Name: Taylor Crane

Lesson Plan Template

Lesson Segment Focus: Persuasive differences

Lesson: 1 of 3

Date: August 24th Grade:

Course & topic addressed: English/Writing 8th

Student Outcomes

Specific learning objectives for this	Given two persuasive essays, students will compare and determine point of
lesson.	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.
Describe the connection to	In a previous unit students used different texts to explore their
previous lessons.	comprehensional reading to begin writing persuasive essays.
Knowledge of students background	20 students, 9 boys, 11 girls
(personal, cultural, linguistic, or	4 ELL students (1 bilingual immigrant student)
community assets)	3 special needs students
	2 gifted/talented students
	30% impoverished neighborhoods
	70% middle class or affluent
	11 on reading level or above
	6 are 1-3 grades below reading level
	3 are 2-4 grades below reading level
	3 agrarian families
	6 university families
	7 industry/factory/retail
	4 white collar/professional

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
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Academic Language Support

Readenne Language Support	
What planned instructional supports might you use to assist	I will have a word wall with picture examples of
students to understand key academic language to express and	each term described.
develop their content learning? (word wall, graphics for key terms, cloze passage, etc.)	
What will you do to provide varying supports for students at	As a class we will discuss the terms and what they
different levels of academic language development? (context,	mean at the beginning of each class period, students
peer support, etc.)	will write any different definition they get each day
	in their journal.
	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 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	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what
Time		STUDENTS will be doing during this part of the lesson.
	Introduction:	The teacher will ask the students to reflect on their memory of the previous lesson: narrative and informative writing and comprehension.
7 minutes	Focus Activity	A video will be provided by the teacher introducing persuasive writing. https://www.youtube.com/watch?v=Ib4fcEVMYj4
	Instruction:	
40 – 45 minutes	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.
minutes	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.

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.
	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 through 3. 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	<u>Closure:</u>	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.

Accommodations/Modifications

How might I modify instruction for:	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.
Remediation?	The teacher will keep track of those who need additional help during class and
Intervention?	provide it to them immediately or after class. Students will be given a graphic of
IEP/504?	the lesson topic prior to the introduction. Students will have a virtual word wall
LEP/ESL?	where they can hear the words and hear the definitions. The teacher will integrate
	language objectives into the lesson.

Differentiation:

2	
How might you provide a variety of	The teacher will provide explicit instruction to students who are struggling with
techniques (enhanced scaffolding, explicit	guided and independent practice. Students will be given a graphic organizer with
instruction, contextualized materials,	each guide to writing a persuasive essay. On the graphic organizer, students can
highlighters/color coding, etc.) to ensure all	use colors to label each side and information.

student needs are met?	

Assessments: Formative and/or Summative

Describe the tools/procedures that will be	G Formative / C Summative	Note taking while students work
used in this lesson to monitor students'	Formative / Summative	Venn Diagram
learning of the lesson objective/s (include	□ Formative /□ Summative	Exit Slip
type of assessment & what is assessed).		_

Research/Theory

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

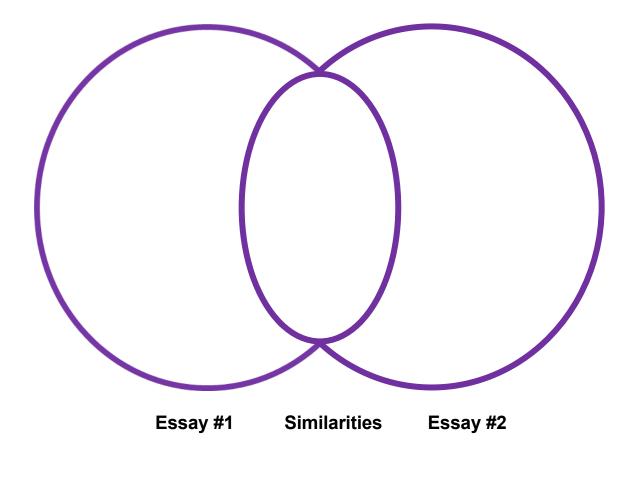
Lesson Reflection/Evaluation

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

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/fic/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:



Thesis Statement: _____

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