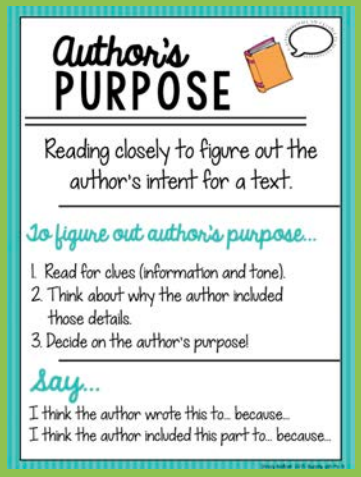
Guide the thinking

As teams share their thinking about each sentence and you add it to your anchor chart, come back to the reason "why". The reason that authors write a piece influences their genre. Students can read the statements and make a prediction about the genre of the text. For example, the line that states, "Volcanoes are formed in several ways." is probably the first sentence of an expository article and is therefore written to inform the reader about something.


Author's PURPOSE

Reading closely to figure out the author's intent for a text.

TO INFORM	TO ENTERTAIN
• Articles • Some News Stories	• Stories • Poems • TV show scripts
TO EXPLAIN HOW	**TO PERSUADE**
• Recipes • Game Directions • Furniture Assembly	• Some News Stories • Articles • Commercials • Ads


Author's PURPOSE

Reading closely to figure out the author's intent for a text.

To figure out author's purpose...

1. Read for clues (information and tone).
2. Think about why the author included those details.
3. Decide on the author's purpose!

Say...

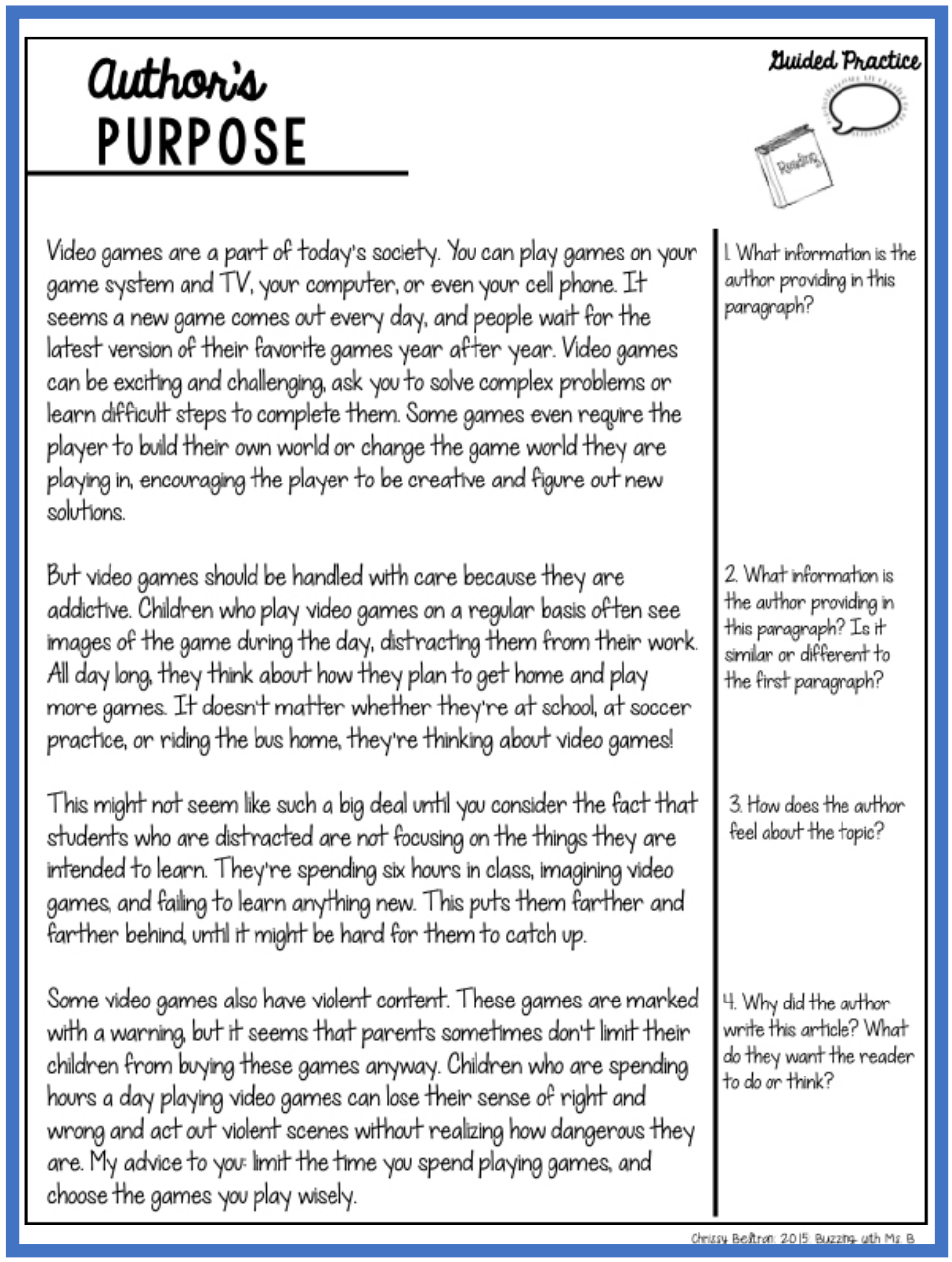
I think the author wrote this to... because...
I think the author included this part to... because...

PRINTABLE POSTERS

GET ALL THE TOOLS YOU NEED TO TEACH ABOUT QUESTIONING!

- ✓One page passage focused on author's purpose and engagement
- ✓Guiding questions & answer key
- ✓Focus thinking about they the author wrote what they wrote
- ✓Project or copy for each student

Model with a think aloud



Author's PURPOSE

Guided Practice

Video games are a part of today's society. You can play games on your game system and TV, your computer, or even your cell phone. It seems a new game comes out every day, and people wait for the latest version of their favorite games year after year. Video games can be exciting and challenging, ask you to solve complex problems or learn difficult steps to complete them. Some games even require the player to build their own world or change the game world they are playing in, encouraging the player to be creative and figure out new solutions.

But video games should be handled with care because they are addictive. Children who play video games on a regular basis often see images of the game during the day, distracting them from their work. All day long, they think about how they plan to get home and play more games. It doesn't matter whether they're at school, at soccer practice, or riding the bus home, they're thinking about video games!

This might not seem like such a big deal until you consider the fact that students who are distracted are not focusing on the things they are intended to learn. They're spending six hours in class, imagining video games, and failing to learn anything new. This puts them farther and farther behind, until it might be hard for them to catch up.

Some video games also have violent content. These games are marked with a warning, but it seems that parents sometimes don't limit their children from buying these games anyway. Children who are spending hours a day playing video games can lose their sense of right and wrong and act out violent scenes without realizing how dangerous they are. My advice to you: limit the time you spend playing games, and choose the games you play wisely.

1. What information is the author providing in this paragraph?

2. What information is the author providing in this paragraph? Is it similar or different to the first paragraph?

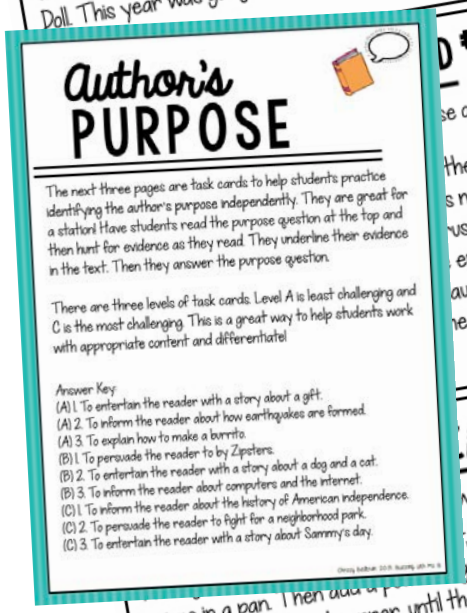
3. How does the author feel about the topic?

4. Why did the author write this article? What do they want the reader to do or think?

Chrissy Beltran 2015 Buzzing with Ms. B

BUZZING with Ms. B

DIFFERENTIATED TASK CARDS



(A) AUTHOR'S PURPOSE CARD #1

Purpose Question: Why did the author write this text?

Every year, I begged for a Susie Skates Doll. Every Christmas morning, I opened my gift with care, peeling off the tape and pulling back the paper one strip at a time. I'd slowly open the box and find.... a baseball glove, a scarf, a dollhouse, a pair of shoes. Never a Susie Skates Doll. This year was going to be different, I just knew it.

TO IDENTIFY AUTHO
1. Underline details.
2. Think about why t
included those det
3. Decide on the aut

THE AUTHOR IS T

(B) AUTHOR'S PURPOSE CARD #1

Purpose Question: Why did the author write this text?

Are you tired of wearing sneakers that just don't fit? Are your shoes worn out and faded? Then I've got the sneaker for you! Zipsters are designed to last longer, fit better, and look great for years! They come in five different color options: red, green, purple, blue, and black. There's a pair for every kid! Find them at your local Foot Wear Store.

TO IDENTIFY AUTHOR'S PURPOSE
1. Underline details.
2. Think about why the author
incl
3. Dec

THE /

(C) AUTHOR'S PURPOSE CARD #1

Purpose Question: Why did the author write this text?

Philadelphia is one of the many cities that dates back to early America. Our founding fathers met in Independence Hall to discuss the future of the colonies. They created a continental congress to decide how the new government would work and to inform Great Britain that we were declaring our independence. It was a dangerous time to be a Tory, or a freedom fighter.

TO IDENTIFY AUTHOR'S P
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2. Think about why the autho
included those details.
3. Decide on the author's purp

THE AUTHOR IS TRYING TO...

D #2

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TO IDENTI
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2. Think a
include
3. Decide

THE AU

(B) AUTHOR'S PURPOSE CARD #2

Purpose Question: What is the author's purpose of this text?

The dog's ears flapped as she ran towards the cat. In great, bounding leaps, she crossed the grass until she was within inches of the cat's face. The cat looked up at the big dog and scowled. Flashing his claws, he swiped at the dog's face. The pup howled in pain as the cat's long nails cut into his soft nose. Backing away quickly, the dog turned and ran away from the cat. The cat grinned and sauntered away slowly.

(C) AUTHOR'S PURPOSE CARD #2

Purpose Question: What is the author's purpose of this text?

Our neighborhood park is the one place our children have to play on the weekend. The schools are closed, so the school playgrounds are closed, too. Every child needs a place to play safely, and the neighborhood park is within walking distance. If the plan to build a minimart goes through and the park is demolished, our children will not have a safe place to play. We need to take action now.

TO IDENTIFY AUTHOR'S PURPOS
1. Underline details.
2. Think about why the author
included those details.
3. Decide on the author's purpose

THE AUTHOR IS TRYING TO...

ARD #3

write this text?

, brown some
round beef. Add in
the mixture smells
onions in a pan. Then add a
pepper, until
cooked take a

(B) AUTHOR'S PURPOSE CARD #3

Purpose Question: Why did the author write this text?

Computers are a part of our everyday lives. We use them at work, play, school, and home. Computers have special capabilities to help us organize our files and documents, our finances, and to connect to each other for sharing information. The system that allows computers to access information across the world is called the internet. This is an interconnected network

(C) AUTHOR'S PURPOSE CARD #3

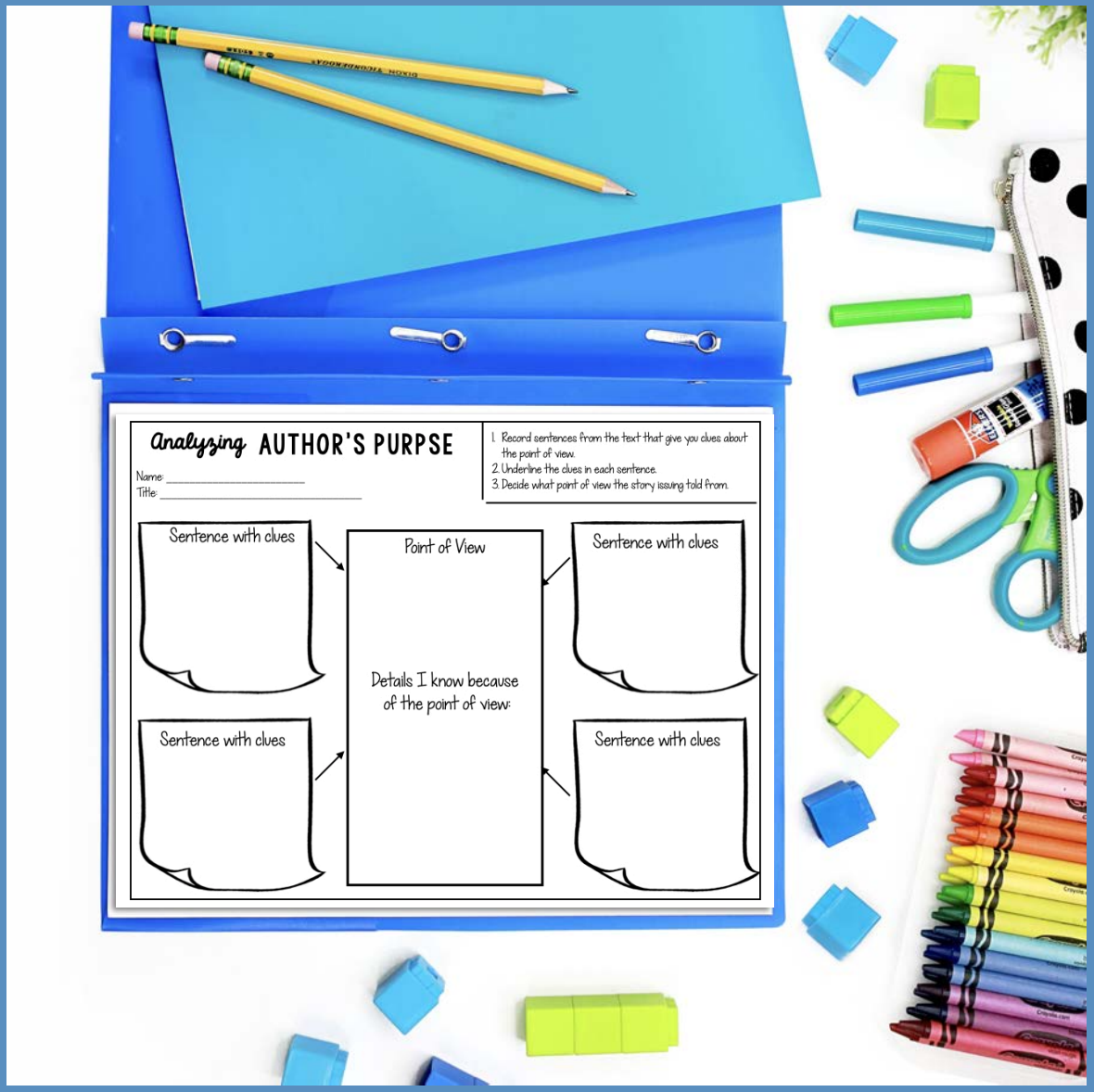
Purpose Question: Why did the author write this text?

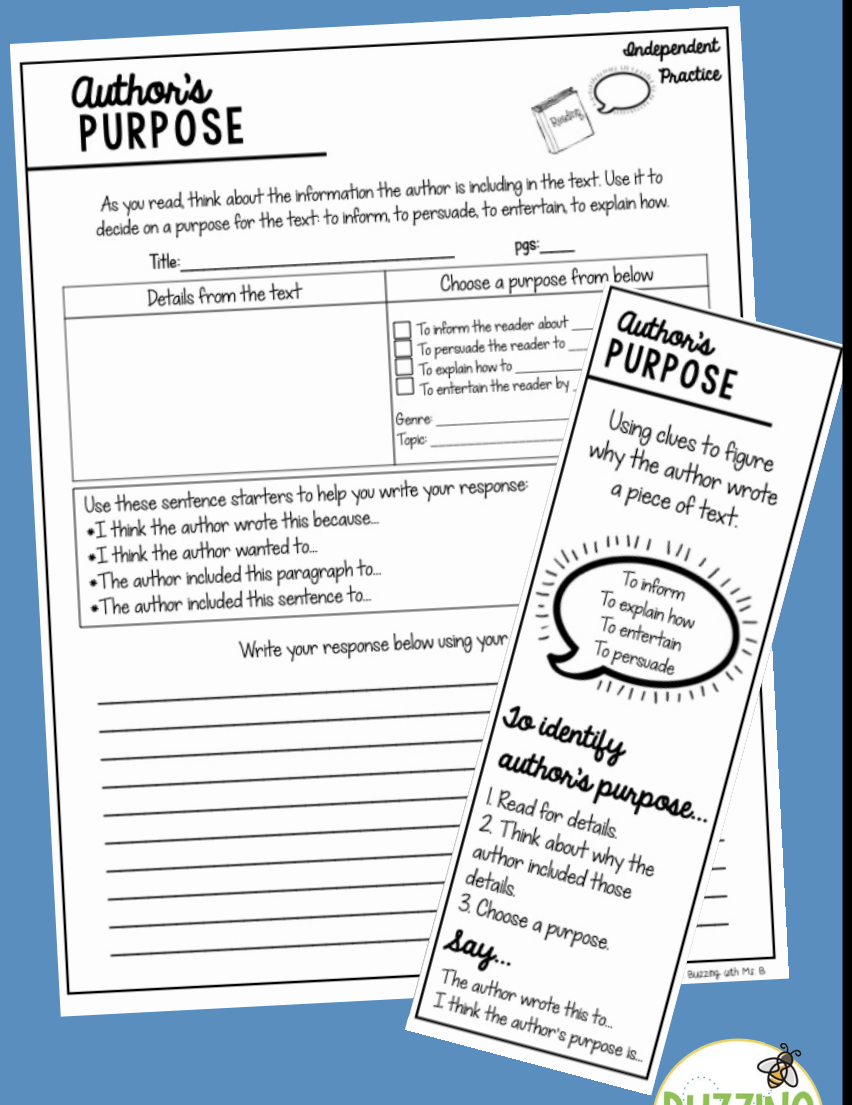
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TO IDENTIFY AUTHOR'S PURPOSE
1. Underline details.
2. Think

THREE DIFFERENT LEVELS WITH ANSWER KEYS

Graphic organizer & reading response





BUZZING with Ms. B

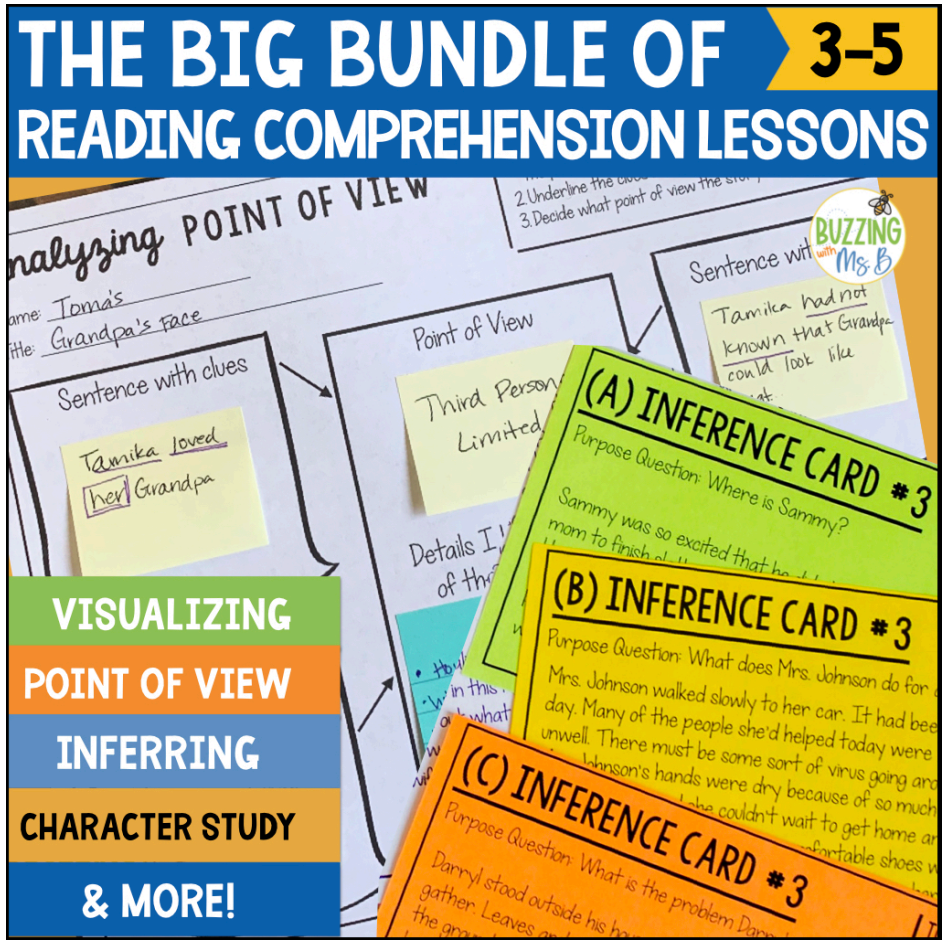
WHAT TEACHERS ARE SAYING

"This resource hit the standard perfectly! The kids were engaged!"

"We used this as a class discussion and created an anchor chart that is now hanging in my classroom. I really liked the concept of providing them text to determine the purpose rather than just a picture of a book."

BUZZING with Ms. B

Get this in the Reading Strategy Lessons Bundle!!



This bundle includes...

- ✓Analyzing Characters
- ✓Asking Questions
- ✓Making Inferences
- ✓Visualizing Sensory Details
- ✓Author's Purpose
- ✓Story Elements
- ✓Main Idea & Details
- ✓Cause and Effect
- ✓Fact and Opinion
- ✓Point of View
- ✓Sequencing Events
- ✓Nonfiction Text Structure

GET THE READING STRATEGY LESSONS BUNDLE!!