

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade: 2

Main Subject: Social Studies, English Language Arts

Big Idea: Integrated Social Studies and English Language Arts Grade 2: Two-Week Unit Plan

Title: COMMUNITIES ACROSS CANADA

Cluster: Our Local Community, Communities in Canada

Duration: 2 weeks

Materials: Mentor texts/read-aloud links, video links, writing materials, map of Canada, Venn diagram template, letter samples

Short Description:

This integrated project infuses the social studies Cluster 1, Our Local Community, and Cluster 2, Communities in Canada with English language arts. Students engage with the mentor texts, *Carson Crosses Canada* and *The Best Things to Do in St. John's*, to learn more about various places across Canada (Cluster 2) and compare them to their community (Cluster 1). Students are then guided through the writing process to create a persuasive letter or present a persuasive speech.

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/docs.html

KL-019, KI-004, KI-005, KC-001, VC-001, VC-002, KI-012, KL-019, KL-023, VI-006

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/framework/index.html

Power and Agency, Exploration and Design, Sense Making, System

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X	X	X	X	X							X	X	X

Knowledge and Understanding—Students will gain knowledge and understanding of characteristics of their local communities as well as another community in Canada. *Examples: transportation, services, schools...*

Research and Communication—Students will research the characteristics of their local community and another community in Canada. Students will prepare a persuasive speech or letter explaining the highlight of a community in Canada.

Critical Thinking and Citizenship—Students will value the contributions of individuals to their local communities as well as another community in Canada. Students will compare communities to appreciate the diversity of ways of life in Canadian communities.

Original concept created by: Susan Atcheson and Deidre Sagert

LEARNING EXPERIENCES AND ASSESSMENT

Part 1: Comparing your community to St. John's, Newfoundland and Labrador

Question: How is your community different and the same as St. John's, Newfoundland and Labrador?

Teacher's instructions:

Beyond citizenship, the General Learning Outcomes for this assignment include: The Land: People and Places; and Identity, Culture and Community. The assignment targets the outcomes for Grade 2 Social Studies Clusters 1 and 2. The project could be done online or as a hands-on project. Students can work on this project independently with teacher check-ins.

See individual lessons for information regarding the *synchronous* and *asynchronous* instruction.

Step-by-step instructions for students:

1. Listen to the story, *Carson Crosses Canada*, by Linda Bailey, to learn about Canada through the eyes of Carson, the dog, and his owner, Annie.
2. Imagine Carson and Annie are going to stop for a visit in your community. Brainstorm with your class what you would show and do in your community with Carson and Annie.
3. View a video to learn about the community features of St. John's, Newfoundland and Labrador (see Appendix). Brainstorm what you would show and do with Carson and Annie in this community.
4. Compare and contrast your community with the community of St. John's, Newfoundland and Labrador on a Venn diagram (see Appendix).
5. Choose which community (your community OR St. John's, Newfoundland and Labrador) you want to convince Carson and Annie to visit. Create a mini project of three features that represents the community you choose. Learn about how you will use these features in a persuasive letter or speech

Question: What are the elements of a persuasive letter or speech? What would you include in a persuasive letter or speech to convince someone to visit your community or St. John's Newfoundland and Labrador?

Teacher's instructions:

See individual lessons for information regarding the *synchronous* and *asynchronous* instruction.

Step-by-step instructions for students:

1. Listen to the story, *The Day the Crayons Quit*, by Drew Daywalt (see Appendix) and examine the persuasive writing features used in the crayons' letters.
2. View a video (see suggestion in Appendix) about how to write a letter and discuss the parts of a friendly letter or a speech. Think about how to make a letter or speech persuasive to a given audience and include the purpose.
3. View a video on how to write a persuasive letter (see suggested video *Persuasive Speech for Children* in Appendix)
www.bing.com/videos/search?q=Writing+a+persuasive+speech+video+for+children&docid=608035196402469016&mid=46E80436E1B1EA9EA2B046E80436E1B1EA9EA2B0&view=detail&FORM=VIRE
4. Watch your teacher demonstrate (I Do) writing a letter to Carson and Annie. Together with your teacher and classmates, develop criteria for writing your persuasive letter or speech.
5. Together with your teacher and classmates, write a class letter or speech to Carson and Annie (We Do). After writing the letter, use the class created criteria to review it and make necessary revisions and editions.
6. Write your own persuasive letter or speech to Carson and Annie. Use the class created criteria to review your letter.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

1. Photo of the cover of the book *Carson Crosses Canada*
2. Photo of the inside cover of *Carson Crosses Canada* with a map of Canada
3. Pink Crayon's letter from *The Day the Crayons Quit*
4. Peach Crayon's letter from *The Day the Crayons Quit*
5. Letter to Red Crayon
6. Susan's letter to Carson and Annie
7. Helpful Hints to Write a Persuasive Letter to Carson and Annie
8. Susan's modified letter to Carson and Annie
9. Criteria Checklist
10. Grade 2 Communities Across the World Assessment Tool

Links

Book—*Carson Crosses Canada*.

<https://www.penguinrandomhouse.ca/books/546274/carson-crosses-canada-by-linda-bailey-illustrated-by-kass-reich/9780735266353>

Read aloud link—*Carson Crosses Canada*. www.youtube.com/watch?v=vvTuhYDNFss

Seesaw link—map of Canada activity. <https://app.seesaw.me/activities/an09u7/map-of-canada>

Map of Canada link: www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr2/blms/2-3-2b.pdf

Video link—*The Best Things to Do in St. John's*. www.youtube.com/watch?v=hDHnVDYG85k

Venn diagram Template. www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr2/blms/2-2-2e.pdf

What is a Venn diagram? <https://study.com/academy/lesson/what-is-a-venn-diagram-lesson-for-kids.html>

Book—*The Day the Crayons Quit*

<https://www.penguinrandomhouse.ca/books/307942/the-day-the-crayons-quit-by-drew-daywalt-illustrated-by-oliver-jeffers/9780399255373>

Read aloud link—*The Day the Crayons Quit*. www.youtube.com/watch?v=Hrd-Wdxbg-Q

Video link—*Writing a Letter*. www.youtube.com/watch?v=y2d-0dlimgY

Video Link—*Persuasive Writing Video for Children*.

www.bing.com/videos/search?q=Writing+a+persuasive+speech+video+for+children&docid=608035196402469016&mid=46E80436E1B1EA9EA2B046E80436E1B1EA9EA2B0&view=detail&FORM=VIRE

Seesaw link—Labeling the parts of a friendly letter.

<https://app.seesaw.me/#/activities/library?promptId=prompt.80309c42-a579-4432-850d-947b7d726366>

Integrated
Social Studies
and
English Language Arts
Grade 2
Two Week
Unit Plan

Integrated Social Studies and English Language Arts

Grade 2 Unit Plan–Week 1

Week 1 introduces students to the book *Carson Crosses Canada*, their local community, the community of St. John's, Newfoundland & Labrador, and compares and contrasts these two communities using a Venn diagram.

Day 1

Overview

Synchronous Time: Students will listen to a read aloud of the rich text, *Carson Crosses Canada* to learn about Canada through the eyes of Carson, the dog and his owner, Annie.

Asynchronous Time: Students will use a map of Canada on a platform such as Seesaw and label the ten provinces and three territories.

Materials:

Carson Crosses Canada (Copy of actual book or provided read aloud link)

<https://www.penguinrandomhouse.ca/books/546274/carson-crosses-canada-by-linda-bailey-illustrated-by-kass-reich/9780735266353>

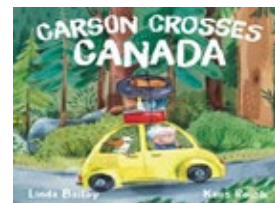
<https://www.youtube.com/watch?v=wwTuhYDNFss>

Cover of the book–See Appendix

Map of Canada found on inside cover of book–See Appendix

Map of Canada – See suggested Seesaw link below

<https://app.seesaw.me/activities/an09u7/map-of-canada>



Lesson

Synchronous Time:

1. Introduce the story *Carson Crosses Canada* written by Linda Bailey and illustrated by Kass Reich.
Have students brainstorm, predict and make connections to the title and cover of the book.
2. View read aloud link of *Carson Crosses Canada*.
Debrief with students about their predictions and connections.
3. Look at the map of Canada on the inside cover of the book.
Review, find and discuss the different places Carson and Annie visited as they made their way across Canada from Tofino, British Columbia to Witless Bay, Newfoundland.

Day 1—Continued

Carson and Annie's Route

- | | | |
|-----------------------------|---------------------|--------------------------|
| 1. Tofino | 6. Lake Winnipeg | 10. Bay of Fundy |
| 2. Cathedral Grove | 7. Great Lakes area | 11. Prince Edward Island |
| 3. Rocky Mountains | 8. Niagara Falls | 12. Cape Breton Island |
| 4. Dinosaur Provincial Park | 9. Quebec City | 13. Witless Bay |
| 5. Prairie Farm | | |

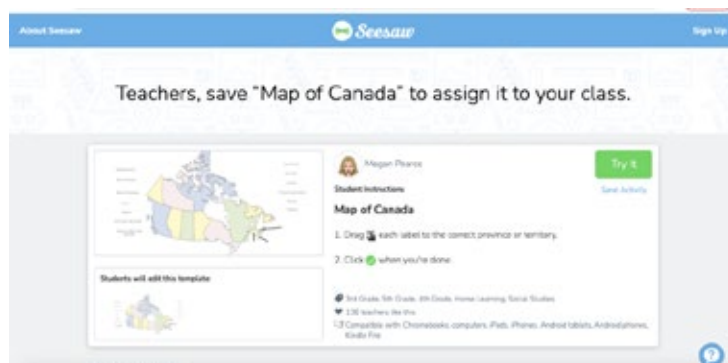
4. Introduce and model the mapping skills that will be done during asynchronous time.

Independent Learning Time

Asynchronous Time:

Use a map of Canada on a platform such as Seesaw and label the ten provinces and three territories. See suggested link below.

<https://app.seesaw.me/activities/an09u7/map-of-canada>



Day 2

Overview

Synchronous Time: Students will imagine Carson and Annie are going to stop for visit in < insert your community name here>. Teacher with students will brainstorm where they would take Carson and Annie and what would they do with them.

Teacher's note: This lesson takes into account that the teacher has taught the “Our Local Community” in Social Studies, Grade 2, Cluster 1. If not feel free to take time and explore your community in more detail.

Asynchronous Time: Students will locate <Insert your community name here> on a map of Canada and also label and colour Lake Winnipeg. Students will write or draw and label one feature about <Insert your community name here> that Carson and Annie would like to see and/ or do.

Materials:

Paper or whiteboard and markers to record community information

Map of Canada link: https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr2/blms/2-3-2b.pdf

Lesson

Synchronous Time:

- The story *Carson Crosses Canada* introduces the different Canadian communities of Tofino, Drumheller, Quebec City and Witless Bay.
- Talk about our community. Imagine Carson and Annie were going to stop for visit in our community. Where we would take them? What would we do with them?

1. Brainstorm and record all the students’ ideas.
2. Together read aloud all the ideas on the completed brainstorm sheet.
Group the ideas into categories.
3. Introduce and model the mapping skills that will be done during asynchronous time.

Independent Learning Time

Asynchronous Time:

Find Manitoba on the map of Canada.

Label the province of Manitoba on the map.

Place a dot where our community is located in Manitoba.

Write the name of our community beside the dot. (Remember that our community starts with a capital letter.)

DAY 2—Continued

Asynchronous Time Continued:

Label and colour Lake Winnipeg. Remember, this is where Carson and Annie stopped in Manitoba to have a swim!

Write or draw and label one interesting feature about our community that you would like Carson and Annie to see and/or do if they came to visit us in < Insert the name of your community here>.

Student Notes:

Keep your map in a safe place so you can use it again during Day 3's lesson.

You will share your community feature.

Day 3

Overview

Synchronous Time: Students will learn about the community of St. John's, Newfoundland and Labrador. They will view a video that describes some of the features of St. John's. Teachers will brainstorm with students where they would take Carson and Annie and what would they do with them in St. John's.

Option: Spend the time needed to explore St. John's in further depth.

Asynchronous Time: Students will locate St. John's on a map of Canada. They will label and colour the Atlantic Ocean surrounding Newfoundland and Labrador.

Students will write or draw and label one interesting feature about St. John's that Carson and Annie would like to see and/or do.

Materials:

Video link of St. John's: <https://www.youtube.com/watch?v=hDHnVDYG85k>

Paper/Whiteboard and markers to record ideas after watching video.

Map of Canada: If possible, add to the map of Canada the students used in Lesson 2. Students will then have a better understanding of where both communities are located in Canada.

Lesson

Synchronous Time:

Ask students to share the one interesting feature about their community.

1. Review the many ideas students shared about their local community.

Leaving their local community, explore another community in Canada located in the province of Newfoundland and Labrador where Elise and Digby live. The name of this community is **St. John's**, and it is the capital city of the province.

On a map of Canada, locate St. John's, Newfoundland and Labrador. Instead of a dot, mark its location with a star because it's the capital city of the province. (See the Appendix for a map of Canada.)

2. Watch the video entitled: *The Best Things to Do in St. John's*.

Video Caution: To **avoid** the slides that show and reference alcohol, pause the video and drag the cursor through the following two video segments:

Pause video at: One minute, 10 seconds (1:10–1:21 mins.)
Two minutes, seventeen seconds (2:17–2:22 mins.)



Day 3—Continued

3. Review where we would take Carson and Annie and what would we do with them if they came to visit our community.

Using information from the video we just watched, imagine if Carson and Annie were going to stop in St. John's, Newfoundland for a visit before heading back to Tofino. What should they see and/or do while they are there?

Record all the students' responses.

After completing the brainstorm, as a class read aloud all the ideas.

Group the ideas into categories.

4. Model the mapping skills that will be done during asynchronous time.

Independent Learning Time

Asynchronous Time:

Use the same map of Canada from Day 2, find Newfoundland and Labrador.

Label the two parts of the province, Newfoundland and Labrador.

Locate and label St. John's on the map.

Place a star beside St. John's to indicate that it is the capital city of Newfoundland and Labrador. Label and colour the Atlantic Ocean that surrounds the island of Newfoundland and borders on the east coast of Labrador.

Write or draw and label one interesting feature about St. John's that you would like Carson and Annie to see and/or do if they were to visit this community.

Student Notes:

Be prepared to share your feature with the class.

Day 4

Overview

Synchronous Time: The teacher and students will compare and contrast < Insert the name of your community here> with St. John's information on a Venn diagram.

Asynchronous Time: Students will represent and sort three ideas on their own Venn diagram.

Note: This assignment can be used as a formative assessment piece.

Materials:

Brainstorm sheet of < insert name of your community here> ideas

Brainstorm sheet of St. John's ideas

Paper/Whiteboard and markers

Each student's name on a folded piece of paper in a container

Venn Diagram Template link:

www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr2/blms/2-2-2e.pdf

What is a Venn diagram? video link:

<https://study.com/academy/lesson/what-is-a-venn-diagram-lesson-for-kids.html>

Lesson

Synchronous Time:

Ask students to share their one interesting feature about St. John's, Newfoundland.

1. Review brainstorm activity about the features that can be found in our community and the community of St. John's.

Compare and contrast this information on a Venn diagram.

Share on screen the empty Venn diagram template with the students.

Optional: Depending on how familiar your students are with using a Venn diagram, you may choose to show this video link to your students.

<https://study.com/academy/lesson/what-is-a-venn-diagram-lesson-for-kids.html>



Day 4—Continued

2. Re-read aloud the information on the two brainstorm sheets.
3. Ensure every student has paper/whiteboard and a marker.

Provide students with one minute to draw the following on their paper/whiteboard.

- Those using paper will fold their paper, so they have eight boxes.
Those using whiteboards will divide their boards into eight sections.
- Number the sections/boxes 1–8.

Give students the following explanation for the Venn diagram task:

- Write **“SJ”** if the information only describes the community of St. John’s.
- Write the first letter in each word of our community’s name if the information only describes < Insert the name of your community here>.
- Write **“B”** if the information describes both communities.

Steps to fill in the Venn diagram:

- Students read one piece of information from either brainstorm sheet to share with the class.
- Every other student will decide where they think the information should be placed on the Venn diagram by writing the appropriate capital letter(s) in the appropriate section/box on their paper/whiteboard.
- Students will show their response on screen after everyone has filled in their box.
- The student who read aloud the information will tell the class where they think the information should be placed on the Venn diagram.
- Teacher will share correct answer.
- Teacher will continue this process with students until they feel they have enough information shared on the Venn diagram.
- Teacher will interpret the data on the Venn diagram with their students.

4. Ask students to explain how St. John’s and our community are:
 - a) alike?
 - b) different from each other?
 - c) the same?
5. Explain directions, model and demonstrate how to complete the Venn diagram assignment.

Independent Learning Time

Asynchronous Time:

In the correct section of your Venn diagram, you will draw and/or write:

- ⇒ one idea that can only be seen and/or experienced in <Insert name of community here>.
- ⇒ one idea that can only be seen and/or experienced in St. John’s community.
- ⇒ one idea that can be seen and/or experienced in both communities.

Student Note:

Be prepared to share one piece of information on your personal Venn diagram.

DAY 5

Overview

Synchronous and Asynchronous Time: Students will learn about their final task in this unit, to write a persuasive letter or speech to Carson and Annie convincing them to visit either <Insert the name of your community here> or the community of St. John's. In this lesson, the teacher will explain the directions and model and demonstrate how to write a persuasive letter or speech. A criterion for this assignment will include building three features the student will choose to include in their letter or speech.

Materials:

Brainstorm sheet of <Insert name of your community here>

Brainstorm sheet for St. John's

Lesson

Synchronous Time:

1. Each student will share one piece of information they placed on their personal Venn diagram.
2. Big Picture: Let students know what the final task will be. Students will write a persuasive letter or speech to Carson and Annie convincing them to visit either <Insert name of your community here> or the community of St. John's. A criterion for this letter will be to include three features to support the community they have chosen.

For today's lesson, students will complete a mini project to represent the three features they will choose to include in their letter or speech.

The teacher will explain directions, model and demonstrate how to create the mini project.

3. Mini Project Directions:
 - a) Select the community you think Carson and Annie should stop and visit on the way home to Tofino. (< Insert community name here> or St. John's.)
 - b) Select three ideas from the appropriate class brainstorm you feel will convince Carson and Annie to stop and visit that community.
 - c) Decide how you are going to show your thinking from the list of choices below:
 - ⇒ Draw and label the three ideas you have chosen and display them on a poster.
 - ⇒ Write about the three ideas you have chosen.
 - ⇒ Act out the three ideas you have chosen.
 - ⇒ Build structures to represent the three ideas you have chosen

DAY 5 – Continued

4. Teacher Model and Demonstration

- a) Select a community (<Insert the name of your community here> or St. John's).
- b) Read the ideas on the appropriate brainstorm sheet.
- c) Share thinking (think aloud) while deciding which three features would be best to convince Carson and Annie to visit the selected community.
- d) Share thinking (think aloud) while deciding how to represent the three features (draw and label, write, act, or build.)

Independent Learning Time

Asynchronous Time:

Directions for the Mini Project:

- a) Select the community you think Carson and Annie should stop and visit on the way home to Tofino. (Our community or St. John's)
- b) Select three ideas from the appropriate brainstorm sheet.
- c) Decide how you are going to represent the three features from the list of choices below.
 - a. Draw and label the three ideas you have chosen and put them on a poster.
 - b. Write about the three ideas you have chosen.
 - c. Act out the three ideas you have chosen.
 - d. Build structures to represent the three ideas you have chosen.
- d) Share your mini project with your teacher.

Student Note:

After you have shared your mini project, keep it in a safe place.

You will be using it later to help write your persuasive letter or speech to Carson and Annie.

Integrated Social Studies and English Language Arts

Grade 2 Unit Plan–Week 2

Week 2 focuses on writing a persuasive letter or speech convincing Carson and Annie to visit either <Insert name of your community here> or St. John's, Newfoundland and Labrador on their trip home.

Day 6

Overview

Synchronous Time: Students will listen to the mentor text, *The Day the Crayons Quit*.

Using this text, the teacher will introduce the students to persuasive writing features used in the crayons' letters. Students will discuss which crayon wrote the most compelling letter to Duncan sharing their opinions and reasons first in small groups and then as a class. Students will also examine Pink Crayon's letter and find the different features used to convince Duncan to change.

Asynchronous Time: Students will answer three questions based on the book, *The Day the Crayons Quit*.

Materials:

The Day the Crayons Quit (actual book or read aloud link provided below)

<https://www.penguinrandomhouse.ca/books/307942/the-day-the-crayons-quit-by-drew-daywalt-illustrated-by-oliver-jeffers/9780399255373>

www.youtube.com/watch?v=Hrd-Wdxbg-Q

Pink Crayon's Letter –See Appendix

Peach Crayon's Letter–See Appendix

Lesson

Synchronous Time:

1. Introduce the story, *The Day the Crayons Quit*, written by Dwayne Daywalt and illustrated by Oliver Jeffers.

Read aloud the title and show the cover of the book. Have students make predictions about what will happen in the story.

2. Read aloud the actual book or view read aloud link of *The Day the Crayons Quit*.

Debrief with students about their predictions.

Day 6—Continued

3. Review the crayons' letters to help learn how to write our persuasive letters or speech to Carson and Annie.

- It is important that we understand what the word **persuade** means.
- Ask: Does anyone know what **persuade** means?
- **Persuade** means—convince or cause someone to do or change something through discussion or argument.
- A persuasive letter or speech is a way of communicating with somebody what we want them to do or change.
- We want our persuasive letters or speech to convince Carson and Annie to stop and visit either <Insert the name of your community here> or St. John's on their way home.
- Each crayon wrote a persuasive letter to Duncan asking him to do or change something. Discuss what each crayon or a few crayons wanted Duncan to do or change.

- ⇒ **Red Crayon** wanted Duncan to give them a rest.
- ⇒ **Purple Crayon** wanted Duncan to colour in the lines.
- ⇒ **Beige Crayon** wanted Duncan to treat them with more respect. They are tired of being called "light brown" and "dark tan". They are tired of being second place to Mr. Brown Crayon.
- ⇒ **Grey Crayon** wanted Duncan to also give them a rest.
- ⇒ **White Crayon** wanted Duncan to make it stand out.
- ⇒ **Black Crayon** wanted Duncan to not just use them to outline but actually colour entire things with them.
- ⇒ **Green Crayon** wanted Duncan to solve the problem between **Yellow Crayon** and **Orange Crayon** (they each want Duncan to choose them to colour the sun).
- ⇒ **Blue Crayon** wanted Duncan to give them a break.
- ⇒ **Pink Crayon** wanted Duncan to use them more often.
- ⇒ **Peach Crayon** wanted Duncan to get them some clothes!

Discuss:

- Which crayon do you think wrote the most persuasive letter? Why do you think this is the most persuasive letter?
- Turn and Talk with a classmate (either in class or virtually). Together decide which crayon wrote the most persuasive letter and the reason why you both feel this is the most convincing letter.

Bring students back together as a whole class and have groups share their opinions with reasons.

Day 6—Continued

4. Review specific features that a writer can use to write a strong persuasive letter or speech. These are called features of persuasive language.

Teacher Note:

There are several persuasive letter writing features. For the purpose of this unit the focus will be on three features:

- a) using first person words
- b) using specific adjectives
- c) stating opinions supported with reasons.

Other persuasive features are: rhetorical questions, exaggeration and command and warnings. All six of these features are used in different letters in *The Day the Crayons Quit*.

5. Some persuasive writing features are:

a) First person words

When we write a letter, we are writing it from our point of view or a character's point of view that we are pretending to be.

We write in what is called first person. We are addressing someone directly.

Some first-person words are *I, I'm, me, you, your, we, us*.

b) Adjectives

Adjectives are words used to describe people, places and things.

Specific adjectives are important words to use in persuasive writing. They add details so the reader has a better understanding of the shared information. Specific adjectives can help to explain the benefits of doing something and they can make the writing sound more convincing or believable.

c) Opinions and reasons

An opinion is what a person or character thinks. A reason explains why the person or character has a specific opinion. The writer of a persuasive letter wants the reader to agree with them and change or do something.

Example: I think (opinion) _____ because (reason or evidence) _____.

6. Read aloud Pink Crayon's letter. Ask students to listen carefully for the persuasive writing features used to convince Duncan to use Pink Crayon more often.

Ask: What features did you notice? (Features used in the letter are: **first person words, adjectives, commands, exaggeration, rhetorical question.**)

Highlight the features used in the letter for the students to see.

Option: For more practice locating persuasive writing features use Peach Crayon's letter. Complete the same exercise.

Day 6—Continued

7. Explain and demonstrate how to answer the questions students will complete during their asynchronous time. These questions are based on *The Day the Crayons Quit*.

Independent Learning Time

Asynchronous Time:

Using a pencil and a piece of lined paper, answer the following questions **in complete sentences**.

- a) In your opinion which crayon do you feel wrote the most convincing letter to Duncan?
- b) Why do you think this letter was the more convincing than all the other letters?
- c) Using your imagination, what do you think Duncan will do or change to make this crayon happy again?

After you have finished answering the questions, carefully read over your work.

- ⇒ Do your answers make sense?
- ⇒ Did you write your answers in complete sentences?
- ⇒ Did you correctly use capital letters and punctuation marks?

Day 7

Overview

Synchronous Time: Students will review the persuasive writing features introduced in Day 6's lesson. They will watch a video about the parts of a friendly letter and practise identifying and organizing the five pieces. The teacher will discuss audience and purpose for the letter writing assignment. Then thinking aloud, the teacher will organize the persuasive writing features to use in their persuasive letter or speech to Carson and Annie.

Asynchronous Time: Students will complete an activity that requires them to label the parts of a friendly letter.

Materials:

Writing a Letter video link: www.youtube.com/watch?v=y2d-0dlimgY

Letter to Red Crayon—See Appendix

Recommended Seesaw activity—*Labeling Parts of a Friendly Letter* link:

<https://app.seesaw.me/#/activities/library?promptId=prompt.80309c42-a579-4432-850d-947b7d726366>

Teacher Note: Review recommended Seesaw activity before assigning it. You may wish to edit some of the instructions.

Lesson

Synchronous Time:

1. Review different persuasive writing features that can be used to write letters convincing Carson and Annie to visit our community or St. John's.

Use Pink Crayon's letter to review some of the features.

2. Watch a short video that will remind us about the five parts of a friendly letter.

As you watch the video pay attention to the names of the five parts and where they located in a friendly letter.

3. Watch the video.



Day 7—Continued

4. Using Duncan's letter to Red Crayon, practice with the students identifying and organizing the parts of a friendly letter.
 - a) Ask students to:
 - draw five boxes on a piece of paper/whiteboard
 - number the boxes 1-5
 - b) Pre-cut Duncan's letter into its five parts.
 - c) Mix up the parts.
 - d) Select a part and read it aloud to the class.
 - e) Ask students to write the assigned letter to represent the correct letter part.
Write **B** for body, **C** for closing, **G** for greeting, **H** for heading and **S** for signature.
 - f) After students have written a letter in each box, put Duncan's letter together and correct the students' work.

5. Say to students: Now that we have a better understanding of persuasive writing features and the parts of a letter, we can begin the process of writing our letters to Carson and Annie.

Model the writing process by writing a persuasive letter or speech to Carson and Annie.

Use a graphic organizer to model how to write a persuasive letter or speech.

Decide who the audience is and the purpose for writing this letter or speech. (My audience is Carson and Annie)

What is the purpose for writing the letter or speech? (My purpose for writing my letter is to convince Carson and Annie to stop and visit <Insert community choice here>).

Check for understanding: How do I know that I want Carson and Annie to visit <Insert community choice here> on the way back home? (My three interesting ideas are about <Insert community choice here>).

6. Ask students to think about how best to organize their three ideas to convince Carson and Annie to visit <Insert community choice here>).

Share your thinking (think aloud) and number your ideas 1,2 and 3 on your model letter or speech.

Day 7—Continued

Independent Learning Time

Asynchronous Time:

1. Recommend: Link to the Seesaw Activity entitled: *Label the Parts of a Friendly Letter* and complete it.
<https://app.seesaw.me/#/activities/library?promptId=prompt.80309c42-a579-4432-850d-947b7d72636>
 - a) Who is the audience for my letter?
My audience is ...
 - b) What is the purpose for writing my letter?
The purpose for writing my letter is ...
 - c) What community do I want to convince Carson and Annie to visit?
The community I want Carson and Annie to visit is ...
 - d) What are the three features I will include in my letter or speech?
The three features I will include in my letter or speech are
 - e) How will I organize three ideas in my letter?
First, I will write about Next, Then
2. Number 1, 2 and 3 on your mini project's ideas to show the order you will write about them in your letter or speech.

Day 8

Overview

Synchronous Time: The “I Do” of the Optimal Learning Model. The teacher will demonstrate writing a persuasive letter or speech to Carson and Annie. After writing the letter or speech, the teacher and students will develop criteria for this writing assignment.

Asynchronous Time: Using a sample letter, students will circle each of the three exciting ideas used in the letter, draw a box around every first-person word and opinion sentence, and highlight the letter's five different parts.

Materials:

Chart Paper and coloured markers

Susan’s Letter – See Appendix

Lesson

Synchronous Time:

Ten Helpful Hints to Review Before Doing the “I Do”—The Demonstration

- ⇒ Remember to think aloud as you write.
- ⇒ Colour code the five different parts of the letter, so they are easy for the students to identify.
- ⇒ Double space your work so you will have room to make changes if needed.
- ⇒ Use a graphic organizer (mini project) to help you organize your ideas in the body of your letter.
- ⇒ Underline a word if you are not sure how to spell it and keep writing.
- ⇒ Check off your idea on the mini project after you have used it in your letter.
- ⇒ Use persuasive writing features – first person words (*I, I’m, you, your, us, we*), adjectives, and opinion sentences (*I think because....*).
- ⇒ Use transition words when moving from one idea to the next. (First, Then, Next)
- ⇒ Ask your students questions as you write the letter.
 - For example: What part of the letter am I going to write next? Where do I place that part of the letter? What idea am I going to write about next?
- ⇒ Re-read your letter as you write it.

1. Demonstrate writing a persuasive letter or speech to Carson and Annie.
2. Together with your students re-read the letter or speech.

Day 8—Continued

3. After re-reading the letter or speech with your students, co-create criteria for this assignment.

Example Criteria:

- Include three interesting ideas about the community.
 - Use the persuasive writing features – first person words and opinion sentences in the body of your letter.
 - Use all five parts of the friendly letter in the correct order.
4. Reread the letter or speech as a class and check if it meets all the criteria.
Make revisions and edits as needed.
 5. Using Susan's sample letter, explain and demonstrate the three tasks that students will complete using Susan's letter during their asynchronous time. (Circle each of the three exciting ideas in the letter's body, draw a box around the first-person words and opinion sentences and highlight each of the five parts of the letter). Also, review the re-aloud challenge that students may choose to do during their independent learning time.

Independent Learning Time

Asynchronous Time:

In Susan's letter to Carson and Annie:

1. Circle each of the three interesting ideas.
2. Draw a box around each persuasive writing feature: first person words and opinion sentences.
3. Highlight and label the
 - ⇒ body of the letter
 - ⇒ closing
 - ⇒ greeting
 - ⇒ heading
 - ⇒ signature

Day 9

Overview

Synchronous Time: The “We Do” of the Optimal Learning Model—A Shared Write. After selecting the community and three exciting features that highlight it, the students together with their teacher will write a persuasive letter or speech to Carson and Annie to stop and visit this community. After completing the letter or speech, the teacher and students will review their criteria and make any necessary revisions to the letter.

Asynchronous Time: Using the teacher’s letter from Day 8’s lesson, students will circle each of the three exciting ideas used in the letter, draw a box around every first-person word and opinion sentence, and highlight the letter's five different parts

Materials:

Chart paper and coloured markers

Teacher’s letter from Day 8’s lesson

Lesson

Synchronous Time:

Helpful Hints to Review Before Modeling the “We Do” with Your Students

- ⇒ Remember to think aloud as you write and also encourage your students to explain their thinking when sharing a suggestion.
- ⇒ Colour code the five different parts of the letter so they are easy to identify.
- ⇒ Double space as you write to make changes if needed.
- ⇒ Underline a word if you are not sure how to spell it and keep writing.
- ⇒ Use persuasive writing features – first person words (*I, I’m, you, your, us, we*), adjectives and opinion sentences (*I think because...*).
- ⇒ Use transition words when moving from one idea to the next. (First, Then, Next)
- ⇒ Ask students questions as you write the letter together.
For example: What part of the letter am I going to write next? Where do I place that part of the letter? What idea am I going to write about next?
- ⇒ Re-read the letter as you write it together.

1. As a class, vote whether the class letter or speech should convince Carson and Annie to visit *<insert the name of your community here>* or St. John’s.
2. Ask three students to select one interesting idea from the chosen community’s brainstorm sheet.
3. Decide as a class what idea to write about first, second and third.
4. Together as a class write a persuasive letter or speech to Carson and Annie.

Day 9—Continued

5. Reread the letter or speech as a class and check if it meets all the class created criteria. Make revisions and edits as needed.
6. Using the teacher's letter from Day 8's lesson, explain and demonstrate the three tasks that students will complete in asynchronous time. Circle each of the three exciting ideas in the letter's body, draw a box around first-person words and opinion sentences and highlight each of the five parts of the letter. Also, review the re-aloud challenge students can choose to do during their independent learning time.

Independent Learning Time

Asynchronous Time:

Use the letter your teacher wrote to Carson and Annie yesterday to:

1. Circle each of the three interesting ideas.
2. Draw a box around each persuasive writing feature: first person words and opinion sentences.
3. Highlight and label the
 - ⇒ body of the letter
 - ⇒ closing
 - ⇒ greeting
 - ⇒ heading
 - ⇒ signature

Day 10

Overview:

Today students will be writing the first draft of their letter or speech to Carson and Annie. The teacher will decide if the students will complete only a first draft or teach additional lessons that involve students revising and editing their letter or speech and writing a final copy. Whatever the teacher feels would work best for their students. It is essential to celebrate the students' writing in their first draft stage if that is where the project ends or as a final copy. The students will be very proud and excited to share their letter or speech.

Synchronous Time: Guided and Independent Practice. Students will begin writing their letter or speech to Carson and Annie.

Asynchronous Time:

Students will finish their letter or speech and then make any necessary changes to their letter or speech after using the criteria checklist. They will draw and colour a picture to include with their letter.

Materials:

Class's letter or speech (shared write)

Brainstorm Sheet for <Insert the name of your community name here>

Brainstorm Sheet for St. John's

Helpful Hints to Write a Persuasive Letter to Carson and Annie—See Appendix

Susan's Letter (The heading and closing are missing in the letter)—See Appendix

Lesson

Synchronous Time:

1. Write your own letter or speech to Carson and Annie!

Before you begin, let's review a list of helpful hints that will help us write our persuasive letter or speech to Carson and Annie.

Teacher Note: Share the class letter on screen as a reference for students.

2. Have students write the **heading** (today's date) on the top line of the paper on the right side. Have them show you when they are done.
3. Next, have students write their **greeting**. Remind them to use a comma at the end of the greeting. Have them show you when they are done.

Day 10—Continued

4. Have your students begin to write their letter or speech to Carson and Annie, going through their three interesting facts from their mini project. Remind them to use give opinions and reasons for each fact.

While students work independently, have them stay on the screen. Check in with each student individually to see how they are making out, and scaffold as necessary.

5. Ten minutes before the end of the lesson, have a mini celebration and ask if there is anyone who would like to share part of their letter with the class.
6. Explain and demonstrate the tasks the students will complete in their asynchronous time. Explain that students will have time to finish their letter or speech during their independent learning time. After students finish writing their letter or speech, they will use the Criteria Checklist. Use Susan's letter to demonstrate how to use the checklist and to add the missing information.

Note: This letter is missing the Heading (the date) and the Closing (Yours Truly).

Also, explain that students will draw and colour a picture to go with their letter.

Independent Learning Time

Asynchronous Time:

Part 1

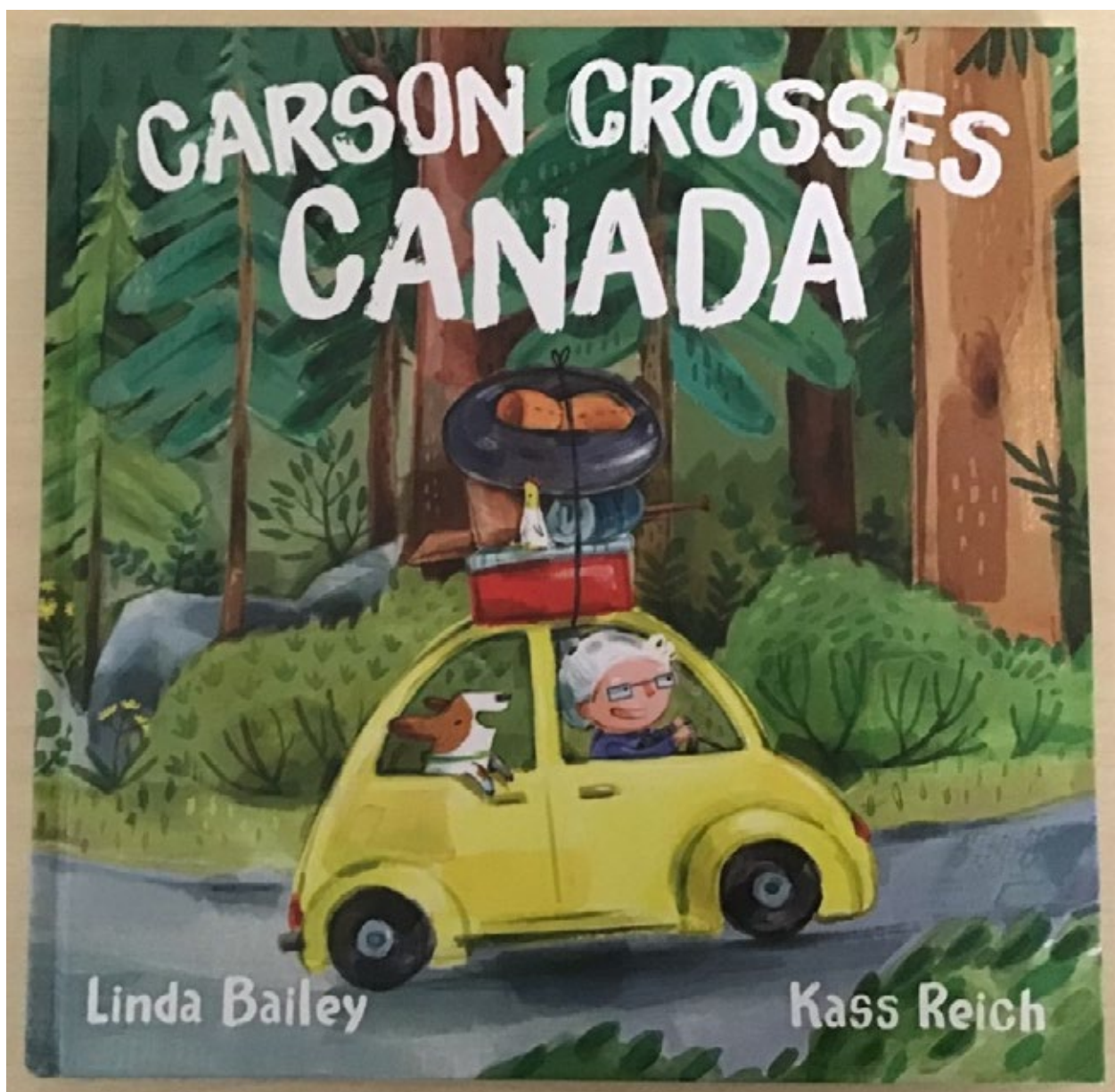
1. Finish writing your letter or speech to Carson and Annie.
2. Use the Checklist to check that you have included all the criteria in your letter. Place a checkmark beside each criterion when it is complete.
3. If something is missing on the list, make the necessary change or changes to fix your letter.

Part 2

1. Draw and colour a picture of one, two or all three of your features to include in your letter to Carson and Annie.

Appendix

Appendix: Day 1—*Carson Crosses Canada* Book Cover



<https://www.penguinrandomhouse.ca/books/546274/carson-crosses-canada-by-linda-bailey-illustrated-by-kass-reich/9780735266353>

Appendix: Day 1—Map of Canada in *Carson Crosses Canada*



<https://www.penguinrandomhouse.ca/books/546274/carson-crosses-canada-by-linda-bailey-illustrated-by-kass-reich/9780735266353>

Appendix: Day 6—Pink Crayon's Letter

Duncan,

OKay, LISTEN HERE, KID!

You have not used me ONCE in ~~the~~
the past year.

Its because you think I am a GIRLS'
colour, isn't it? speaking of which,
please tell your little sister I
said thank you for using me to colour
in her "Pretty PRINCESS" colouring
book. I think she did a fabulous
job of staying inside the lines!

NOW, back to us. Could you PLEASE
use me sometime to colour the occasional
PINK DINOSAUR or MONSTER or
cowboy? Goodness knows they could
use a splash of colour.
your unused friend,
Pink crayon

Appendix: Day 6—Peach Crayon's Letter

HEY DUNCAN,
It's me. PEACH CRAYON.
WHY did you feel off
my paper wrapping??
Now I'm NAKED and too
embarrassed to leave the
crayon box.
I don't even have ~~any~~ any
underwear! How would
you like to go to
school naked? I need
some clothes. HELP!
Your naked friend,
PEACH Crayon

Appendix: Day 7—Letter to Red Crayon

December 11th, 2020

Dear Red Crayon,

I had an accident on the play structure this week and broke my right arm. My arm is now in a cast, and it is hard for me to hold a pencil. I have told my Mom what I would like to say, and she has typed my letter for me.

Red Crayon, I am sorry you are so upset. I had no idea that you were working so hard. You are my favourite colour in the crayon box so I colour things red whenever I can! I will make sure that I use other colours like green, blue, orange, and yellow. In February, I will also colour my valentines purple and pink, not just red. I hope these changes will give you more time to relax.

Your friend,

Duncan

Appendix: Day 8—Susan's Letter to Carson and Annie

December 11th, 2020

Dear Annie and Carson,

I hope you both had a lovely time visiting Elise and Digby in Witless Bay.

Before you leave the province of Newfoundland and Labrador, make sure, you stop and visit its capital city, St. John's. I think you will love this city because there are so many things to see and do. First, you can visit Signal Hill. From the top of this hill, you can see the whole city! Also, Signal Hill is a great place to watch whales. Did you know 22 different types of whales that swim in the Atlantic Ocean near St. John's. Third, you cannot leave the city of St. John's without having a meal of fresh or deep-fried scallops in one of the city's many restaurants. You loved the lobster rolls on Prince Edward Island. I think you will love eating scallops in St. John's! As you can see, St. John's is a Canadian community you should stop and visit.

Yours truly,

Susan

Appendix: Day 10—Helpful Hints to Write a Persuasive Letter or Speech to Carson and Annie

- a) If it is helpful for you to say your thoughts aloud before you write them – do it!
- b) Remember to double space your writing so there will be room to make changes if needed.
- c) Underline a word if you are not sure how to spell it and keep writing!
- d) Use your mini project to help to you remember what to write first, second and third in the body of your letter.
- e) Check off your idea on the mini project after you have used it in your letter.
- f) Use persuasive writing features:
 - first person words: *I, I'm, you, your, us, we*
 - specific adjectives to describe the community
 - opinion and reason sentences: *I think because ...*
- g) Use transition words when moving from one idea to the next.
(First, Next, Then)
- h) Re-read your letter or speech as you write it.

Appendix: Day 10—Checking Susan’s Letter

Dear Annie and Carson,

I hope you both had a lovely time visiting Elise and Digby in Witless Bay.

Before you leave the province of Newfoundland and Labrador, make sure, you stop and visit its capital city, St. John’s. I think you will love this city because there are so many things to see and do. First, you can visit Signal Hill. From the top of this hill, you can see the whole city! Also, Signal Hill is a great place to watch whales. Did you know 22 different types of whales that swim in the Atlantic Ocean near St. John’s? Third, you cannot leave the city of St. John’s without having a meal of fresh or deep-fried scallops in one of the city’s many restaurants. You loved the lobster rolls on Prince Edward Island. I think you will love eating scallops in St. John’s! As you can see, St. John’s is a Canadian community you should stop and visit.

Susan

Appendix: Day 10—Criteria Checklist

Criteria Checklist:

Put a checkmark in the box if you followed the criteria beside it.

- ☐ I described **three features** in my letter or speech.
- ☐ I used **first person words** (examples: I, my, you, your, we and us) in my letter or speech.
- ☐ I used **specific adjectives** to describe people, places and things in my letter or speech.
- ☐ My letter has a **heading, greeting, body, closing and signature**.

or

- ☐ My speech has a **greeting to the audience, a strong opening, body, and a closing**.

Assessment Tool

Grade 2 Communities across Canada

The following chart is one way to record your body of evidence of student learning. It is important to consider the identified grade band descriptors in relation to the practices and elements as you look through the body of evidence. You are describing the extent to which students enacted the descriptors. Transfer this information into the appropriate report categories.

Evidence of Learning in English language arts https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#3to5overview		Interrelated Dimensions of Learning Growth (IDOL-G) https://app.mapleforem.ca/en/groups/229/wiki/pages/2205			
		Independence	Breadth	Depth	Transformation
4 ELA Practices & Elements		Emerging Expanding Extending	Emerging Expanding Extending	Emerging Expanding Extending	Emerging Expanding Extending
Power Agency <ul style="list-style-type: none"> Recognize and analyze inequities, viewpoints, and bias in texts and ideas Investigate complex moral and ethical issues Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives 	Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.	Example: EXPANDING In conversation with teacher, student will recognize with some probing that people who live in a coastal community have had different experiences than those living in Manitoba.			
	Learners are recognizing that texts have different audiences, purposes, agendas, and points of view.				
	Learners are expressing opinions and judgments.				

Exploration and Design <ul style="list-style-type: none"> • Research and study topics and ideas • Interpret and integrate information and ideas from multiple texts and sources • Manage information and ideas • Invent, take risks, and reflect to create possibilities 	Learners are making design choices for different purposes.			Example: EXTENDING: Student mini project demonstrates they have internalized features of their chosen community and transferred this learning to the context of a persuasive letter or speech.	
	Learners are using different sources to explore ideas and to deepen and extend thinking.		Example: EXPANDING: Student persuasive letter or speech shows that they have expanded their repertoire of tools through the use of persuasion and voice.		
Sense Making <ul style="list-style-type: none"> • Access, use, build, and refine schema • Select from and use a variety of strategies • Be aware of and articulate the ways that one engages with text. 	Learners are responding to text in different ways to build and share understanding.				
	Learners are using and talking about familiar strategies to understand and create new texts.				Example: EMERGING: Student conversation and reflections on the power of persuasion as seen in the mentor text, 'The Day the Crayons Quit,' indicated the student is making connections between different perspectives.
	Learners are using what they know about texts to understand and create new texts.				

	Learners are making decisions about how to communicate ideas.	EXTENDING: With guidance, student made decisions on the community features they felt would be most convincing in their persuasive letter or speech.		.	
System <ul style="list-style-type: none">• Recognize, apply, and adapt rules and conventions• Identify, analyze, and apply understandings of whole-part-whole relationships	Learners are demonstrating an understanding that legibility enhances communication.				
	Learners are recognizing that English has conventional spellings.				
	Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication.				