**Appendix: Sample Elementary School Lesson Plan**

**Lesson Objective**

Elementary students will analyze tools used by persuasive science writers. Students will produce a piece of writing that utilizes at least one persuasive science writing tool.

**Standard: *Next Generation Science Standards* (NGSS Lead States, 2013)**

* *Performance Expectation:* “K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment” (p. 167).
* *Science and Engineering Practice:*

**Obtaining, Evaluating, and Communicating Information**  
Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

* + Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3). (p. 168)

**Assessment**

* *Writing Samples:* Students will produce a piece of writing that utilizes at least one persuasive science writing tool.
* *Anecdotal Records:* Observations of students’ speech and actions describing the use of at least one persuasive writing tool

**Materials**

* *Text:* *Forêts tropicales* (Fullman, 2008).

**Anticipatory Set**

* *Preservice Teacher Will Ask Elementary Students:* “Today, we are going to study what good persuasive science writers include in their texts. What is something that we might need to convince audiences about when talking about rain forests?”
* *Follow-Up Question:* What can the science author do in the writing or illustrations to convince the audience of the ideas that you just mentioned? How can we create scientific writing or drawing that is persuasive?

**Lesson Body**

1. The teacher and the students will explore the text together. The teacher may highlight the persuasive writing tool of “evoking the emotions of the reader” (see Table 1 and Table 2 for other potential lesson foci).

*Text Sample*

« *Son habitat est aujourd’hui déboisé de façon si alarmente que cet animal figure sur la liste des espèces en voie d’extinction*. » (p. 5)

[Its habitat is today being deforested so alarmingly that the animal is on the list of species going extinct.]

*Possible Explanation About Use of Persuasive Science Tool*

*Tool:* Author evokes emotions of the reader

The author evokes the emotions of the reader in order to persuade them. The author appears to want the reader to develop an appreciation for certain aspects of a rain forest. This appreciation can translate into an effort to preserve these forests. The author conveys empathy and implies a responsibility on the part of the reader to understand how the world is changing.

1. Students will be asked to draw pictures to demonstrate how the author makes the audience feel something in order to inspire the audience to save the rain forest.