**Lesson Plan: Author’s Purpose**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CCSS Connections:**  **ELA 6** | |  |  |  | | --- | --- | --- | | **K** | **1** | **2** | | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | |
| **Materials** | * Any *Inspire My Kids* story * “Author’s Purpose” Worksheet (2 pages) |
| **Duration** | * Approximately 1 hour |
| **Grade Level** | * Kindergarten - 2nd |

|  |  |
| --- | --- |
|  | **Activities** |
| **Objective** | **I will explain what the author is trying to teach the readers.** |
| **Mini-lesson/ vocab**  **10 min.** | **Introduce the vocabulary- author, illustrator/photographer, illustrations/photographs, purpose.** Definitions can be found on the worksheet.   * After introducing the vocabulary, choose a couple familiar non-fiction books or articles that you’ve already read as a class. Ask students to identify the author, illustrator/photographer, illustrations/photographs, and the purpose. Lead them through the “Scavenger Hunt” on the worksheet as a class. |
| **Practice Time**  **30 min.** | **Read the IMK article that you chose.**   * Read the article all the way through, periodically stopping to ask comprehension questions to check for understanding. Ask often, “What does the author want to teach us?” This could also be time to discuss the character topic, as they may go hand-in-hand. |
| **Apply the vocabulary and complete the scavenger hunt.**   * Help students locate the author, illustrations/photographs, and illustrator/photographer. Students can record their findings on the scavenger hunt chart on the worksheet. * Discuss what the author taught them through the illustrations/photographs ONLY. Record a few ideas (in words or in pictures) on the correct side of the graphic organizer. * Discuss what the author taught them in the rest of the article (through the words). Record a few ideas (in words or in pictures) on the correct side of the graphic organizer. |
| **Discuss the author’s purpose.**   * After all the discussion, students should be ready to talk about why the author wrote this article. As a class, answer the question, “What does the author want to answer, explain, or describe?” |
| **Assess**  **10 min.** | **Students pretend to be the author.**   * One the second page of the worksheet, students pretend to be the author and complete the speech bubble to record what the author’s purpose was in writing the article. |
| **Wrap-up**  **10 min.** | **Review and Close.**   * Review the vocabulary. Have several students pretend to be the author and act out the interview in front of the class. You could use an object as a microphone for fun! |
| **Extension** | **Apply the learning.**   * Provide other non-fiction materials for students. Have them locate the author, illustrations/photographs, illustrator/photographer, and predict the purpose for writing the book or article. |

**Author’s Purpose**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Article Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Let’s do an article scavenger hunt! What can you find?

|  |  |  |  |
| --- | --- | --- | --- |
| Does the article have… | Definition | Yes or No | If yes, prove it! |
| An Author? | *the person who wrote the book or article* |  | Name: |
| Illustrations? | *the pictures that were drawn* |  | I see an illustration of: |
| Photographs? | *the pictures that were taken with a camera* |  | I see a photograph of: |
| An Illustrator? | *the person who drew the pictures* |  | Name: |
| A Photographer? | *the person who took the pictures* |  | Name: |

What do you think the author is teaching us through these parts of the article?

|  |  |
| --- | --- |
| **Illustrations and Photographs**  real-estate-illustration by netalloy - real estate clipart entertainment-camera-still by sheikh_tuhin - A camera taking a shot with two pictures. | **Text**  Notepad with Text and Pencil by Sephr - Notepad with lines on it representing text and a pencil over the notepad. Made for the Noteboard webapp. |
|  |  |

Let’s pretend! Pretend you are the author. You are being interviewed. What would you say?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I enjoyed your article! Now, tell me…why did you write it? What did you want the reader to learn?

