

**Persuasive Posters Lesson Plan**

**Date: 3/12/2018**

<b>Grade:</b> 3 <sup>rd</sup>		<b>Subject:</b> Language Arts – Persuasive Posters	
<b>Materials:</b> “Eat a Salad” poster, anchor chart, markers, pencils, paper		<b>Technology Needed:</b> none	
Eventually, poster, markers, crayons, colored pencils, etc			
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> W.7 Conduct short research projects that build knowledge about a topic.  SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace		<b>Differentiation</b> <b>Below Proficiency:</b> Students will be able to use pictures to explain their thoughts. They will be able to use 1-2 facts to support their opinion instead of 3-5  <b>Above Proficiency:</b> Students may create a poster and write a letter to whom their topic may concern – seeking action.  Students may use more than 5 facts to support their opinion.  <b>Approaching/Emerging Proficiency:</b> Students may use more than 5 facts to support their opinion.  <b>Modalities/Learning Preferences:</b> Pictures may be used to help persuade Markers, crayons, and colored pencils may be used by preference Students can be creative in anyway as long as their poster persuades	
<b>Objective(s)</b> By the end of the lesson, students will be able to use their research to drive their opinions about a health centered topic to create their own persuasive poster that they will share with the class.  <b>Bloom’s Taxonomy Cognitive Level:</b> Creating - VI			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> 1, 2, 3 eyes on me  5, 4, 3, 2, 1 talking is done  Students will choose their own partners  Students will work on their outlines independently at their desks		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are expected to listen politely to each other and engage in thoughtful conversations.  Students will work independently on this projects  They need to be respectful of one another’s opinions  Students are to stay on task and are able to move on if they get ahead.	
<b>Minutes</b>	<b>Procedures</b>		
10 min	<b>Set-up/Prep:</b> Get poster, get anchor chart and markers in place for my example		
3 min	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Today we are going to use what we have already learned about fact and opinion to help us create persuasive posters.		

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	<p>First though, we need to make sure we know exactly what fact and opinion are.</p> <p>Please grab a partner and we are going to play a quick game First, I want you to think... what is a fact? When I say go, you can share with your partner, write your answer on your white board and then we will share with the group! Who can tell me what a fact is? –A true statement, what we know</p> <p>Again, I need you to think independently of an example, then when I say go you may share with your partner and then with the class Who can give me an example?</p> <p>Now I need you to think about opinions. What are they? Share with your partner. Share with the class. Who can tell me what an opinion is? – What we personally believe, our own thoughts and ideas.</p> <p>Now think of an example. Share with your partner. Share with class. Who can give me an example?</p>
7 min	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b> 1, 2, 3 eyes on me. We are going to use fact and opinion to help us make a creative health-based, persuasive poster. Who knows what persuasion means? Persuasion is trying to convince someone to believe or do something.</p> <p>Make the web organizer on anchor chart and fill in the missing pieces as they share. It should include the following: Strong point of view Specific audience in mind Uses facts and evidence to make a case Uses powerful words to influence the reader Suggests solutions or actions</p> <p>Before we dive into our posters, I want to show you guys an example of a persuasive letter called “Eat a Salad!” While I read it to you, I want you to think about what makes this letter persuasive.</p> <p>Read the poster.</p> <p>You may talk with your partner again. I need you to think of at least one thing that makes this letter convincing. Share.</p>
10 min	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> We are going to take what we have learned about persuasive letters to help us create a persuasive poster. Before we can create our posters, we each need to know exactly what our poster is going to be about. Just like “Eat a Salad” you will need to pick a health topic that you feel somewhat strongly about. I need you to grab a piece of lined paper and then sit quietly at your desk and we will get started!</p> <p>5, 4, 3, 2, 1, talking is done! SHOW EXAMPLE ON WHITE BOARD</p> <p>Brainstorm what type of “health topic” you would like your poster to be about. For me, I would talk about working out and how it positively affects the body.</p>

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	<p>Once you know, write your topic at the top of your page and on the board Once a topic has been chosen 3 times, it cannot be chosen again</p> <p>Then, on the first line of your paper, I want you to write your opinions on that topic.</p> <p>“WORKING OUT” I believe working out is good for people because it helps them stay fit.</p> <p>-----</p> <p>Tomorrow, we can move onto the research portion. Students will grab chrome books and find 3-5 facts that support their driving opinion. After they get these facts, they will have their outline checked over by me.</p> <p>Then they may begin creating their poster. This lesson will last 3-4 days, each day building off the previous day. The final day, students will get to present their posters to the class to try and persuade them on their topic.</p>	
10 min	<p><b>Review (wrap up and transition to next activity):</b> Please put your poster outline in your reading bin, grab your copy of our book, and sit on the carpet. I will continue reading our read aloud to you!</p>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b> Students will be assessed on their verbal conversations, answers, and examples regarding fact and opinion.</li> </ul> <p>Students will also be assessed based on their poster outline.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>Students will be assessed on their final poster; how it uses fact and opinion to persuade the audience of their health related topic.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> This lesson was the foundational lesson of a project we will be working on throughout the week. I was able to find out what the class was working on the past couple of weeks to create a lesson that allowed them to apply what they have previously learned. I decided to use fact and opinion to help them come up with a persuasive health based poster that they can share with the class.</p> <p>When I introduced the lesson, I gave students a broad idea of what we were going to be working on all week. This really caught their attention, which helped them listen to the lesson. This class enjoys doing hands on projects, making them excited to work on a poster. I used the think, pair, and share method to begin class discussion. I have seen this done in other classrooms as well as in my own classes. It went over well when we discussed facts, but students could not quite handle the transition between pair and share. When we discussed opinion, I had the students just think and share. The socialness of this class is something I will make sure to consider as I continue to teach throughout the week.</p> <p>After we reviewed fact and opinion we moved on to persuasive writing and its features. I read the students a letter from the Benchmark curriculum that aimed at persuading students to eat healthier. I changed a few words to make it sound like the letter was written to Mrs. E’s class. The students loved that and listened intently. I told the students to listen for what is convincing in the letter which increased their attention. I have found that when students are given the final objective for a particular part of a lesson, they are much more engaged and their final product reflects that. I</p>		

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originally planned on using a graphic organizer on the active board to go through the features of persuasive writing, however, after discussing with Mrs. E, I decided to make an anchor chart so the students could reference it all week long. I used students' answers on what made the letter convincing to pull out the features of persuasive writing. Although the students did not exactly know the features of a persuasive letter, they did find great examples of the features without even knowing. This sparked a good conversation. From there, I introduced the poster in a more formal way. The students were able to come up with a topic and decide where they stand with that topic which they wrote out on a paper outline. I showed them my own example on the white board. Tomorrow they will research facts about their topic and add that to their outline. The rest of the week they will work on creating their poster and presenting it to their peers.

The students learned how to use their prior knowledge of fact and opinion to help them create an outline for their persuasive posters. I knew they were learning by the conversations they had with the class and their peers. I also was able to have them pick out and give examples of the features of persuasive writing. Finally, because the students are working on a paper outline, I was able to check them over and look for understanding. So far, they are all doing a great job. As the project progresses, I will really be able to see what they have learned by assessing their final outline and poster.

Overall, I feel like this lesson went really well. The students were ready and excited to learn. As the week goes on, I know they will continue to impress me with their knowledge and creativity. I am excited to see all of their hard work pay off.