Lesson 7: Writing a PSA: Analyzing a Model

CCS Standards

- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Daily Learning Targets

- I can analyze a model in order to generate criteria for an effective PSA. (W.4.1, W.4.4)
- I can plan the key points of a PSA that raises awareness about my class's selected community issue. (W.4.1, W.4.4, W.4.6)

Ongoing Assessment

- PSA Planning note-catcher (W.4.1, W.4.4, W.4.6)

Agenda

1. **Opening**

   A. Engaging the Learner: Listening to a Model PSA (15 minutes)

   B. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Analyzing a Model and Generating Criteria for an Effective PSA (15 minutes)

3. **Closing and Assessment**

   A. Planning a PSA (25 minutes)

4. **Homework**

   A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

■ In Opening A, students listen to several example PSAs in order to build an understanding of what a PSA is and the characteristics of one. Several web resources have been provided for selecting example PSAs to share with students—choose two or three examples based on the interests or needs of students. When selecting example PSAs, choose those that have been created for the radio or are audio-only, because this will be what students will be writing themselves. If possible, do not select PSAs about the same community issue the class has chosen to address, because that will be the topic for their PSAs.

■ In Work Time A, students analyze a model PSA to generate criteria for their own PSA (W.4.1, W.4.4). Note: Although the process of analyzing the model PSA is similar to the analysis of other writing pieces students have done across the school year, it is not exactly the same because the PSA does not follow a typical essay format. So the Painted Essay® structure is not followed for this writing piece and is not used in the sequence of lessons with students planning and drafting their PSAs.

■ Several model PSAs have been provided in the supporting materials for students to analyze. The purpose for this is twofold: First, the model PSA they use to guide their own writing should be focused on a different issue from the one the class selected to address. Second, providing multiple PSAs gives the teacher a sense of the structure and required content of the PSAs students will be producing. Students need to analyze only one PSA, so select the model that is the best fit for students based on their needs and the class-selected issue.

■ In the Closing, students use their understanding of the characteristics of PSAs to plan the key points of their own PSA that raises awareness about the community issue the class has chosen to address in its class project (W.4.1, W.4.4, W.4.6).

■ Students focus on working to contribute to a better world as they plan their PSAs to raise awareness about the community issue the class has chosen to address.

How this lesson builds on previous work:

■ In Lessons 5–6, students began planning and carrying out a project that addresses an issue in their community. In this lesson, students continue to take action by planning a PSA to raise awareness about their selected issue.

Areas in which students may need additional support:

■ Students may need help planning. Consider grouping students who may need additional support together for additional teacher guidance.

Assessment guidance:

■ Review student PSA Planning note-catchers to determine whether students have begun to internalize the process required to create high-quality work products.

Down the road:

■ Over the next several lessons, students will write and practice their PSAs. In the next lesson, students will analyze the model and draft the introduction of their PSAs.

In advance:

■ Gather example PSAs and prepare the technology to play these examples for the whole group. If possible, provide students access to the examples on devices (see Technology and Multimedia).

■ Prepare the Characteristics of PSAs anchor chart by writing the title and definition of a PSA at the top of the chart (see supporting materials). Leave the rest of the chart blank; it will be co-constructed with students throughout the lesson.

■ Review the model PSA to familiarize yourself with what will be required of students over the course of the rest of the unit (see supporting materials).

■ Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

■ Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers; and word-process writing.

■ Work Time A: Gather example PSAs and prepare technology to play these examples for the whole group. If possible, provide students access to them on an internet device in pairs. Sources for example PSAs include:

– "PSA Central." AdCouncil. Web. Accessed on 5 Jan 2017. <https://www.psacentral.org/home>

– "Our Creative Work." PlowShare. Web. Accessed on 5 Jan 2017. <http://www.plowsharegroup.com/gallery/>

– "Sample Voice Over Scripts—PSA Samples." Edge Studio. Web. Accessed on 5 Jan 2017. <https://www.edgestudio.com/script-library/english-adult/public-service-announcement>

■ Consider that YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Although some lessons include these links as the most efficient means to view content in preparation for the lesson, teachers should preview them and/or use a filter service, such as www.safeshare.tv, to view the links in the classroom.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.A.4, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.2, 4.II.B.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing the opportunity for students to view several examples of PSAs in order to gain exposure to what PSAs are and how they engage their viewers, to analyze a model of the work they will complete over the next several lessons, and to better understand the structure of a PSA by comparing and contrasting it with writing they completed in the previous module.

- ELLs may find it challenging to keep pace with the class during the Closing in reviewing their resources to determine the most relevant key points to use in their PSAs. Consider working with a small group after working with the class, and help them determine key points together (see Meeting Students' Needs).

Levels of support

For lighter support:

- During the Closing, challenge students to use varying linking words and phrases to provide examples and evidence of the theme they choose to write their essays on. (Example: "I am choosing the theme _____ *because* _____. *For instance,* _____. *Additionally,* _____.")

For heavier support:

- Consider enlarging the model PSA script and annotating it as students share the gist of each paragraph in Work Time A. Display the enlarged model PSA script over the next several lessons for students to reference as they plan and write their own PSA scripts.

- Prepare the model broadside from Module 3 to display during Work Time A.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to provide scaffolds that connect new information to prior knowledge in support of increasing memorability of information.

- **Means of Action and Expression (MMAE):** Continue to provide formative feedback to support students in monitoring their progress to guide their learning.

- **Multiple Means of Engagement (MME):** Continue to include opportunities to refocus students' attention to the learning target throughout the lesson, and invite students to share how each learning activity is supporting their instructional goal.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- public service announcement, opinion (L)

Materials

☑ Performance Task anchor chart (begun in Unit 1, Lesson 1)

☑ Working to Become Effective Learners anchor chart (begun in Module 1)

☑ Working to Become Ethical People anchor chart (begun in Module 1)

☑ Working to Contribute to a Better World anchor chart (begun in Module 1)

☑ Characteristics of PSAs anchor chart (new; co-created with students during Opening A and Work Time A; see Teaching Notes and supporting materials)

☑ Characteristics of PSAs anchor chart (example, for teacher reference)

☑ Class Issue PSA Prompt (one per student and one to display)

☑ Example PSAs (videos; play in entirety; see Technology and Multimedia)

☑ Model PSA (one per student and one to display)

☑ Model PSA (example, for teacher reference)

☑ Paper (lined; one piece per student)

☑ Taking Action Research note-catcher (from Lesson 2; one per student)

☑ How Can We Make a Difference?: Action Plan anchor chart (begun in Lesson 5)

☑ Example Planning note-catcher (for teacher reference)

Opening

A. Engaging the Learner: Listening to a Model PSA (15 minutes)

▪ Direct students' attention to the **Performance Task anchor chart** and invite students to chorally read it with you as you read it aloud.

▪ Turn and Talk:

"What are you going to be doing for this performance task?" (writing a press release sharing the project our class did to take action in our community and how the project made a difference)

"What community issue is our class trying to address? How are we addressing it?" (Responses will vary, based on the class project.)

▪ Focus students on the following anchor charts:

　– **Working to Become Effective Learners**

　– **Working to Become Ethical People**

　– **Working to Contribute to a Better World**

▪ Think-Pair-Share:

"Which of these habits of character is this project helping us to practice? Why?" (working to contribute to a better world—because we are creating a project that will help educate others about a community issue, and using our learning to help improve our community)

▪ Tell students that another way they will address this problem is by building awareness about it through writing a *public service announcement,* or PSA.

- Direct students' attention to the **Characteristics of PSAs anchor chart** and read the definition of a PSA aloud:

  – "A public service announcement is a message directed toward people in a community, used to help them become aware of a social issue."

- Think-Pair-Share:

  "Before you begin creating a PSA, what would it be helpful to do? Why?" (to listen to a PSA to know what it should include)

- Distribute and display the **Class Issue PSA prompt** and read it aloud while students read along silently in their heads.

- Answer clarifying questions.

- Think-Pair-Share:

  "How does this end of unit assessment connect to the class project?" (We are creating a new PSA that will tell other kids how they can make a difference in their community.)

- Play several **example PSAs**. After playing each, Think-Pair-Share:

  "What is this PSA about?" (Responses will vary.)

  "What is the purpose of this PSA?" (Responses will vary.)

  "What do you like about this PSA? What makes you want to listen to it?" (Responses will vary.)

  Conversation Cue: "Can you say more about that?" (Responses will vary.)

- Distribute and display the **model PSA**. Read it aloud, repeating the above sequence of questions. Tell students this PSA is the model they will analyze as they plan and write their own PSAs.

- Point out that the model PSA shared an *opinion*. Remind students that an opinion is what someone thinks about something.

- Think-Pair-Share:

  "What opinion is being shared in this PSA?" (Responses will vary, based on the model PSA used with students—the general opinion for all three models is that we must take action to improve the issue the PSA is focused on, either extreme hunger; access to clean, safe water; or taking care of the environment.)

  "So, what opinion will you be sharing in your PSA?" (why we must take action to improve the community issue our class is addressing)

- Use a total participation technique to select students to share what they learned today about what a PSA is. As students share out, capture the characteristics of PSAs on the Characteristics of PSAs anchor chart. Refer to **Characteristics of PSAs anchor chart (example for teacher reference)** as necessary.

Meeting Students' Needs

■ For ELLs and students who may need additional support with comprehension: (Playing Example PSAs Twice) Consider playing each example PSA twice: the first time asking students to watch for "gist" and the second time to focus on what they like about the PSA, and what makes them want to listen to it. Before playing each PSA a second time, invite students to come up with a gesture, such as touching their nose, for when they see or hear something in the PSA that they like. Pause the PSA when students make this gesture and invite them to share what they saw or heard before continuing the PSA. Record responses on the Characteristics of PSAs anchor chart as students share to provide concrete examples of ways to make a PSA engaging. (MMR)

■ For ELLs and students who may need additional support with strategy development: (Noticing Specific Examples) Invite students to notice and share specific examples of sentences they like in the model PSA, and to explain why these sentences make the PSA engaging. Consider modeling and thinking aloud this process. For example, underline the first sentence, starting with "Did you know that…?" and say: "I like that this PSA starts with a question; it is an engaging way to introduce the issue and it makes me think." Invite students to underline additional sentences they find engaging in the model PSA and to explain why. Record responses on the Characteristics of PSAs anchor chart to provide additional examples of ways to make a PSA engaging. (MMR, MMAE)

Opening

B. Reviewing Learning Targets (5 minutes)

■ Direct students' attention to the learning targets and read them aloud:

"I can analyze a model in order to generate criteria for an effective PSA."

"I can plan the key points of a PSA that raises awareness about my class's selected community issue."

■ Turn and Talk:

"What do you think you will be doing in this lesson? What makes you think that?" (using a PSA model to generate criteria; beginning to plan the key points of our PSA)

"What are key points?" (the most important points an audience needs to know to understand the message being communicated in the PSA)

"Why don't you think we want to tell the audience absolutely everything we know?" (The PSA can't be longer than a minute – it needs to be short and to the point. People don't need more than the key points to understand the issue and know how to take action.)

Meeting Students' Needs

■ For ELLs and students who may need additional support with sustained effort: (Recalling Prior Work: Learning Targets) Invite students to discuss how they previously worked toward each learning target. (MME)

Work Time

A. Analyzing a Model and Generating Criteria for an Effective PSA (15 minutes)

▪ Refocus students on the model PSA.

▪ Invite them to follow along, reading silently in their heads as you read aloud the first paragraph.

▪ Turn and Talk:

"What is the gist of this paragraph?" (gives background about the issue by describing the problem and how it affects people; clearly states an opinion)

▪ Cold call students to share out and record the gist next to the first paragraph on the displayed model. Refer to the **model PSA (example, for teacher reference)** as necessary.

▪ Invite students to work in pairs to determine the gist of each remaining paragraph.

▪ After 5 minutes, refocus whole group and use total participation techniques to select students to share out.

▪ Remind students that they wrote broadsides in Module 3, and that these were opinion pieces.

▪ Think-Pair-Share:

"How is the overall structure of this PSA similar to the opinion writing we did in Module 3? How is it different?" (Similarities: Both pieces have an introduction that shares an opinion, a middle that explains reasons to support the opinion, and a conclusion paragraph. Differences: The broadsides are in a Painted Essay® format, with two proof paragraphs and more elaboration; the PSA is shorter because it needs to get straight to the point and keep the audience engaged.)

"What is the target audience for this PSA? What, in the PSA, makes you think so?" (The target audience is kids. It gives examples of kids who made a difference in the issue, and gives actions that kids can take in their own communities. It is uses simple language that is easy for children to understand.)

"What key points did the writer make in this PSA?" (description of the issue, the impact of the issue on the local community and around the world, and actions the audience can take—awareness, service, advocacy, and philanthropy)

▪ As students share out, capture their responses about key points on the Characteristics of PSAs anchor chart. Refer to Characteristics of PSAs anchor chart (example for teacher reference) as necessary.

▪ Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Conversation Cue: "How does our discussion add to your understanding of the PSA? I'll give you time to think and discuss with a partner." (Responses will vary.)

Conversation Cue: "How is what _____ said the same as/different from what _____ said? I'll give you time to think and write." (Responses will vary.)

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Enlarged Model PSA Script: Annotating) As students share the gist of each remaining paragraph of the model PSA script, record it in the margins of the enlarged model PSA script (see *For heavier support*), and invite students to do the same on their own copies. For example, next to Paragraph 2 write, "Describes ways kids can take action to address the problem," and next to Paragraph 3 write, "Restates the focus and asks the audience for help." (MMR)

- For ELLs: (Displaying Essays Side by Side) Consider displaying the model broadside from Module 3 next to the model PSA script to support students in comparing and contrasting the overall structure of each. Provide sentence frames for support. (Example: "They are similar because they both _____." "They are different because the model broadside _____, while the model PSA script _____.")

- For students who may need additional support with comprehension: Provide copies of the model PSA script with highlighted key phrases that scaffold identification of the gist. (MMR)

Closing and Assessment

A. Planning a PSA (25 minutes)

- Write the focus question on the board and tell students this is the focus for their PSA scripts:
  - "How can kids take action to make a difference?"

- Think-Pair-Share:

  "What issue will our PSAs raise awareness about?" (Responses will vary, based on the class project.)

  "Who is the target audience for our PSAs?" (children)

- Distribute **paper** and invite students to write a focus statement for their PSAs that answers the focus question and states an opinion related to the class issue.

- Tell students that they are going to plan the key points they want to make in their PSAs that support their opinion that it is important to take action to make a difference in the class's selected issue.

- Tell students that when planning these points, they are going to create their own note-catcher to organize their thinking to help them become more independent at planning and writing. Emphasize that they are not to take too long doing this—this should take no more than 2–3 minutes.

- Remind students of the six-square graphic organizers they have used throughout the year to organize their thinking before writing. Draw a simple T-chart on the board with key points on one side and elaboration on the other as another option.

- Post and review the following directions:

  1. Draw a note-catcher.

  2. With your partner, identify a key point you want to make in your PSA.

  3. With your partner, discuss how this point shows the importance of kids taking action to make a difference.

  4. Record this elaboration on your note-catcher.

  5. Repeat, ensuring you have planned key points about the issue, its impact, and actions the audience can take.

- Move students into the same pre-determined pairs that they worked with earlier in the lesson and invite them to retrieve their **Taking Action Research note-catcher**.

- Invite students to begin working. Circulate to support students as they work, reminding them to include specific ways kids can take action through awareness, service, advocacy, and philanthropy and to refer to the **How Can We Make a Difference?: Action Plan anchor chart** as they work. To guide students, refer to **Example Planning note-catcher (for teacher reference)** based on different issues the class project may be addressing, and ask guiding questions:

  - "How does that evidence show the importance of kids taking action to address the issue?"

- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and how well they worked to contribute to a better world in this lesson.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud Steps) Consider modeling and thinking aloud each step as it is recorded on the board. This provides students with a model and minimizes confusion about the activity. Allow time for students to ask questions, and clarify the process as needed. (Example: "First, I will draw a note-catcher." Write this as step 1 on the board and model drawing the T-chart note-catcher on the board. "Next, I will identify a key point I want to make in my PSA." Write this as step 2 on the board, and refer to the Taking Action Research note-catcher to identify a key point to add to the note-catcher. Ask: "What is my step 3?") (MMAE)

- For students who may need additional support organization: Offer two graphic organizer templates as choices to reduce frustration in decision-making and support students' strategy development. (MMAE, MME)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

■ For ELLs and students who may need additional support with written expression: (Oral Response) Read aloud, discuss, and respond to your prompt orally with a partner, a family member, or a student from Grades 3 or 5, or record an audio response. (MMAE)