

SJC LESSON PLAN FORMAT

NAME OF STUDENT: Ariana Bakalo

SCHOOL: SJC

CHILD STUDY COURSE: CS 302

DATE OF LESSON: 04/14/2022

COOPERATING TEACHER: N/A

GRADE: 4th grade

CURRICULUM AREA: ELA

Central Focus: Students will gain an understanding of how to utilize persuasion, and use a graphic organizer to help them create a persuasion letter in response to the text (NYS SLAVERY)

Learning Objective: With an persuasive prompt, students will pretend they are human rights advocates and write a persuasive letter to a supporter of slavery stating why it violates human rights. with 75% mastery based on 15/20 from the criteria on the rubric.

NYS Common Core Learning Standard(s)

English Language Art Standards – Writing

4W1: Write an argument to support claims with clear reasons and relevant evidence

a: Introduce a precise claim and organize the reasons and evidence logically.

b: Provide logically ordered reasons that are supported by facts and details from various sources.

e: Provide a concluding statement or section related to the argument presented.

4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.

Rationale

In the past, students have learned what the term persuasion is, and how to use persuasive language in addition to using a graphic organizer to organize their ideas. In the future students will create claims based on research, and support these claims by investigating research articles and using evidence to support their thinking.

Materials

- SMART Board
- PowerPoint: Persuasive Writing
- Youtube: <https://www.youtube.com/watch?v=hD9arWXIddM>
- Laptops
- Notebooks

- Pencils
- Graphic Organizer
- Persuasive language song: <https://www.flocabulary.com/unit/persuasive-language/>
- Ed Puzzle

Academic Language

- Agree
- Disagree
- Argument
- Prove
- Reasons
- Claim
- Brainstorm
- Facts
- Support
- Against
- Introduction
- Even
- Odd

Development/Procedures:

Introduction

- *Good afternoon boys and girls, the other day we talked about slavery, who can remind me what slavery means? Students respond with answers along the lines of being forced to work for someone. Very good! Today we are going to start our lesson by writing things down that we know and remember about slavery, either from this class, your class from last year, or on your own. The teacher will first add in the student said description of slavery to start the K-W-L chart. The teacher will then call on students with their hands raised to fill in more information for the Know section of the K-W-L chart. Now what do we want to learn more about slavery? The teacher will call on students with their hands raised and add their answers to the What (we want to know) section of the chart. These are some amazing questions we have. I am going to add to questions that we will be exploring today in class, (1) what was slavery like in New York and (2) why did some people want or not want slavery?.*

INSTRUCTIONAL STRATEGIES:

IDO:

- *Just to refresh everyone's memory, let's watch the persuasive language song that we watched earlier this week! There are important words that we have to know in order*

to write our persuasive letters, and everyone can sing along so that we remember the important vocabulary words!

- Next, the teacher will show the students a powerpoint that goes over the main topics of persuasive writing. The powerpoint will be displayed on the SMARTboard.
- *Now that we all have persuasive writing refreshed in our minds, lets talk about slavery.*

WE DO:

- Students will watch a video on slavery in New York State. While watching the video, students will fill in a bubble chart. On this bubble chart, students would add in facts about slavery that they learned from the video. Once the video finished, the teacher would pull up their own bubble chart on the SMART Board. *That video had a lot of facts and new information in it. Raising our hands, who can tell me some of those new facts we learned from the video?* The teacher will call on students raising their hand, adding their facts to the main bubble chart on the SMART Board. Depending on student behavior for the day, students would be permitted to come up to the SMART Board and add in their facts. The teacher will call special attention to facts surrounding the reasons for and/or against slavery.
- *We knew a lot and learned a lot about slavery so far today, now it's time to put our detective monocles on and investigate these facts a little more. Some people were for slavery, which means they wanted or were ok with slavery. Some people wanted slavery abolished, or outlawed. Who can tell me one reason people wanted slavery to continue to exist?* Students will raise their hand and then give a teacher a response along the lines of working in the fields, catering to a family, etc. *Alright, now who can tell me a reason why people wanted slavery abolished?* Students will raise their hands, answering with responses along the lines of human rights, thinking about what it was like to be a slave with no freedom, etc. *Excellent reasons, class! Now it's time to take these reasons and apply these to our writing.*

THEY DO

- *We are going to travel back in time to the 1800's. You are all colonists that are against slavery. Write a letter to the congress about your group's stance on slavery. Based on what we saw and read, reference that in your letters.* Students will begin writing their persuasive letters for or against slavery, based on the information learned surrounding the 1800's in New York state.
- *Pencils down, class. Everyone follow me and bring your paper (or notebook) to the reading carpet/area.* The teacher pulls up the K-W-L chart on the SMART Board. *Who would like to read their writing?* I am going to need at least three people to read their writing. The teacher will call on students to read. After they read, the teacher

will reference the K-W-L chart, adding new items to the L section and checking off items in the W section that were covered.

- *We learned so much today about what life was in New York in the 1800's!* The teacher would restate at least one reason for slavery and one reason against it based on the 1800's point of view the class took on. The teacher would then address how times have changed and the importance of freedom for all, that so much has happened in history so that everyone, including them has freedom and that includes respecting one another.

DIFFERENTIATION:

- For students who have communication challenges, they will have additional prompts and directed questions to make sure they participate.
- For students who have a visual impairment, the font of the passages will be increased and displayed on the SMARTboard.

TECHNOLOGY:

The SMARTboard will be utilized throughout the entirety of the lesson. In addition, students will use their class Ipads that are kept in the classroom

CLOSURE:

The teacher will ask the students to go to the reading rugs based on a table group. When the teacher calls on a table, each student will bring their persuasive letters to the carpet. The teacher will ask students if anyone would like to share their writing to the class.

ASSESSMENT:

Informal:

Throughout the lesson, the teacher will walk around the classroom and observe whether or not students are understanding the task at hand. The teacher will also utilize the three-finger system throughout the duration of the period (hold up one finger if you do not understand, two fingers if you do not completely understand but you are having some trouble, and three fingers if you completely understand and you can easily explain it to a friend).

Formal:

Students will individually write a persuasive letter that will be addressed to congress with at least a 15/20 based on the criteria with at least 75% accuracy.

Teacher Name: Ms. Bakalo					
Student Name: _____					
CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Sequencing	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

REENGAGEMENT:

For students who scored below 75%, reengagement will occur immediately after closure. Students will watch an Ed puzzle on persuasive essay writing that will pause several times throughout the video to ask questions and assess whether the student is understanding the video at hand. Afterwards, students will then play a Quizzez game that has ten questions. Students will be expected to achieve at least 80% mastery on these assignments in order to move on. Once students have obtained this. They can re-look at the persuasive essays they turned in to see the mistakes that they made, and will have the opportunity to rewrite their letter.