

Lesson Plan

Micro Lesson Video Link: https://www.youtube.com/watch?v=QPZvLniB7_E

Business/Materials	Lesson Objectives
<ul style="list-style-type: none"> • Graphic Organizer • Zoom whiteboard • Website UI • Paper/pen • Laptop 	<p>SWBAT:</p> <ul style="list-style-type: none"> • Read an example argumentative text paragraph on • Use a graphic organizer in order to identify the parts of an argumentative paragraph to label the claim, background, thesis statement, topic sentences, evidence, examples, rebuttal, and conclusion parts of the argument. • Connect the organization of an argument with the grammar methods of creating cohesion and flow through the use of sequence adverbs or parallel structure, and the balance between dangling modifiers, unclear pronouns, and the correct use of pronouns to avoid choppy sentences. • Practice examples collaborating on moving sequence adverbs onto the graphic organizer the students started on already by moving objects on a screen or touch screen if available. • Practice recognizing mistakes between dangling modifiers, unclear pronouns, and the opposite problem of repetitive pronoun usage.
Warm-up and Objective Discussion	
<p>–Start the class by welcoming the student warmly and creating a comfortable environment where its okay to make mistakes and do our best.</p> <p>–Discuss the importance of persuasion and how our livelihoods and future may depend on it. Tell them that the secret to getting we want is something that can be learned if they pay attention in class today.</p>	

–Clearly show the objectives highlighted on the screen for the student to read.

Activities:

Warm-up (Gain Attention):

Stimulate Recall

–Show the student a big mess on the floor through a moving gif image and compare the mess to poor writing practices in cohesion or flow.

–Ask the student to complete a short do-now activity to stimulate previous recall about the structure of an argumentative essay and their components. This is done interactively with the teacher on the electronic whiteboard. After the components are labeled correctly.

Instruct and Model

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Activities:

Offer Choice

–Show the student options they can select about different topics all of which are well written argumentative texts and practice taking turns reading it, pausing to discuss the different parts of the argument. Try to make the probing questions and teacher talk as personally relevant to the student as possible.

–Show the students a a broken octagon for an example something that doesn't have cohesion, and then a full octagon for something does have cohesion but no flow, and a circle for something that has both cohesion and flow.

Guided Practice

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Activities:

Guided Reading and Discussion

–The student reads the selected paragraph aloud, allowing opportunities to discuss the text and the actual argument itself. Then show the student the essay, but written incorrectly and have them identify the parts that sound strange or seem wrong, or to guess why they are incorrect.

–Show the student the essay, but written incorrectly and have them identify the parts that sound strange or seem wrong, or to guess why they are incorrect.

–Clarify these different parts of the paragraph as being dangling modifiers, unclear

pronouns, or repetitive pronouns that cause problems with flow in the paragraph.

—The students collaborates with the teacher or classmates by moving sequence adverbs on the previous graphic organizer on a new slide.

Independent Practice

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Activities:

Guided to Less Guided

—Practice examples collaborating on moving sequence adverbs onto the graphic organizer the students started on already by moving objects on a screen or touch screen if available.

—Practice recognizing mistakes between dangling modifiers, unclear pronouns, and the opposite problem of repetitive pronoun usage by identifying each of these types of problems and correcting them with examples that are personally/culturally/developmentally relevant.

Assessment

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Activities:

Formative Assessment

—Students write their own argument by receiving intellectually stimulating writing prompt examples for arguments on diverse topics. The writing must contain a clear thesis, background, thesis statement, topic sentences, evidence and examples, logical reasoning and analysis, sequence, at least 1 sequence adverb, no dangling modifiers, and good cohesion and flow.