**Lesson 1**

**CLASS**: Form 2

**TEACHER:**

**LESSON DURATION**: 35 minutes

**CONTENT STRAND**: reading, speaking, listening

**LESSON** **TOPIC**: Author’s Purpose

**PURPOSE**: To show student that there are various ways of identifying author’s purpose and how the skill can be used for comprehension of text.

**RATIONALE**: It is important to understand why a writer is writing something. As a reader, knowing the purpose that the writer has for the piece can help with comprehension of the details.

**TEACHING POINT**: The acronym PIE is effective in identifying the author’s purpose in order to fully understand a piece of text.

**ANTICIPATED DIFFICULTY**: Students may have difficulties in determining the signal words / phrases that indicate purpose.

**PRIOR KNOWLEDGE**: Students have basic reading and writing skills and can communicate information that has been heard.

**RESOURCES**: -whiteboard, marker, duster, computer / projector, chart, written text, graphic organizer, tv guide

**INSTRUCTIONAL OBJECTIVES**

Students will be able to:

1. Define author’s purpose.
2. Identify the acronym PIE as the 3 types of purpose.
3. Identify the signal words and phrases that signal to author’s purpose.
4. Discuss the importance of author’s purpose.

**SET INDUCTION**:

A television guide will be displayed. Students will be asked to comment on the main goal of each show or commercial.

2 mins

**PROCEDURES:**

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| **Teacher Activity** | **Student Activity** | **Time** |
| Engage in discussion about responses in set induction.  Elicit from students:   * What is the writer’s purpose for each show / commercial? * How are you able to determine the purpose? * What is the content of each show / commercial? * Does the content tell you what the purpose of the show / commercial is? | Respond to questions | 3 mins |
| Introduce the concept and elicit meaning for the term ‘author’s purpose’. | Engage in discussion | 5 mins |
| Introduce purposes an author may have for writing using the acronym PIE.  Guide as to the importance of author’s purpose when reading. | Provide possible examples of each type.  Engage in discussion. | 5 mins |
| Introduce three genres of writing.  Assist with identifying signal words / phrases. | Read text and identify author’s purpose.  Select signal words / phrases for each type of purpose. | 5 mins |
| Assign students in groups to complete worksheets. | Work collaboratively under supervision. | 1 min |
| Verify responses | Random students will orally present their pieces. | 5 mins |
| Introduce a ‘Fill the Tree’ game for groups. | Work collaboratively to match genre of writing to author’s purpose. |  |

**CLOSURE:**

The teacher will recap what was taught. The use of the acronym PIE will be reiterated as a technique for identifying author’s purpose in a piece of text. 1 min

**STUDENTS’ ASSESSMENT**: ‘Fill the Tree’ activity- Students will be assessed on their ability to correctly match the type of writing to the author’s purpose.

**CONTINGENCY PLAN**: If students cannot think of words for the acronym PIE, the teacher will prompt them.

If multimedia is not available, the teacher will display the passages on a chart.