

# LESSON PLANS FOR 1 Week Four: Persuasion

TEACHER: McCarley

Subject: Language Arts

	Student/Teacher Activities	Standards/Elements
Monday	<p><b>Review</b> <i>engaging the reader</i> <b>Ask:</b> What do you do if your library book isn't interesting after a few pages? (Most students will say they turn it back in) Make the connection that all writing, even <i>persuasive essays</i>, <i>must engage the reader</i> right away. <b>Share</b> examples of essay lead types (interesting facts, statistics, direct quotes, anecdote) <b>Discuss</b> the effects of each. <b>Have students think</b> about the type they might use for their own essay <b>Write Workshop:</b> Begin <i>persuasive essay</i> about chosen issue, focus on lead, conference</p>	7 W1 a supports statements with anecdotes
Tuesday	<p><b>Share</b> an example of an essay that is <i>ineffectively organized</i> (this might be one you write for this purpose, or one you reorganize for examination). <b>Have students work</b> in partners/small groups/whole group to identify <i>arguments and supporting details</i>. <b>Discuss</b> ways to reorganize the piece so that information is more effective in its purpose <b>Writing Workshop:</b> Continue essays, focus on <i>organization</i>, conference</p>	7 R1 c applies knowledge of organizational structures 7 W4 a drafts
Wednesday	<p><b>Review</b> essays studied last Monday and Tuesday (or any other pieces with effective <i>closing strategies</i>). <b>Discuss</b> the effects of the <i>closing</i>. <b>Identify</b> the <i>closing strategy</i>. <b>Create</b> a class chart of closing strategies (sum it up, leave with something to ponder, restate main purpose, etc) <b>Writing Workshop:</b> Continue essays, focus on closing, some students may be ready to begin the <i>editing/revision</i> process, conference</p>	7 W2 (essay) g provides closure 7 W4 a drafts
Thursday	<p><b>Partner or group</b> students. <b>Have partners/groups</b> swap essays. Students should read and identify author's position, arguments, and supporting details. Students may need to discuss and offer suggestions for sections that are not clear of effective. Allow student partner/groups to use persuasion standard to guide their discussion/suggestion <b>Writing Workshop:</b> finish essays, <i>edit/revise</i>, begin final copy</p>	7 R1 d recognizes author's argument e identifies supporting evidence 7 W4 c revises d edits
Friday	<p><b>This lesson may be moved to accommodate more time needed for writing if necessary.</b> <b>Group</b> students. <b>Students should</b> share essays with small group. Group members should: 1) ask questions about the issue discussed in the essay, 2) state whether they agree or disagree and support with reasons why, 3) discuss whether or not they changed their mind about the issue after hearing the arguments/support, 4) state reasons why if they changed mind. <b>Hold</b> final class discussion identifying the strategies student authors used successfully (refer back to the class charts created earlier). Students might also identify things they noticed that weren't addressed or that may need to be worked on in the future.</p> <p style="text-align: center;">Georgia Department of Education GeorgiaStandards.Org Kathy Cox, State Superintendent</p>	7 LSV1 b asks questions c responds to questions e takes turns g offers opinion h responds appropriately j gives supporting reasons l clarifies, illustrates, or expands

LESSON PLANS FOR **Week Five**

TEACHER: McCarley

Subject: Language Arts

	<b>Student/Teacher Activities</b>	<b>Standards/Elements</b>
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		

**LESSON PLANS FOR 1Week Six**

**TEACHER: McCarley**

**Subject: Language Arts**

**Period(s):**

	<b>Student/Teacher Activities</b>	<b>Standards/Elements</b>
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		