



Lesson Information

Lesson Title/#:	Persuasive Writing	Length:	55 min.	Unit:	Las tradiciones y los valores sociales
Course:	Native Spanish 1-2			Grade Level:	9-12
Lesson Designer:	Diana German			School:	TUHS

Stage 1: Desired Results

Lesson Standard(s):	
Objective/Purpose (Content, Language and Social): SWBAT fully understand an informational text (in Spanish) by analyzing and annotating the article, answering text dependent questions, and later use the article (cite) to support the students’ arguments in a five-paragraph persuasive essay.	
Enduring Understandings: -Bull fighting is a common tradition in Spain. It is a huge part of their culture and identity.	Essential Questions: What is the purpose/objective of bull fighting? -Why is bull fighting so important in Spain?
Knowledge: Students need to know: -What is a videogame -Vocabulary: <i>cifras, hiperbolica, escuetas, merecedora, fulminar, lidica</i>	Skills: Students need to be able to: -analyze a text -use text information to support your stance

Stage 2: Assessment Evidence

Lesson Assessment(s): Students will be assessed by their final five paragraph persuasive essay and their incorporation of cites from the text.

Stage 3: Learning Plan

(*Focus lesson, guided instruction, collaborative practice, and independent practice may occur in any order during the lesson.)

Opening: <ul style="list-style-type: none"> ✓ Bellwork: In 20 words describe what you know about bullfighting. ✓ Share your bellwork answers with your partner. ✓ Class discussion: What are you general thoughts on bullfighting?
Focus Lesson: <ul style="list-style-type: none"> ✓ Teacher will pass out the bullfight article and ask students to make inferences on what they think the article will be about just by looking at the title and the picture. ✓ Teacher will share the objective with students and make them see that if they just read a paragraph and they can’t summarize it then it’s probably because they spaced out or didn’t fully comprehend it and therefor they should re-read it before continuing on to the next paragraph. ✓ Teacher will place the article on the document camera and read the first few sentences. As the teacher reads, highlight words that may seem unknown to the students and think (out-loud) as she explains her thought process. ✓ Teacher will annotate the first paragraph with a short summary of what the first paragraph was about. Teacher will make annotations in both English and Spanish so that the students realize that the main goal is to check on themselves for understanding. If a student can summarize a paragraph that he just read in either English or Spanish then we are reaching our point which is comprehension.

- ✓Teacher will allow student to read the rest of the article by themselves and annotate individually.
- ✓They will have to answer 4 text dependent questions at the end and teacher will go over them with students when everyone is done answering them.
- ✓Teacher will pass out the introduction paragraph map and will discuss it with students.

Guided Instruction:

- ✓Teacher will put students in groups of 3-4 and have them discuss their stance in regards to bullfighting.

Collaborative Practice:

- ✓Each group will then have the opportunity to write their own introduction paragraph. They must ensure to have each part of an introduction paragraph.
- ✓Remind them to include a thesis with points that they can support from the article they just read.
- ✓Once everyone is done, each group will share their introduction paragraph to the rest of the class. As a class we will evaluate their paragraphs and talk about its strengths and weaknesses.
- ✓The class will vote on the best introduction paragraph that they would like to use to write their own individual persuasive essay.

Independent Practice:

- ✓Students will then be directed to write their three body paragraphs and their conclusion using the introduction that they all chose as a class.

Closing:

- ✓Students will turn in their persuasive essays and teacher will grade them and give them feedback.

Differentiation Notes

- ✓Teacher will walk around to ensure all students are using the reading technique and stop by to help those who seem confused.
- ✓To help the visual learners, student who prefer using small drawings as summaries to remember what the paragraph is about will be able to.
- ✓Dictionaries will be provided for those who feel confused of certain words and wish to look them up.

Resources (Text, Technology & Other)

- ✓Dictionaries will be provided
- ✓Document camera to assist with teaching the reading technique