

LESSON PLANS FOR 1 Week One: Persuasion

TEACHER: McCarley

Subject: Language Arts

Student/Teacher Activities

Standards/Elements

	Student/Teacher Activities	Standards/Elements
<p>Monday</p>	<p>Share book: The True Story of the Three Little Pigs. Ask: What is the purpose of the wolf's retelling of the story? <i>prove</i> his innocence, change the reader's mind, etc.) Lead to connection with <i>persuasion</i>. Ask: What techniques/methods did the wolf use to persuade us? ("facts", quotes from other "logic/reason" etc) Discuss + Define <i>persuasion</i>. Brainstorm real life uses of <i>persuasion</i>. Ask: What makes some persuasion more effective than others? When is persuasion needed/necessary? What were most effective components of wolf's persuasion? What could he have done differently to make his argument (reasoning) stronger (more effective)? Have students answer in a split note journal.</p>	<p>7R1 b character motivations (literary) 7R1 d argument development e supporting evidence (info) 7RC4: a related life experience</p>
<p>Tuesday</p>	<p>Students swap journals, read, respond and discuss responses Ask: Define persuasion, when is it used? How is it done? Record responses on class chart. Share: Components of persuasion (audience, purpose) Discuss real life "persuasion situation" w/parents or teachers. Discuss: 1) what do you have to do to persuade? 2) what do they need to know? Have students look at persuasion standard and align their answers to the elements (b,c,+f) Ask: Did the wolf do this? Which part of the standard line up with the wolf's case/story? Provide text examples to support your answers. Brainstorm a list of well-known fairy tales. Identify the villains and their goals in each of the stories. Can create a class chart.</p>	<p>7 W2 (essay) b states position c provides support f addresses counter arguments</p>
<p>Wednesday</p>	<p>Share assignment: ("Fairy re-telling") Rewrite a fairy tale from the villain's point of view. The villain will try to convince the reader (audience) of his innocence. Story will include elements of the persuasion standard (arguments, support, counter arguments, clear speakers voice and perspective, etc) Distribute different fairy tales for students to peruse noting villains choices for their motives, etc. (can create a class chart or individual chart of this) Have students list three possible villain choices for their stories. They should create a brief outline that describes the villains "new motive", their possible arguments and supporting evidence proving their innocence. Have student groups (two-four groupings) share their lists and outlines. Students should narrow their list to one final choice for their story by tomorrow's class.</p>	<p>7R1 b character motivations (literary) 7W2 (essay) b states position c provides support e/d excludes irrelevant info g provides closure 7 W4 a drafts</p>
<p>Thursday</p>	<p>Distribute/Display copies of narrative and persuasion writing standard Have student pairs/groups compare and note <i>similarities</i> (engage, organization structure, exclude irrelevant info, closure) Ask: What techniques/methods did the wolf use to persuade us? ("facts", quotes from others, "logic/reason" etc) Discuss strategies used to engage the reader within "The Real Story of the Three Little Pigs" (may choose to chart and post) Discuss the books organization. Create an outline/graphic organizer detailing the setting, characters, wolf's argument/supporting evidence from the book. Have students create a similar outline/organizer for their own fairy "re-telling" Review the four types of narrative leads (action, dialogue, details, thoughts) Writing Workshop: Students begin the lead for their stories</p>	<p>7W2 (narrative + essay) a engages the reader b/e states position c provides support e/d excludes irrelevant info g provides closure 7 W4 a drafts</p>
<p>Friday</p>	<p>Review engaging the reader Ask and discuss: What is the dialogue? What can dialogue show us about characters? How can it help engage readers? Tie discussion to elements of narrative and persuasion standards (character development, engage, strategies, use to develop arguments + supporting evidence) Share: excerpt from text with dialogue. Discuss effects and punctuation rules. Distribute cartoons. Have partners/individuals convert to written dialogue. Display same example converted to dialogue check student work for accuracy. Writing Workshop: Continue fairy re-telling and conferencing</p>	<p>7 W2 (narrative) a engages the reader f uses strategies 7 C1 a write sentences/punctuates properly 7 W4 a drafts</p>

LESSON PLANS FOR 1 Week Two

TEACHER: McCarley

Subject: Language Arts

Student/Teacher Activities

Standards/Elements

	Student/Teacher Activities	Standards/Elements
<p>Monday</p>	<p>Share a text example that clearly demonstrates a perspective/argument with supporting evidence (this may be an essay, excerpt from fiction, letter to the editor, etc.) Have students identify the main point/argument with support or develop the point/argument (whole or small group or partners). Display and discuss transparencies (found in materials) with photos, info, songs, etc. Relate back to their villain's point/argument/perspective in their re-telling Writing Workshop: Continue fairy re-tellings, focus on arguments and support, conference.</p>	<p>7 R1 d recognizes author's argument e identifies supporting evidence (info) 7 W2 (essay) b states position c provides support</p>
<p>Tuesday</p>	<p>Share an excerpt from story (such as the first page of the Watson's go to Birmingham) that demonstrates sensory details/figurative language. Think aloud and share what you visualize as you read. Tie visualization to author's descriptive words. Discuss the effects of and align this strategy with narrative standard (engage, strategies, sensory details). Complete Show Not Tell exercise. Writing Workshop: Students should find a place within their fairy re-telling to insert a show not tell in order to help a reader visualize better (they could do this on separate paper and insert within final copy). Continue story, conference.</p>	<p>7 W2 (narrative) a engages the reader d includes sensory details f uses strategies 7 W4 a drafts</p>
<p>Wednesday</p>	<p>Review the ending of The Real Story of the Three Little Pigs. Discuss the strategy used to provide closure record (class chart or individual notebook) closing strategies: sum it up, restate purpose, show significance, show change of actions or change of heart, problem solution, full circle Allow students time to think about type of ending strategy they might use in fairy re-tellings. Writing workshop: continue retellings, conference</p>	<p>7 W2 g provides closure 7 W4 a drafts</p>
<p>Thursday</p>	<p>Review the purpose of editing and revising. Discuss the difference between the two tasks Distribute colored pencils. Explain: students pass papers to the right in small groups. For two minutes papers are passed to the right again and the process is repeated. Be sure students understand that they are highlighting ONLY things that engage them (not errors. Also explain that it is ok to highlight a section that has been previously highlighted. After several rounds are returned to the student authors. They now have a visual representation of sections that are engaging and sections that aren't. Writing Workshop: Revise sections that were not noted as engaging by improving or deleting, finish stories, edit</p>	<p>7 W2 (narrative) a engages the reader 7 W4 c revises d edits</p>
	<p>Partner or group students. Distribute colored pencils. Have students swap papers. Students should read and identify villain's argument(s). Students should underline argument(s) and evidence that supports argument(s) with colored pencil (if this is hard due to activity on previous day have students write argument and support on separate sheet). Have partners/groups discuss effectiveness of arguments and provide suggestions if more support is needed Writing Workshop: Revise/edit, begin final copy, conference. Assign turn in date</p>	<p>7 R1 d recognizes author's argument (info) e identifies supporting evidence 7 W4 c revises d edits</p>

LESSON PLANS FOR 1 Week Three

TEACHER: McCauley

Subject: Language Arts

Period(s):

	Student/Teacher Activities	Standards/Elements
Monday	<p>Review components of <i>persuasion</i> (audience purpose, argument, support, counter argument) and share copies of a persuasive essay that demonstrates the elements of the <i>persuasion</i> standard (this may be student work, teacher work, or professional piece). Have students highlight phrases/sections that engage or that are important to the paper. Discuss and align highlighted sections with the <i>persuasion</i> standard. Identify strategies author used to engage show <i>argument/support</i>. Create a class chart with these strategies.</p>	<p>7 R1 d recognizes author's arguments (info) e identifies supporting evidence</p>
Tuesday	<p>Review components of persuasion (audience purpose, argument, support, counter argument) and share copies of a persuasive essay that demonstrates the elements of the <i>persuasion</i> standard (this may be student work, teacher work, or professional piece). Have students highlight phrases/sections that engage or that are important to the paper. Discuss and align highlighted sections with the <i>persuasion</i> standard. Identify strategies author used to engage or show <i>argument/support</i>. Add to class chart created on previous day. Compare and contrast essays from today and previous day.</p>	<p>7 R1 d recognizes author's arguments (info) e identifies supporting evidence</p>
Wednesday	<p>Define and discuss the term issue. Relate to current events/issues particularly those related to students' lives. Brainstorm and chart a list of issues that students might like to address in order to change someone's opinion about (dress code, amended calendar, danger of violent video games, etc) the issue, and gather research to support their opinion. Assign: students will choose one issue, write a persuasive essay in order to gain <i>support</i> for their opinion about the issue, and gather <i>research</i> to <i>support</i> their opinion. Have students: choose three possible choices, list their <i>position, arguments and support</i> for each, and possible information sources for <i>research/support</i>. Students should share with partner/small groups then narrow choice to one. They should then list possible counter arguments, questions to answers with research, etc.</p>	<p>7 RC4 a related life experience 7 W3 a identifies topics and formulates questions</p>
Thursday	<p>Define and discuss the term cite. Note reasons/importance of <i>citing</i> sources for information. Have students look at text books, children's nonfiction books etc. discussing what they notice about source notation, photo credit pages, etc. Assign <i>citation</i> requirements for research. Allow students to conduct research via: library or computer lab (you may want to assign internet research outside of school according to student/school resources)</p>	<p>7 R1 a analyzes text features (info) 7 W3 a identifies topics and questions b/d cite sources</p>
Friday	<p>Share and discuss a piece of writing that effectively includes direct quotes (article, report, etc.) Connect quotes from: experts to credibility, general public to increased support, people with hands on experience to authenticity. Have students list several people they could interview to gain <i>information/support</i> for the <i>persuasion</i> essay. Give suggestions for setting up and conducting interview. Assign interview deadline. Display an outline that organizes information found in one of essays from Monday or Tuesday (<i>argument-supporting details</i>). Assign similar outline for students own persuasive essay. Finish gathering or organizing research and outline.</p> <p style="text-align: center;">Georgia Department of Education GeorgiaStandards.Org Kathy Cox, State Superintendent</p>	<p>7 W1 e supports statements 7 W3 a identifies topics and questions</p>