8th Grade ELA Lesson Plans

Teacher: Ms. McQueen

Lesson Date: August 24

Subject: ELA 8

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  RI1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text  RI8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduce  RI9 – Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation  W1 – Write arguments to support claims with clear reasons and relevant evidence | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.*  Monday Block Part 1 |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Today I am constructing my argumentative essay So that I can build support for claims with logical reasoning and relevant evidence I’ll know I’ve got it when I can formulate an argument with claims, counter-claims, evidence, and a logical conclusion. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| * min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will prepare for CLEAR  Complete checklist: where are you at in your essay? What else do you need to complete today? |  |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)* |  |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*    Review process of publishing an essay | **Thumbs Up/Thumbs Down check** |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Complete final draft | **Writing Conferences** |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will turn in completed final draft of essay |  |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Summary:** Debrief – How do you feel about the final product you turned in? Is there anything you learned that will be helpful for next time? What do you think you’d need to support you next time?  **DLIQ** |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  **Enrichment** – Computer lab for research, typing essay |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **RI1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**  **RI8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduce.**  **RI9 – Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation**  **W1 – Write arguments to support claims with clear reasons and relevant evidence.**  **RI2 – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**  **RI9 – Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.** |
| **Lesson Objective/Learning Intention:**  **What will my students KNOW by the end of the lesson?**  **a. Students will introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**  **b. Students will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**  **c. Students will use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**  **d. Students will establish and maintain a formal style.**  **e. Students will provide a concluding statement or section that follows from and supports the argument presented.**  **What will they DO to learn it?**   * **Students will compose an argumentative essay by the end of instruction through scaffolded and tiered activities. Students will produce one essay as a class for the purposes of guiding students through the essay development process.** |

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| **TIME** | **INSTRUCTIONAL SEQUENCE**  **MONDAY Part B** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  The teacher will direct students to the board where they will see the equation:  Purpose for writing x Subject of Writing x Writer’s Point of View = Essay’s Controlling Idea.  The teacher will allow students to discuss their predictions of the equations with their elbow partner. Students will have the opportunity to volunteer their predictions. The teacher will explain that a controlling idea (formerly known as a thesis statement cannot function without a purpose, subject, and point of view).  “Besties”: Students will watch a 40 second video titled “Controlling Idea” which discusses the friendship between the thesis statement and the controlling idea of an essay. Students will take quick guided Cornell notes on the topic as the video plays. The teacher will pause the video at certain points to ensure students are able to complete the notes.  The reason students are being introduced to the controlling idea before they are introduced to the genre of writing (argumentative) is because it is crucial for students to understand that effective writing cannot take place without a solid, thought-provoking, well-developed controlling idea. It is difficult for students to understand the writing process or writing genres without the knowledge that the controlling idea is the main component of a well-developed essay; it’s the solid foundation for writing. Without a controlling idea, students are unable to develop a noteworthy composition. | **Teachers will assess understanding via student explanations.** |
| 10 min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Remind students that they are going to compose an argumentative essay as a class. Remind them that an argumentative essay is not the same as a persuasive essay. Persuasive essays are opinion-based and requires students to convince readers to join a side or take action, but argumentative essays requires students to investigate a topic; collect, generate, and evaluate evidence; and establish claims on the topic in a concise manner while also including counterclaims to ensure validity (unbiased).  Students will learn that when writing an argumentative essay, they need to be sure to have a clear controlling idea that connects their claims from beginning to end of their writing.  The teacher will provide students with the following example of a controlling idea**: Learning how to balance a checkbook in middle school teaches students to be responsible managers of their finances as adults**. Students will examine and identify the purpose for writing (**to make a case in support of the claim that that financial responsibility is important**), subject of writing (**financial responsibility**), and the writer’s point of view (**to claim that learning financial responsibility at a young age prepares children for adulthood**) in the example. Student will write their discoveries on their guided Cornell Notes.  Remind students that every part of the equation is related to one another. The thesis statement is present, but it’s not as obvious to see. The thesis is that financial responsibility is important. Notice the thesis is simple and does not include all parts of the controlling idea’s equation. This is why you can’t have a thesis without a controlling idea and you can’t have a controlling idea without a thesis. Students will be asked, “Which are you used to including in your writing? A thesis or a controlling idea? | **Teachers will assess understanding through students’ Cornell entries.** |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  “Nose, Lobe”: Have student stand up and for a little extra movement, have them switch places with another person. They don’t have to move their things; they’ll be back in their spots after the brain break ends. Students start by grabbing their noses with their left hand and grabbing their ***left*** earlobe with their ***right*** hand, then quickly switch so that their right hand is on their noses and their left hand is grabbing their right earlobe.  Students will be transitioned using “Copy Me Clap” method. The teacher will tell the students, “As you travel to your seats copy the clap sequences I provide.” The teacher will do a series of three clap sequences and the students will repeat. | **Teachers will assess students’ listening and comprehension skills.** |
| 10 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  As a class, students will discuss the controlling idea of the song “Airplanes” which played in the background of the opening video. Students will watch the lyric video (3:10) of the song and determine the controlling idea in small groups (remind students NOT to write the controlling idea they discuss on their Cornell Notes). The teacher will monitor discussions and guide students if needed. After three minutes, the class will come together and share their controlling ideas. The teacher will write them on the board and the class will vote on the most effective controlling idea (effective controlling ideas must follow the equation; the teacher may have to revisit the financial responsibility example). The most effective controlling idea should be written on student’s Cornell Notes. | **Teachers will assess students’ understanding of the function of controlling ideas and the parts of a controlling idea through their responses.** |
| 10  min | **Closing Activity: Practice**:  Students will be put into three groups (This should be predetermined and students should not be aware of the reasoning behind grouping):  Group 1: Above level (advanced)  Group 2: On level (ready)  Group 3: Below level (needs prerequisite)  Each group will receive an introduction to an informational text on picky eaters. Each article is tiered to coincide with student Lexile levels. Students will work in groups to identify the controlling idea in the article. Students will also identify each part of the controlling idea equation (Students should use a separate sheet of paper. Have them write the name of their article).  The teacher will collect the assignment to use as a formative assessment. | **Teachers will assess students’ understanding through their correct identification of the controlling idea in the tiered informational texts.** |
| 5  min | **DLIQ:**  Students will complete their DLIQ for today’s lesson. | **Teachers will assess students’ understanding by examining student questions.** |
|  | **Homework: Have students choose their favorite (appropriate) song and write the controlling idea of the song. Students should either print or write the lyrics.** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * “Controlling Idea” video * “Airplanes” lyric video * Guided Cornell notes * Tiered Informational tests * Projector * computer |

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| **TIME** | **INSTRUCTIONAL SEQUENCE**  **Tuesday/Wednesday** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **C.L.E.A.R.**  Students will read a text of their choice for 15 minutes and quickwrite on a topic of their choice for 5 minutes. |  |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  Students will participate in the following brain break: “Life with the Wright Family”. Students will get into groups and each group member will have an item. The teacher will begin to slowly read the story, “Life with the Wright Family.” Every time students hear the word “right,” they will pass their item to the right. Every time they hear the word “left,” students will pass their item to the left. The teacher will steadily speed up the reading of the story and students will have to attentively listen to the many times they have to pass their item to the “right” or “left.”  The teacher will transition students by saying, “We need to be in our seats and silent in 5, 4, 3, 2, 1!” | The teacher will monitor listening, collaborative, and communication skills. |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  “Bridge Builders”: In groups of four, students will become bridge builders. Their challenge is to use the items provided to create a bridge that will span a distance of twelve inches using two chairs/desks as the support beams. Students will take five minutes to build their bridge and five minutes to test their bridges stability.  This activity will prepare students for the writing of the most difficult part of any essay—the introduction. Our data shows that many students give up or are frustrated when prompted to write essays without being walked through the entire process because they don’t know how to effectively set the stage for their claims/main points. Making essay writing a class effort allows students the opportunity to struggle with the teacher and allows the teacher to formatively assess what students still need to know. Struggling as a group renders positive outcomes, because everyone collaboratively discovers solutions to writing frustrations. | **Teachers will assess students’ effective collaborative discussions and ability to develop a topic with well-chosen relevant, and sufficient facts, concrete details, etc.** |
| 20  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Students will work in groups to gain knowledge on civil engineering by visiting <http://www.pbs.org/wgbh/nova/tech/build-bridge-p1.html> . The stage is set with the following scenario:  Four open spans need bridges. You've just been put in charge of deciding which type of bridge is best for each of those four spans. Are you up to the task? Let's find out.  First, you'll want to take a good look at each site. Then you'll want to research each of the four kinds of bridges that you can choose from. Only then will you be ready to try your hand at building a bridge—actually four of them! Follow the steps below:   1. Survey the four sites 2. Brush up on the four types of bridges  * Students will have the opportunity to try mini engineering projects along the way  1. Put your civil engineering to the test   The final product is to accurately determine the correct bridge for each span. | **Teachers will assess students’ understanding of through their reading comprehension and choices made when selecting bridges.** |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **Human Knot:** Divide students into groups of about eight students and have them stand in a circle. Have students each grab right hands with someone who is not directly next to them. Then do the same with left hands. The challenge is to untangle and become a circle without releasing hands.  The teacher will transition students with “Solve It” by giving them simple math problems to solve as they transition back to their seats. For example: the teacher says, “2+2”. Students will say 4. The teacher says, “plus 5”. The students will say, “9”. This will continue until students are seated and settled. The teacher can require student to subtract, multiply, add, and divide. | **The teacher will assess students’ critical thinking and collaborative skills.** |
| 20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Now that students have gained the necessary background knowledge on the parts and functions of bridges, they will begin to identify how a bridge relates to writing. The teacher will show an image of a bridge on the projector (the same image is on student’s Cornell notes from Monday’s class. The teacher will ask students the following questions, which can also be found on student’s Cornell notes:   1. What are the three essential parts of this image? 2. How does the image relate to writing? 3. How does the image relate to the introduction paragraph?   The teacher will discuss the HOOK, BRIDGE, CONTROLLING IDEA structure of the introductory paragraph by:   1. Providing students with the definition of hook and bridge (remind students that the bridge will be at least 3 well-developed sentences) 2. Providing students with various hook and bridge examples   Students will label their bridge image with hook, bridge, and controlling idea to use as a tool to remember the parts of an introduction paragraph.  The teacher will review the connection between an actual bridge and writing using the activities students have completed so far. |  |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **“Pen/Pencil Flip”:** Have students stand by their desks with a pencil or pen. Students have to hold one of their hands out (palm down). Have students place the pen/pencil on the back of their hand, making sure it is secure and can stay without being held. The teacher puts one minute on the clock and students have to flip the pen up and catch it as many times as they can. Be sure to tell students that flipping should not exceed five inches to ensure everyone is safe. Have students announce their totals.  Transition students by saying, “Alright; we need to come back with a boom, boom, clap” and students will pound their fists on the desks twice and then clap. |  |
| 25 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  To get students talking about the four parts of an argument, they will participate in a Gallery Walk. A gallery walk is a discussion technique that gets students out of their chairs and into a mode of active engagement. It's a chance to share thoughts in a more intimate, supportive setting rather than a larger, anonymous class. For instructors, it's a chance to gauge the depth of student understanding of particular concepts and to challenge misconceptions. The steps to a successful Gallery Walk are:   1. The instructor prepares several discussion questions.  * Questions/Scenarios can gauge knowledge and comprehension or can tap higher order thinking skills involving analysis, synthesis, and evaluation. * The questions/scenarios are: * What is an argument? * What is needed to win an argument? * A claim tells what you think is true about a topic based on your knowledge or research; it’s NOT just an opinion! You need a new phone and you already believe your parent will say no. You develop enough strength to ask for the phone. What claim will you make to make your argument more effective? Hint: I need a new phone is NOT a solid claim! * A counterclaim is the opposite of a claim. It’s basically the other side of the argument. You’ve already made the claim that it is necessary for you to obtain a new cell phone. What do you think your parent’s counterclaim will be? Hint: Yes, parents often times just say, “No, you don’t!” but that’s not an effective claim, so help your parent’s out on this one. What’s an effective counterclaim that they may give you? * Reasons tell why, makes someone care, and tells the importance of the claim and of the argument. You’ve already told your parents that you are in need of a new cellphone. They’ve already said that you don’t need a cellphone. The argument isn’t over! It’s time for you to tell them why you need a new cellphone. It’s time to make them care about your problem. It’s time to tell them the importance of your claim that you need a new cellphone! So, what do you tell them? * Evidence are the facts that have been researched; it supports your claim and your reasons. Ok, so you’ve already told your parents that you need a new cellphone. They already said that you don’t. You’ve also gave them good reasons why you actually do need a new cellphone. But…that’s not the end of the argument! You want to win don’t you? Well, now you have to provide them with facts that have been researched and support your claim that you need a new phone and why you need a new phone. What evidence do you bring to the table? Hint: In this case, evidence doesn’t have to always be researched. It could be from your experiences or observations of others who have what you don’t have yet. But, you gotta make it good!  1. Questions are posted on different "stations" on classroom walls. 2. Student are grouped in teams of three to five (depending on class size). 3. Each team starts at a station by answering the question (they write their answers on the chart paper). 4. After a short period of time (three to five minutes, depending upon the nature of the question), the teacher will say, "Rotate." Students will rotate clockwise to the next station. 5. At each posted question a student team reviews what previous groups have written and adds new content. 6. The groups continue to rotate, clockwise, to the next station. The rotation continues until all posted questions are addressed by each group. 7. As students discuss questions, the teacher circulates around the classroom, clarifying questions, gauging student understanding, and addressing misconceptions. The teacher will also write down any misconceptions or lapses in student understanding and address these problems before the end of the exercise. Gallery Walk becomes a valuable tool for formative assessments. 8. When the groups rotate back to the station where they started, the groups synthesize comments, develops a quick oral report and "reports out" to the class. This stage of the Gallery Walk is a great chance for involving the entire class in discussion and to address misconceptions. Group or individual written reports can be completed in lieu of oral reports at the teacher’s discretion.   Remind students that the four parts of an argument help students to “bridge” their claims to their evidence when writing. The teacher will continue to use the bridge as a metaphor for writing.  Possible answers:   1. An argument is a disagreement (most will say something like this. Be sure to redirect students to the point that arguments are not fights that involve yelling and screaming!) 2. You need to be knowledgeable about both sides of the argument; nit just your side. If you only provide your side, you are biased. This means that you aren’t wise enough to realize that including the other argument (counterclaim) actually helps you to strengthen your argument by being objective (you acknowledge the other side to help your argument. It basically makes it seem like your using the other person’s argument against them because you’ll always explain why their argument doesn’t work!) 3. Effective Claim: It is necessary for me to obtain a new cell phone. 4. Effective counterclaim: Your current situation does not warrant a cell phone. 5. Effective Reason: I need to have a cell phone that allows me to get online to use Kahoot in my Science class for review purposes. 6. Effective Evidence: My teacher uses Kahoot at least twice a week to determine what his students understand. He is unable to truly know what I understand if I’m sharing a phone with another student, because we both are working together to choose answers. How is he supposed to know which one of us actually knew the correct answer? Plus, I take the exams on my own; I won’t have my friend to help me, so I need to be able to review on my own to prepare for the exam!   Quickly transition students into their DLIQ by saying, “Now I would like for you to demonstrate your understanding of today’s activities by completing your DLIQ. I would like you to also ask me at least one well-developed question about anything you still are wondering that relates to today’s activities. And remember, you must write in complete sentences!” | **The teacher will assess students’ critical thinking and collaborative skills.** |
| 5  min | **DLIQ:**  Students will complete their DLIQ for today’s lesson. |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * “Life with the Wright Family” Brain Break Activity * “Bridge Builders” Instructions and Supplies * “Build a Bridge” Webquest Game (visiting <http://www.pbs.org/wgbh/nova/tech/build-bridge-p1.html> ) * “Human Knot” Brain Break Activity * “Solve It” Transition Activity * Bridge Image * Guided Cornell Notes * Hook, Bridge, Controlling Idea List * “Pen/Pencil Flip” Brain Break Activity * Gallery Walk Components |

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| **TIME** | **INSTRUCTIONAL SEQUENCE**  **Thursday/Friday** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10 min | **C.L.E.A.R.**  Students will read a text of their choice |  |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **“Hand Swap”:**   1. Have students stand up at their desks. 2. Students start by waving their right hand in front of them left to right. Their palm should be facing away from them, fingers pointing up. 3. Have students stop that hand and have their left hand in front of them waving it up and down. 4. Then have them practice moving both at the SAME TIME (right hand going left to right and left hand going up and down. Tell them not move their hands going diagonally). 5. Have students switch to have their right hand up and down and their left hand left and right. Do this faster and switch often to make it more difficult. 6. Lastly, to increase the difficulty, have your arms crossed while doing this.   The teacher will transition students by saying, “We need to be in our seats and silent in 5, 4, 3, 2, 1. Thank you!” |  |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Student will continue their guided Cornell notes from the previous class by revisiting the definitions of argument, claim, counterclaim, reasons, and evidence. Students will follow along as the “Argumentative Writing 101” PowerPoint plays. |  |
| 15  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  “Match It”: Students will work in groups to match the parts of an argument to the provided examples. Each group will receive a bag with strips of information. Students will have to collaborate to complete the task. The strips will read:   |  |  | | --- | --- | | **Set 1** | **Set 2** | | Prompt | Are students too dependent on computers? | | Claim | Student need to increase their ability to properly conduct research without using online sources. | | Counterclaim | Using online resources cuts the research time in half allowing students to focus on the writing of the essay. | | Reason | Using primary sources allows students to avoid gathering information that is oftentimes unreliable or inaccurate. | | Evidence | Many teachers have begun to require students to have a certain number of primary sources to increase students’ chances of researching credible information. |  1. Go over the activity as a class. 2. The teacher will remind students that the strips represent the parts of an argument, but a good essay needs a controlling idea. Ask students to recall what a controlling idea is. Students may use their Cornell Notes. Ask students to provide the Controlling Idea Equation:   Purpose for writing x Subject of Writing x Writer’s Point of View = Essay’s Controlling Idea.  Provide students with an example of a controlling idea for the argument on computer dependability, using the equation:  To argue students’ dependability on computers **x** Student Computer Dependability **x** Students are too dependent on computers **=** Computers are useful tools; however, the increased dependability on computers has drastically decreased a student’s chances of researching reliable sources.   1. Have students write the equation on the guided Cornell notes. | **The teacher will assess students’ critical thinking and collaborative skills.** |
| min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **“Snap-Wink”**   1. Allow students to stand. 2. Tell students to wink their left eye and snap with their right hand. 3. Tell students to wink their right eye and snap with the left hand. 4. Now, tell students to switch back and forth as fast as they can.   Students will transition using “Follow Me: Snap-Wink.” As student take their seats, have them follow your lead as you snap, wink, or both. |  |
| 10  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* **Small Group Instruction:** *(teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)*  To reinforce skills and concepts, students will work in a new group (five groups total) to create examples for the four parts of an argument. Students will also solve the controlling idea equation for their examples. Students should be able to stand or sit wherever they please during this assignment. Students will make the following grid on a sheet of chart paper:   |  |  | | --- | --- | | **Terms** | **Your Examples** | | Prompt | Do violent video games cause behavior problems? | | Claim |  | | Counterclaim |  | | Reason |  | | Evidence |  | | Controlling Idea Equation |  |      |  |  | | --- | --- | | **Terms** | **Your Examples** | | Prompt | Is homework harmful or helpful? | | Claim |  | | Counterclaim |  | | Reason |  | | Evidence |  | | Controlling Idea Equation |  |      |  |  | | --- | --- | | **Terms** | **Your Examples** | | Prompt | Should college be tuition-free? | | Claim |  | | Counterclaim |  | | Reason |  | | Evidence |  | | Controlling Idea Equation |  |  |  |  | | --- | --- | | **Terms** | **Your Examples** | | Prompt | Should middle school students be required to walk in a line when transitioning in the hallways? | | Claim |  | | Counterclaim |  | | Reason |  | | Evidence |  | | Controlling Idea Equation |  |  |  |  | | --- | --- | | **Terms** | **Your Examples** | | Prompt | Should schools have dress codes? | | Claim |  | | Counterclaim |  | | Reason |  | | Evidence |  | | Controlling Idea Equation |  | | **The teacher will assess students’ ability to connect the four parts of an argument to the provided prompt.** |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  “Rock, Paper, Scissors: Team Edition”:   1. Split the class into two team. 2. Have the teams line up in two lines on opposite sides of the room (back to front just like transitions). The first person in each line should be facing the opposing team. 3. Go over the traditional rules  * Each facing pair (one person from each team) will play the game one pair at a time. * Each player will say, “Rock, paper, scissors” as they hit the fist in the palm of their hands. * They will then immediately say shoot, while simultaneously holding up either rock (a fist), paper (an open hand, palm facing floor), or scissors (the pointer and middle fingers pointing at opponent) * Determine the winner * Rock beats scissors * Paper beats rock * Scissors beat paper * The loser leaves his or her line and joins the end of the opponent’s line with the winner (the winner goes to the back of his line too). * Play continues for about two minutes. * After two minutes, whoever has the most players in line wins! * If teams are uneven at the beginning, add one point to the smallest team to determine the winner.   Students will transition using “We are in our seats in 5, 4, 3, 2, 1.” |  |
| 25  min | **Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  The teacher will explain to students that when writing an argumentative essay, it is important to brainstorm at least five claims and choose three for the essay. The reason you brainstorm more than you need is because writers, often times, realize that some of their claims aren’t as strong as others. When we have weak claims, it is hard for us to write strong reasons and evidence.  Students will rejoin their previous groups and compose four more claims for their prompt on a separate sheet of paper. Allow groups to work where they are most comfortable.  After 15-20 minutes, transition students with an, “All eyes on me in 3; 3, 2, 1.” The class will come together and one group will volunteer to share their prompt and their claims. The group members will move to their chart paper. A member from the group will share their prompt and their claims to the class. The teacher will write the claims down for the class to see.  The group will take their seats and the class will evaluate the claims using the following guiding questions:   * Is the claim strong or weak? Why? * What reason can we provide for this claim? * What evidence can we provide for this claim?   The teacher will guide students and reinforce learning as students discuss the claims.  Right before the last five minutes of class, quickly transition students into their DLIQ by saying, “Now I would like for you to demonstrate your understanding of today’s activities by completing your DLIQ. I would like you to also ask me at least one well-developed question about anything you still are wondering that relates to today’s activities. And remember, you must write in complete sentences!” | **The teacher will assess students’ misconceptions and understandings of developing strong claims through their evaluations.** |
| 5  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  Students will complete their DLIQ for today’s lesson. |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * “Hand Swap” Brain Break Activity * “Argumentative Writing 101” PPT * Guided Cornell Notes * “Match It” strips for groups * “Snap-Wink” Brain Break Activity * Five Blank Chart Papers for Students Groups * “Rock, Paper, Scissors: Team Edition” Brain Break Activity |