

Brooke Naylor  
ELED 4760

### 4<sup>th</sup> Grade Writing Lesson Plan

Content Objective: Students will write a persuasive piece that expresses their stance and reasoning in a clear, logical sequence.

Language Objectives: Students will

- Read articles about school children's issues
- Write a one page paper to persuade someone to adopt their opinion
- Present their persuasive writing pieces to the class
- Listen to others' presentations and give feedback

Activities and Procedures Addressing Student's Backgrounds:

I will ask the children, "What if you could choose what time to come to school? What time would school start? What time would it end?" We will have a class discussion on that question. I will then say, "What if half of the students wanted to start school at a certain time, and the other half wanted to start school at a different time? How would it be decided?" I will then explain that it's important to be persuasive. I will tell them you can be persuasive through writing and speaking. That will lead into the content and language objectives for the lesson.

Adaptations according to Student's Level of English Language Proficiency

<u>Pre-Emergent, Emergent</u>  <u>A, B</u>	<ul style="list-style-type: none"><li>-Provide vocabulary list to students in L1 and L2</li><li>-Provide articles in L1 and L2</li><li>-Write one paragraph in L1 using helper sentences</li><li>-Present by reading paragraph</li><li>-Give feedback in L1, with the help of a translator</li></ul>
<u>Intermediate</u>  <u>C</u>	<ul style="list-style-type: none"><li>-Provide vocabulary list to students in L1 and L2</li><li>-Provide articles in L1 and L2</li><li>-Write two to three paragraphs in L2 using helper sentences</li><li>-Present by using note cards</li><li>-Give feedback in L1 or L2, with the help of a translator</li></ul>
<u>Advanced, Fluent</u>  <u>D, E</u>	<ul style="list-style-type: none"><li>-Provide vocabulary list to students in L2</li><li>-Provide articles in L2</li><li>-Write one page in L2</li><li>-Present by memory</li><li>-Give feedback in L2</li></ul>

Strategies:

Cognitive: Note-taking: While students read their articles, they will write down certain parts of the article that strike them as important. This will keep their papers accurate with the article as well as help them with writing.

Metacognitive: Concept map: Students will make a concept map that plans out the different ideas students will write about. This will keep them organized for when they write their paper.

Herrell & Jordan: Partner interviews: Students will pair up with a partner and talk about their views of the article. They will write down the ideas that their partner shared that they liked. This will give students the opportunity to share their ideas as well as challenge others ideas.

#### Grouping:

Homogeneous: The students will be grouped homogeneously when they are preparing their presentation and paper. This will allow them to check for understanding with each other as they are writing and preparing.

Heterogeneous: The students will be grouped heterogeneously when they are presenting their paper and argument. This will allow them to spend time with students who are on other levels. They can help each other, and the feedback will be diverse.

#### Assessment:

Formative: I will walk around the room, answer any questions, and make sure that the students are writing what they need to write, understanding what they're reading, etc.

Summative: I will listen to the student's presentations and evaluate them as well as read the student's papers and grade them.