Name: Taylor Crane

Lesson Plan Template

Learning Segment Focus: Persuasive Differences

Lesson 1 of 3   Topic: English/Writing   Date: August 24ᵗʰ Grade: 8th

Student Outcomes

Specific learning **objectives** for this lesson.	Given two persuasive essays, students will compare and determine point of view, perspective, and purpose. The learner will describe how the authors created cohesion and clarity in their essays. Students will be able to write an effective thesis statement. Students will be able to collaborate to identify the author's purpose and use of transitions in a persuasive writing.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	In a previous unit, students used different texts to explore their comprehensional reading to begin writing persuasive essays.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	The content will connect to students personal and cultural background by letting them pick the purpose of their writing.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**RI.8.6** Determine an author's point of view, perspective, and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **W.8.2.C** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Perspective, point of view, purpose, evidence, transitions, cohesion, clarity

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of	I will have a word wall with picture examples of each term described. As a class we will discuss the terms and what they mean at the beginning of each class period, students will write any different definition they get each day in their journal.

Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Students will have a peer partner for academic language support. Students will be provided a graphic of persuasion before the lesson.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Venn Diagram, Handouts from teacher (paper and computer copy)
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Computers, pencil, paper, Handouts from teacher (paper and computer copy)

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (**This should be a BULLETED LIST**)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (**This should be VERY DETAILED**)
7 minutes	**Introduction**: Focus Activity	The teacher will ask the students to reflect on their memory of the previous lesson: narrative and informative writing and comprehension. A video will be provided by the teacher introducing persuasive writing.
40-45 minutes	**Instruction:** Stating the objective	The teacher will tell the students that today they will learn how to compare and contrast persuasive writing using a google document and a Venn Diagram.
	Providing the purpose	The teacher will remind the students of the previous lesson about narrative and informative writing. The teacher will have the students connect back to what they already know to help them identify persuasion. The teacher will relate to real world issues and opinions such as recycling, voting, gender roles in the workforce, and school activities.

	Presenting information	The teacher will use the software PowerPoint to present the definitions on the word wall and what they mean for the lesson. Students will have the same PowerPoint up on their individual computers. The teacher will use PowerPoint to identify persuasion and what to look for in an effective persuasive essay. The teacher will model how to write a thesis statement for a particular piece of persuasion. The teacher will demonstrate how to view and fill out a Venn Diagram sheet for their later assignment. Students will be taking notes throughout the PowerPoint.
	Guided Practice	The teacher will present 2 essays containing persuasive writing, digital and paper copies will be provided. Students will read them both individually. Students will then get into groups of 2 and collaborate on a Venn Diagram sheet. As the students compare, under the diagram sheet students will identify the thesis statement of each essay they are comparing. The teacher will roam the room and help the students with any questions or concerns. The teacher will monitor and make sure each student is participating. The teacher will present the instructions and demonstrate what the final product needs to look like.
	Independent Practice	Students will work individually on one additional persuasive essay and write a short-written response about the point of view and purpose of it. Below the response, students will need to write a sentence or two identifying the thesis statement of the essay.

The teacher will give each student a flashcard with numbers 1 through3. Students will be asked to write down three things they learned about persuasive writing OR identifying/creating thesis statements as an exit slip. |
| 5 minutes | **Closure:** | The teacher will show a persuasive video about recycling, the video will be of the effects of plastic use in the ocean and how harmful and deadly it can be. This video will |

		provide information crucial to the lesson about identifying/creating persuasion and a thesis statement.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students. **Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	For the technology portion of the lesson, students will be using the online tools Buncee and Coggle. These will be crucial to the lesson and help the students get an understanding of their topic. This will be done in class, so each student has access to a computer and internet.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	. Students will be able to look at and take out the flashcards in the word wall. Independent practice can be reduced or increased to meet the needs of students. The teacher will keep track of those who need additional help during class and provide it to them immediately or after class. Students will be given a graphic of the lesson topic prior to the introduction. Students will have a virtual word wall where they can hear the words and hear the definitions. The teacher will integrate language objectives into the lesson.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	The teacher will provide explicit instruction to students who are struggling with guided and independent practice. Students will be given a graphic organizer with each guide to writing a persuasive essay. On the graphic organizer, students can use colors to label each side and information.

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	☑ Formative /☐ Summative	
	☑ Formative /☐ Summative	
	☑ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or	Siegfried Engelmann

national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Direct instruction was chosen for this lesson since the material is mostly teacher-instruction based and guidance is needed. The teacher has planned for the students to gain insight on persuasive writing and apply it to their own work.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;
http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf;
https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx;
https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;
https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx