

**ESL Curriculum Exemplar**  
 Aligned to the 2007 WIDA Standards  
 ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Simple Machines		Lesson Plan #4	
<b>Content Area: ESL</b>			
<b>Lesson Title:</b> How to create a persuasive “pitch”		<b>Timeframe:</b> 5 days	
Lesson Components			
<u>21<sup>st</sup> Century Themes</u>			
Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy
			Health Literacy
<u>21<sup>st</sup> Century Skills</u>			
X	Creativity and Innovation	x	Critical Thinking and Problem Solving
		x	Communication
			X
			Collaboration
<b>Interdisciplinary Connections:</b> Language Arts, Science			
<b>Integration of Technology:</b> Power Point presentations; interactive websites			
<b>Equipment needed:</b> Computer/projection setup/Smartboard, student computers, Internet			

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Speaking &amp; Writing</i></p> <ul style="list-style-type: none"> <li>Orally and in writing convince “Sharks” to invest in their simple machine.</li> </ul> <p><i>Listening</i></p> <ul style="list-style-type: none"> <li>Evaluate their peer’s presentations using a rubric.</li> </ul>	<p><b>Key Vocabulary:</b> All previously learned unit vocabulary</p> <p><b>Key Language Structures:</b> Persuasive language structures and techniques.</p> <p><b>Warm-up:</b>                      Teacher: Shows clips of TV show, <i>Shark Tank</i>.                      Students: Discuss how participants presented their products.                      Teacher: Identify persuasive techniques, key phrases and vocabulary.</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>Teacher: Develop word bank and sentence frames.</li> <li>Students: Use a persuasive map to create their argument using the claim technique (website).</li> <li>Students: Using their invented machine,</li> </ol>	<p><b><u>Formative</u></b></p> <ul style="list-style-type: none"> <li>Persuasive map</li> <li>Individual writing conferences</li> <li>Anecdotal records</li> <li>Informal observations</li> </ul> <p><b><u>Summative</u></b></p> <ul style="list-style-type: none"> <li>Speaking rubric</li> <li>Writing rubric</li> </ul>

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	<p>write a first draft to convince the “sharks” to invest in their product.</p> <p>4. Students: In pairs, use a rubric to check for persuasive elements.</p> <p>5. Students: Practice with teacher guidance, then in pairs and finally, individually, following the guidelines of the Writer’s Workshop Model.</p> <p>6: Students: Practice oral presentation</p> <p><b>Closure:</b> Students will rehearse their writings and presentations in small groups.</p>	
<p><b>Differentiation:</b></p> <p>Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. Writing samples at each proficiency level will be available on a variety of levels to accommodate ELP Levels.</p> <ul style="list-style-type: none"><li>• Lower proficiency students can write with bullets in words and phrases and/or using sentence frames and word banks.</li><li>• Lower proficiency students could present with a partner.</li></ul>		
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="http://www.abc.go.com/shows/shark-tank">www.abc.go.com/shows/shark-tank</a></li><li>• <a href="http://www.readwritethink.org/files/resources/interactives/persuasion_map/">www.readwritethink.org/files/resources/interactives/persuasion_map/</a></li><li>• <a href="http://writersworkshophelp.blogspot.com/2007/11/structure-of-mini-lesson.html">http://writersworkshophelp.blogspot.com/2007/11/structure-of-mini-lesson.html</a>.</li><li>• <b>Paper and Pencils</b></li><li>• <b>Writer’s Notebooks</b></li></ul>		