

# SIOP<sup>®</sup> Lesson Plan Template 3

PEARSON

<b>Topic:</b> Persuasion and Adequate Evidence in a text	<b>Class:</b> ELA	<b>Date:</b>
<b>Content Objectives:</b> Identify persuasion in a text and determine whether or not the author has adequate evidence.		<b>Language Objectives:</b> Improve the author's argument using PROVE IT SIGNAL WORDS.
<b>Key Vocabulary:</b>  Evidence (Review) Falicious reasoning (Review) Unsupported evidence (Review) Propaganda (Review) Persuasion (Review) Foreign language Cognitive Moderately	<b>Materials (including supplementary and adapted):</b> "Language Lends a Hand" Copies for all. It says, I say, and So Graphic Organizers	
<b>Higher Order Questions:</b> Why is it important to recognize persuasion? Because you can then be aware of the author's bias or opinion.		

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Time:	Activities
	<p><b>Building Background</b> Have you ever tried to convince someone to do something? Tell an example when I tried to convince my sister to move to San Francisco. One student is the parent, one student is the child. Convince your parent why you should be able to go to Voices Summer Camp or Why you should be allowed to stay home. This is called PERSUASION. "Persuasion....YOU SHOULD DO IT....Persuasion."</p> <p><b>Links to Experience:</b> What did the NASA astronaut talk to us about languages? Talk with a partner about the benefits of us knowing two languages. Well this is an article about a person who is discussing the benefits of knowing two languages. They gives us different reasons why it is important to know these languages. Now it is our job to decide whether they have VALID EVIDENCE and to identify the PERSUASION. 1. Discuss with your partner to remind each other what is VALID EVIDENCE 2. Share out to the class.</p> <p><b>Links to Learning:</b> I Do: 1. By scanning the page, or looking over it quickly, I see some key information that already tells me this is the author's OPINION and I already know what the author's opinion will be. 2. Take a second in silence, by yourself to scan the page and see if you notice any parts that already tell us that this will be about the author's opinion, AND what his opinion will be. (1 minute) 3. Turn to a partner and discuss. Glasses are off! Yes , the word editorial and the title. 4. Hand out "It says, I say, So, And Stronger" - Explain quickly how it works. 5. Two question we want to answer: Are there examples of persuasion in the text? AND Is the author's evidence adequate? 6. I read the first paragraph. I notice that It says: "You may wants to go to college, travel,and get a good job". I say: "These are things most people want to do". So: "The author is trying to interest the reader by writing about things that interest us. The author is trying to convince, which means it is persuasion." Stronger: None because the evidence is to come. 7. We don't yet know about the author's evidence because this is only the introduction paragraph. We will see if he provides adequate evidence in the rest of the essay. 8. It says: "Many students plan to go to college. Most colleges require that students study a foreign language for at least two years in high school. I say: "I know college is very important and many people want to go to college." So: "The author is persuading us that learning a foreign language is important because it helps us get into college". Stronger: " For example, according to US News &amp; World Report, 84% of colleges require that students have at least two years of Foreign Language experience in High School. " 9. Now, let's look at this evidence together. Does the author do a good job providing evidence for this argument. Teacher reads the paragraph outloud while students underline or highlight evidence for the author's college argument that they find. They highlight each argument a different color. Before teacher reads it is important to</p>

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remind them that we are looking for evidence of how learning another language HELPS STUDENTS GET INTO COLLEGE. We will notice that the author provides facts like studies and test scores. Facts means strong evidence, opinion means weak evidence! They help me fill in the graphic organizer for this one. We fill up the graphic organizer through It Says, I say, and So, but we only discuss the STRONGER part. As the language objective, they will write the STRONGER part using a PROVE IT SIGNAL WORDS.

If time remains, have students mill to music and share their stronger statements.

## NEXT DAY

10. On to the next paragraph, "Someday you may want to travel." What can we predict the author will try to persuade us on in this paragraph?

11. Read silently for 2 minutes. Take 4 minutes with a partner to discuss how you may fill in the graphic organizer. Any persuasion? How is the evidence? Do you feel the author used adequate evidence? Prove your point using sentence starters. Then, we fill it in together as a group.

SENTENCE STARTERS: "Yes, the author was trying to persuade the reader that...." and "The author's evidence was adequate because..."

12. After discussion with partner, complete the exit slip. Write 3-5 sentences defending whether or not the author was trying to persuade the reader and did he use adequate evidence.

## NEXT DAY:

1. Students finish reading the rest of the editorial and work in partners and independently to fill in graphic organizer and answer test format questions. Finally, the 4<sup>th</sup> paragraph and answer the exit slip independently.

## **Key Vocabulary:**

Foreign language, Cognitive, Persuasion, Opinion, Editorial

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<b>Time:</b>	<p><b>Student Activities</b> (Check all that apply for activities throughout lesson):</p> <p><i>Scaffolding:</i>   <input type="checkbox"/> Modeling      <input type="checkbox"/> Guided      <input type="checkbox"/> Independent</p> <p><i>Grouping:</i>    <input type="checkbox"/> Whole Class   <input type="checkbox"/> Small Group   <input type="checkbox"/> Partners    <input type="checkbox"/> Independent</p> <p><i>Processes:</i>   <input type="checkbox"/> Reading      <input type="checkbox"/> Writing      <input type="checkbox"/> Listening    <input type="checkbox"/> Speaking</p> <p><i>Strategies:</i>   <input type="checkbox"/> Hands-on      <input type="checkbox"/> Meaningful   <input type="checkbox"/> Links to Objectives</p> <p><b>Review and Assessment</b> (Check all that apply):</p> <p>Individual <input type="checkbox"/>      Group <input type="checkbox"/>      Written <input type="checkbox"/>      Oral <input type="checkbox"/></p> <p><i>Review Key Vocabulary:</i></p> <p><i>Review Key Content Concepts:</i></p>
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