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TEACHERS

Teacher Preparation Lesson Plan: Persuasive Writing for 10-Year-Olds

Subject Area: English Language Arts
Unit Title: Persuasive Writing
Grade Level: 5
Lesson Number: 1 of 10

Duration: 60 minutes
Date: [Insert Date]
Teacher: [Insert Teacher Name]
Room: [Insert Room Number]

Introduction to Persuasive Writing

Persuasive writing is a crucial skill for students to learn, as it enables them to express their opinions and convince others to adopt their point of view. This lesson plan is designed for 10-year-old low ability stage 3 students, with the aim of building their confidence in opinion writing.



Lesson Plan Overview

The lesson plan is divided into five sections: introduction, direct instruction, guided practice, independent practice, and assessment and feedback. The introduction will introduce the concept of persuasive writing and its importance, while the direct instruction will focus on teaching the PEEL structure and persuasive language techniques.

Teaching Script

Introduction (5 minutes)

- Introduce the concept of persuasive writing and its importance.
- Ask students to share their thoughts on what persuasive writing means to them.

Direct Instruction (10 minutes)

- Teach the PEEL structure and persuasive language techniques.
- Use visual aids and simple language to explain each component of the structure.



Guided Practice

The guided practice section is designed to support low ability stage 3 students in developing their persuasive writing skills. The following activities are tailored to meet the needs of uncooperative and disengaged students with minimal writing skills.

Activity 1: Introduction to PEEL Structure

Provide students with a handout outlining the PEEL structure and have them work in pairs to match the components of the structure with their definitions.



Independent Practice

The independent practice section is designed to provide differentiated activities for students to practice their persuasive writing skills. The following activities cater to beginner, intermediate, and advanced learners.

Beginner Activity: Writing a Persuasive Sentence

Provide students with a prompt and ask them to write a persuasive sentence using the PEEL structure.



Assessment and Feedback

The assessment and feedback section is designed to evaluate student understanding and provide feedback for improvement. The following strategies will be used:

- **Formative Checks:** Regular checks to assess student understanding and progress.
- **Self-Evaluation:** Students will evaluate their own writing using a rubric or self-assessment checklist.
- **Peer Review:** Students will review and provide feedback on each other's writing.



Conclusion

In conclusion, teaching persuasive writing to low ability stage 3 students requires a thoughtful and supportive approach. By using the PEEL structure and incorporating opinion, rhetorical questions, and word images, students can develop their critical thinking and writing skills.



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Teaching Tips

Provide additional support for students who need it, such as one-on-one instruction or small group work. Encourage students to use visual aids and graphic organizers to help them organize their thoughts and ideas.



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Key Takeaways

- Persuasive writing is a crucial skill for students to learn.
- The PEEL structure is an effective way to teach persuasive writing.
- Providing feedback and support is essential for student success.



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Reflection Questions

- What did I learn about teaching persuasive writing to low ability stage 3 students?
- What strategies were most effective in supporting student learning?
- What changes would I make to the lesson plan if I were to teach it again?



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Next Steps

Continue to provide support and feedback to students as they work on their persuasive writing assignments. Consider inviting a guest speaker to talk to the class about the importance of persuasive writing in real-life situations.



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Appendices

Additional resources and supporting materials, such as worksheets, rubrics, and graphic organizers, can be found in the appendices section.



References

- [Insert reference 1]
- [Insert reference 2]
- [Insert reference 3]