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| **Focus: A mixed review**  Summarizing, author’s purpose, tone, supporting claims  **Materials:** copies of the article “Vandalized statues bring bigger issues to light in New Zealand city,” highlighters, pen/pencil, glue stick, sticky notes |
| **Before Reading:**  Pick a topic that interests your scholars. The sample uses Twinkies.  **Say to scholars:** Twinkles taste better than any other snack cake because of its texture, filling, and golden appearance. This statement is a claim. Why is it a claim? (It is based on evidence.) What is the evidence for the claim? (texture, filling, golden appearance) After we read our article today, you will summarize the central ideas and support the claims. |
| **During Reading:**   1. Read the article together. Stop at the end of each section and ask scholars: What is the most important point in this section? How do you know? (Highlight and label the central idea for each section.) 2. After reading the article, ask scholars the following questions:    * How would you describe the author’s attitude towards the topic? Which phrases or sentences helped you determine the author’s tone? Highlight and label the details ‘Tone.’    * According to the article, there is a problematic underrepresentation if native heritage and significance in Gisbone. Which paragraph in the section “Vandalism is Not the Answer” best supports this claim?    * What is Tupara’s viewpoint?    * What is Foon’s viewpoint?    * Why do you think the author wrote this article? (Hint: Did the author write the article to persuade, to provide information, to describe a problem and solution, or to compare and contrast opinions? How do you know this is the correct author’s purpose? Write author’s purpose in the margin and write your response. |
| **After Reading:**  Use your notes to answer the four multiple choice questions. |
| **Wrapping Up:**   * Complete North Star forms. * Gather and store materials. * Read lesson #27 for the next session. |