

Lesson Plan Template

Lesson Segment Focus: Persuasive differences

Lesson: 1 of 3

Course & topic addressed: English/Writing
8th

Date: August 24th Grade:

Student Outcomes

Specific learning objectives for this lesson.	<p>Given two persuasive essays, students will compare and determine point of view, perspective, and purpose.</p> <p>The learner will describe how the authors created cohesion and clarity in their essays.</p> <p>Students will be able to write an effective thesis statement.</p> <p>Students will be able to collaborate to identify the author’s purpose and use of transitions in a persuasive writing.</p>
Describe the connection to previous lessons.	In a previous unit students used different texts to explore their comprehensional reading to begin writing persuasive essays.
Knowledge of students background (personal, cultural, linguistic, or community assets)	<p>20 students, 9 boys, 11 girls 4 ELL students (1 bilingual immigrant student) 3 special needs students 2 gifted/talented students 30% impoverished neighborhoods 70% middle class or affluent</p> <p>11 on reading level or above 6 are 1-3 grades below reading level 3 are 2-4 grades below reading level</p> <p>3 agrarian families 6 university families 7 industry/factory/retail 4 white collar/professional</p>

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>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.</p> <p>W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>
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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
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? (word wall, graphics for key terms, cloze passage, etc.)</p> <p>What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)</p>	<p>I will have a word wall with picture examples of each term described.</p> <p>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.</p> <p>Students will have a peer partner for academic language support.</p> <p>Students will be provided a graphic of persuasion before the lesson.</p>
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Materials

Materials needed by 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 (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
7 minutes	<p>Introduction:</p> <p>Focus Activity</p>	<p>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. https://www.youtube.com/watch?v=Ib4fcEVMYj4</p>
40 – 45 minutes	<p>Instruction:</p> <p>Stating the objective</p> <p>Providing the purpose</p>	<p>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.</p> <p>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.</p>

student needs are met?	
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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).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Note taking while students work
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Venn Diagram
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit Slip

Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	Siegfried Engelmann 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.
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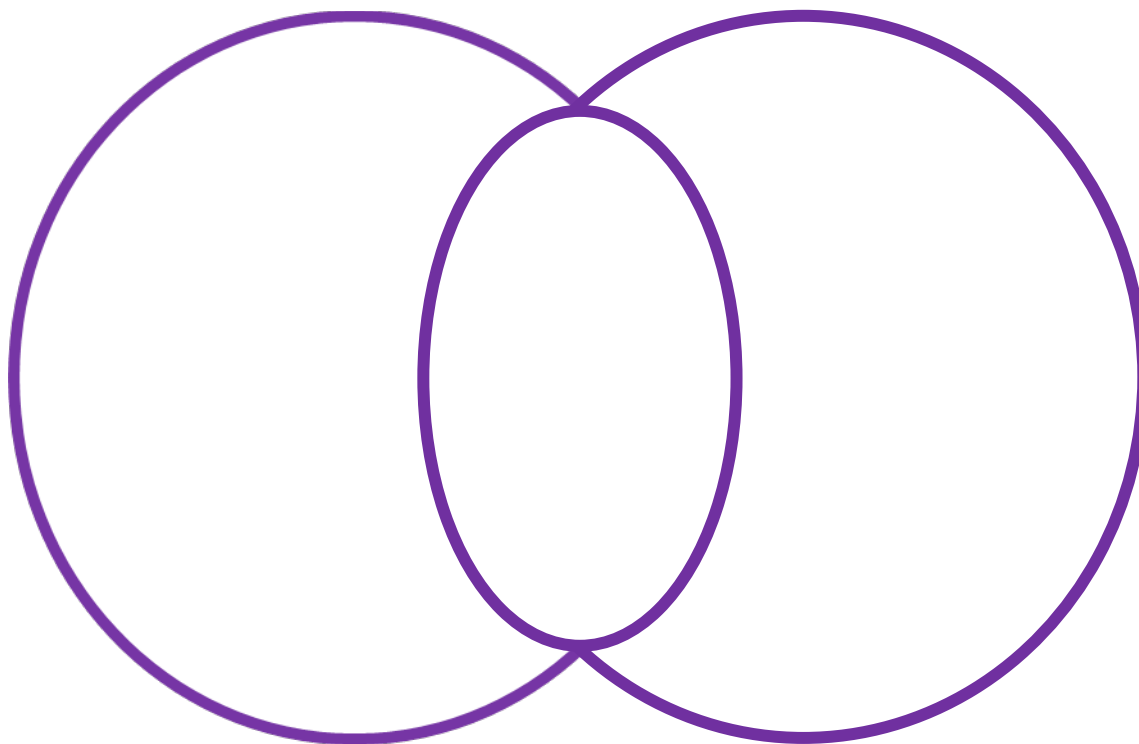
Lesson Reflection/Evaluation

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

Venn Diagram below:



Essay #1

Similarities

Essay #2

Thesis Statement: _____

Thesis Statement: _____