

Lesson Plan Template

Name: Abby Wegner Date: 11/30



BETHANY
LUTHERAN COLLEGE

Time allotted: 62 minutes

Subject: Writing Grade level: 6th

Topic / Title: Persuasive Writing Using The Giver Course **EDUC 320**

Approved by Cooperating Teacher: _____ Portfolio # 11.5

A. Standards; objectives / requisite skills / learner outcomes “At the completion of this lesson, learners will be able to ...” (Use observable / measurable terms + strong verbs.)

Standard(s):

Cognitive objective(s): After the lesson, students will be able to write a persuasive paragraph, effectively presenting their argument.

Affective objective(s): During the lesson, students will learn how to argue their beliefs in a constructive manner.

Psychomotor objective(s): During the lesson, students will raise their hands to answer questions, form groups with their peers, and write paragraphs.

B. Assessment plan: How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson. Students will write a persuasive paragraph after each controversial issue that appears in *The Giver*. I will look at the students' paragraphs that they formed with their groups and independently.

C. Multiple intelligences: Select one primary (p) and one secondary (s)

<u>P</u> verbal linguistic	_____ musical/rhythmic	_____ visual/spatial
_____ logical/mathematical	_____ interpersonal	<u>S</u> intrapersonal
_____ bodily/kinesthetic	_____ naturalistic	

D. Accommodations & differentiation for learners: Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?

Timmy has problems writing on college ruled paper, so I will have extra wide ruled paper on my desk for him.

E. Materials / equipment needed:

F. Academic language demands

<p>Teacher: White board, marker, The Giver</p> <p>Students: The Giver, pencil, paper</p>	<p>Vocabulary: Persuasive</p> <p>Function (verb):</p> <p>Literacy strategy (ELA only):</p>
<p>G. Academic language support: How will the teacher model and the students engage with the language demands? I will write the word on the board. Then discuss what it means “effectively presenting an argument in manner that persuades your reader to believe your side”</p>	
<p>I. Assumptions: What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered? Students will be able to form adequate sentences that are legible. Students will be able to verbally explain their opinions on controversial issues within the book.</p>	<p>J. Anticipated questions & misunderstandings: What common misunderstandings or errors may occur? What pre-assessment is used? Students may be confused with how to write in such a way that they are not offending the opposing side of the argument.</p>
<p>L. Technology: What, if any, use of instructional tech. are involved during instruction, learning tasks, and/or assessment? None</p>	
<p>Pacing / Time Allotted</p> <p>1min</p>	<p><i>Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions, conclusion, and key questions.</i></p> <p>M. Lesson planning of instructional activities & learning tasks:</p> <p>1. Anticipatory Set: (set induction / introduction / focusing event / activating prior knowledge) I think that dogs are better than cats. I believe this because dogs can snuggle, play fetch, and they look very cute. Does anyone agree with me? Does anyone disagree with me? Why?</p> <p>Statement of Objective (scripted): Today we are going to be reading The Giver and writing persuasive paragraphs.</p> <p><i>Transition: Let’s talk about what the word persuasive means.</i></p> <p>2. Input: Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement) <i>Include what teacher will do & what students will do. Script key questions.</i></p> <p>A. Write the word persuasive on the board. Ask the students what they think it means. Then give them the actual definition.</p>

20min

- B. Read the first chapter of the book. Talk about the society that the characters are living in.
- C. Explain to the students how they would put their opinions into a paragraph. Start with stating their argument. Then the following sentences would be stating why they believe that. Lastly, their concluding sentence should be another statement of their argument.
- D. Read the next chapter.

Transition: Let's try another one together.

3. **Guided Practice:**

- Call on students to state their opinions. Then tell the students to start their first sentence. Give them examples as they write their sentence.
- Ask students to give supporting facts.
- Then ask another way in which they could restate their argument.
- Read the next chapter.
- Break them into small groups and have them discuss the chapter. Then form a paragraph as a group.
- Explain that when working in groups, you may have to compromise in order to come up with a paragraph. There can be no mean or attacking language towards their peers.

30min

Transition: Let's talk about what your group came up with.

4. **Evidence of Learning:** *How will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*

I will be able to look at the students' paragraphs to see if they were able to form a persuasive paragraph. While the students are in their group, I can listen to the groups discuss and present their arguments to one another.

<u>10min</u>	<p><i>Transition: Now I want you to read the next chapter on your own and write a persuasive paragraph.</i></p> <p>5. Closure & Independent Practice: (transfer of learning / assignment) <i>How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?</i> Writing the paragraph on their own will allow them form their own opinions and interpretations of the chapter. They will also get more practice on how to form persuasive paragraphs.</p>
<u>1min</u>	<p>Closing Statement (scripted): Throughout reading this book, we will be presenting our arguments to the class and having debates.</p>

N. Evaluation & reflection of teaching / learning: *Respond with thoughtful, professional insights that go beyond superficial considerations. For example, consider whether and how you know that students reached the learning targets, what strategies might have led to improved instruction, whether assessments provided useful data, and the extent to which the whole class, individuals, and subgroups achieved the objectives. How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?*

- 1. As I reflect on the lesson, to what extent were students productively engaged?**
- 2. To what extent did the students learn what I intended? Were instructional objectives met?**
- 3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?**
- 4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?**
- 5. To what extent did I provide closure to the lesson?**
- 6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?**