

Lesson 16

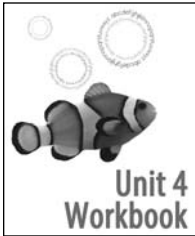
Persuasive Writing
(or Review)

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Capitalize holidays, product names, and geographic names (L.2.2a)
- ✓ Use commas in greetings and closings of letters (L.2.2b)
- ✓ Plan, draft, and edit a persuasive letter in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section (W.2.1)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Consult the Individual Code Chart to check spelling (L.2.2e)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)
- ✓ Ask and answer questions (e.g., *who*, *what*, *where*, *when*, *why*, *how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Introduce Spelling Words	Worksheet 16.1	10
Reading Time	Partner Reading: "The Florist"	<i>The Job Hunt</i>	25
Persuasive Writing and/or Small Group Review	Editing a Persuasive Letter and/or Small Group Review	Worksheets 14.2–14.4 and/or Worksheets 16.2–16.4	25
Take-Home Material	Spelling Letter and Mixed Practice: The Bunny Hop	Worksheets 16.1, 16.5–16.7	*



Worksheet 16.1

Introduce Spelling Words

- Write /ee/ on the board. Tell students the spelling words this week all have the /ee/ sound spelled in four ways: 'e_e', 'ee', 'ea', and 'e'.
- Make four columns on the board with the headings: 'e_e', 'ee', 'ea', and 'e'. Write the spelling words in the appropriate columns.
- The spelling words for this week are as follows.

1. 'e_e' as /ee/: eve, com | plete
2. 'ee' as /ee/: creek, week, meet | ing
3. 'e' as /ee/: she, we, fe | ver, ze | ro, pre | tend
4. 'ea' as /ee/: squeak, meal, wheat, seal

Tricky Word: peo | ple

- Read each of the words aloud with students, focusing on the specific spellings in each word. Tell students the Tricky Word for this week is *people*.
- Remind students to practice their spelling words at home each night with a family member. Have students take Worksheet 16.1 home.

Reading Time

Partner Reading: "The Florist"

Introducing the Story



"The Florist"

- Write the word *florist* (flor | ist) on the board and guide students in reading the word aloud. Ask students if they know what the word *florist* means. (a person who arranges flowers into pretty bouquets)
- Tell students the first place Kim will go to look for a job in Manhattan is a florist shop. Ask students what they think is sold at a florist shop.

Previewing the Spellings

- Teach the word *building* as a Tricky Word. The letters 'ui' are tricky and unexpected because they stand for the /i/ sound, but otherwise the rest of the word is sounded out as expected.
- Also review the Tricky Word *people*, which is a spelling word this week.

- You may also wish to preview the following spellings before reading today's story.

/ie/	Multi-syllable words
sights	un der ground
sighed	hun dreds
right	sky scra pers
bright	Hes ter
tired	as ter
	lark spur

Previewing the Vocabulary

- Preview the following vocabulary before reading today's story.

1. **skyscraper**—a tall building
2. **throngs**—big groups of people
3. **ringing up people**—to total up a person's purchases at a cash register
4. **larkspur and aster**—types of flowers

Purpose for Reading

- Before students read the story with their partners, have them look at the illustration of Hester, Kim, and Kurt on page 73. Ask students to share their thoughts about what is happening in this picture. Ask them to predict what a good caption might be for the illustration. Tell students to read the story to find out if their predictions are correct.

Wrap-Up

- Use the discussion questions to guide your conversation about "The Florist."

Discussion Questions on “The Florist”

1. *Literal* What is a florist? (A florist is a person who arranges flowers into bouquets to sell.)
2. *Literal* What did Hester want to hire someone to do? (Hester wanted to hire someone to ring up people and take their cash.)
3. *Literal* What three questions does Hester ask Kim? (1. Have you ever had a job ringing up people and taking their cash? 2. Have you ever had a job at a florist shop? 3. Is it your lifelong dream to have a job as a florist?)
4. *Literal* Why does Hester tell Kim that she said the wrong thing? (Kim said she is leaving at the end of the summer and Hester does not want to hire someone for a short time.)
5. *Inferential* What adjectives would you use to describe Hester? (Answers may vary but may include: *old, gray-haired, mean, cranky, etc.*)

Persuasive Writing and/or Small Group Review

25 minutes

Editing a Persuasive Letter and/or Small Group Review



Worksheets 14.2–14.4,
16.2–16.4

- If there are still students who have not completed the persuasive letter they started with their partner in Lesson 14, allow students sufficient time to finish writing and editing their letter.
- You may also choose to use this time for students to recopy their edited draft so their letters can be displayed. Alternately, students may use a word processing program to prepare their letters for display or publication.
- If you prefer, you may also use all or part of this time for small group work to address specific student needs. You may use Worksheet 16.2 for students needing additional decoding practice and Worksheets 16.3 and 16.4 for students who would benefit from enrichment. You may also choose other worksheets or activities from the Pausing Point.

Take-Home Material

Spelling Letter and Mixed Practice: The Bunny Hop

- Students should take home Worksheet 16.1 to practice the spelling words.
- Students should also take home Worksheets 16.5–16.7 to play the Bunny Hop Game.