**Differentiated Learning Overview**

**Introduction**

Differentiated teaching involves using different teaching techniques that suit different students according to their abilities and levels of understanding. Differentiated teaching is therefore important in persuasive writing because singularity of writers or authors is key (O’Connor & Simic, 2002). In the mini-lesson, thirty 7th Grade students will be grouped into three groups. The first group will have students with special needs and students with low learning capabilities and includes Garcia, Hernandez, Walter, Rashid, James, Queen, Olivia and Liam. The second group will encompass average students who include Logan, Mia, Maisha, Bella, Theodore, Wyatt, Atticus, Isla, Tess, Leon, Lilly, and Aurora. The last group will contain early finishers and those with gifted abilities, namely Brodgon, Dirk, Lee, Daisy, Maverick, Jermaine, and Makayla.

**Lesson 1: Introduction to Persuasive writing**

**Lesson Agenda: Identifying Persuasion**

Time: 40-60 minutes

For an introduction to persuasive writing, students will be shown a video clip of an advertisement then asked to explain what they have watched. They should be able to explain that the advert is trying to persuade them to buy the product therein. The students will then be given the same persuasive article that persuades them towards a particular topic. They will then be asked between a poster and a short written summary then use their preferred choice to identify the author`s position, provide proof of the author`s position, and their feeling towards the position. Students will be given a rubric showing how they will be assessed. The students should correctly explain the meaning of the word persuasion.

**Lesson 2: Techniques of Persuasive Writing**

**Lesson agenda: Understanding Different Persuasion Techniques**

Time: 45-60 minutes

Students will be required to carefully listen to different persuasive audio clips. Each student will be given a worksheet containing titles of the audio clips and options on what technique of persuasion each uses. After listening to each clip, the student will be required to tick on the options the speakers use, which are logos (reason/logic), ethos (credibility), pathos (emotional appeal), and Kairos (opportune moment). Each student will then be asked to write a persuasive paragraph on a preferred topic that uses one of these techniques, and then they will be assessed using a predetermined rubric.

**Lesson 3: Checking for Understanding**

**Lesson agenda: Assessing how well students have grasped the topic**

Time: 60 minutes

The students will be placed into their three respective groups, and each group will be given an essay. The group with special needs students and those with low learning capabilities will be given the persuasive “Changing the way students make the grade.” Students grouped as average will read the article “Limit teens` time on texts, tweets, and online time.” The group containing early finishers and those with gifted abilities will be given an academic essay “Making the grade without getting one.” All students will be asked to read the essay then write a summary of the authors` positions and identify persuasive techniques. I will be walking around the class assessing each student`s progress while helping those that are stuck.

**Mini Lesson Plans:**

**Mini Lesson Plan 1**

**Section 1: Lesson Preparation**

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| **Teacher Candidate Name:** | | **Sondra L Washington** |
| **Grade Level:** | | **7th Grade** |
| **Date:** | | **March 6, 2019** |
| **Unit/Subject:** | | **Persuasive Writing/ Language Arts** |
| **Instructional Plan Title:** | | **Introduction to Persuasive Writing/Mini Lesson 1** |
| **Lesson Summary and Focus:** | | ***This lesson will focus on familiarizing students with persuasive content.***  ***Students will watch Coca-Cola and Gilette adverts then I will ask them what the purpose of the adverts are. After identifying the adverts` motives as persuasion, I will ask them how the adverts tries to persuade them*** |
| **Classroom and Student Factors/Grouping:** | | ***The class will contain three groups. The first group will have students with special needs and students with low learning capabilities and includes Garcia, Hernandez, Walter, Rashid, James, Queen, Olivia and Liam. The second group will encompass average students who are include Logan, Mia, Maisha, Bella, Theodore, Wyatt, Atticus, Isla, Tess, Leon, Lilly and Aurora. The last group will contain early finishers and those with gifted abilities, namely Brodgon, Dirk, Lee, Daisy, Maverick, Jermaine and Makayla, Nina, Brian and Diana.*** |
| **National/State Learning Standards:** | | ***CCSS.ELA-LITERACY.WHST.6-8.1- writing arguments focused on discipline specific content***  ***CCSS.ELA-LETERACY.WHST.6-8.1.E- Writing informative and explanatory tests with well-organized ideas, well-chosen facts while maintaining a formal style.*** |
| **Specific Learning Target(s)/Objectives:** | | ***By the end of this lesson;***   * ***Helping students identify persuasion from a poster and a persuasive article*** * ***Students should explain what makes it persuasive*** * ***Students must be able to write a summary of what they learned about persuasion from a poster and a short piece of a persuasive article.*** |
| **Academic Language** | | **Academic vocabulary students will learn in this lesson are;**   * **Persuasion** * **Main idea** * **Fact** * **Opinion**   **Students will be asked what they think these words mean then they will contribute by show of hand. I will also give examples of facts and opinions and ask them to distinguish both after which I will explain the terms.** |
| **Resources, Materials, Equipment, and Technology:** | ***The resources and materials are:***   * ***Cocacola`s “Mama Di Mama” advert*** [***https://www.youtube.com/watch?v=n6g2tyaQ-dw***](https://www.youtube.com/watch?v=n6g2tyaQ-dw) * ***Gilette`s “We believe: the man can be” advert*** [***https://www.youtube.com/watch?v=koPmuEyP3a0***](https://www.youtube.com/watch?v=koPmuEyP3a0) * ***Projector- I will connect to my laptop for showing an advertisement to the students*** * ***Laptop-this will contain the adverts*** * ***Persuasive article about pizza*** <https://newsela.com/read/pizza-obesity> * ***Worksheets- this is where the students will write their summaries on towards the end of the class*** | |

**Mini Lesson Plan 2**

**Section 1: Lesson Preparation**

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| **Teacher Candidate Name:** | **Sondra L Washington** |
| **Grade Level:** | **7th grade** |
| **Date:** | **March 6, 2019** |
| **Unit/Subject:** | **Persuasive Writing/ Language Arts** |
| **Instructional Plan Title:** | **Persuasion Techniques/Mini Lesson 2** |
| **Lesson Summary and Focus:** | ***During this lesson, students will learn about different ways of persuasion and identify them by listening to audio clips on persuasion. They will also be expected to demonstrate their understanding of these techniques by either writing a short persuasive piece or drawing a poster that appeal to any of these techniques depending on their preferences and capabilities.*** |
| **Classroom and Student Factors/Grouping:** | ***The class will contain three groups. The first group will have students with special needs and students with low learning capabilities and includes Garcia, Hernandez, Walter, Rashid, James, Queen, Olivia and Liam. The second group will encompass average students who are include Logan, Mia, Maisha, Bella, Theodore, Wyatt, Atticus, Isla, Tess, Leon, Lilly and Aurora. The last group will contain early finishers and those with gifted abilities, namely Brodgon, Dirk, Lee, Daisy, Maverick, Jermaine and Makayla, Nina, Brian and Diana.*** |
| **National/State Learning Standards:** | ***The standards which are relevant to this lesson are***  [***CCSS.ELA-Literacy.WHST.6-8.9***](http://www.corestandards.org/ELA-Literacy/WHST/6-8/9/) ***Draw evidence from informational texts to support analysis, reflection, and research.***  [***CCSS.ELA-Literacy.WHST.6-8.2.d***](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/d/) ***Using of precise language and domain-specific vocabulary to inform about or explain a topic.*** |
| **Specific Learning Target(s)/Objectives:** | ***Objectives of this lesson are as follows.***   * ***Listening to different audio clips in order to figure out different ways in which people use persuasion.*** * ***Students should demonstrate their understanding of persuasive techniques by writing persuasive articles or designing persuasive posters which use at least one technique.*** * ***Students should be able to define all techniques of persuasion.*** |
| **Academic Language** | ***Academic vocabulary in this section is:***   * ***Logos (reason/logic)*** * ***Ethos (credibility)*** * ***Pathos (emotional appeal)*** * ***Kairos (opportune moment)***   ***Students will learn these terms by listening to audio clips. They will also be presented with worksheets that contain each audio clips. After listening to an audio clip, a student is expected to show its type by selecting an option on the worksheet. The students will also be expected to write their own persuasive paragraph so as to apply the techniques to persuasive writing.*** |
| **Resources, Materials, Equipment, and Technology:** | ***Resources necessary for this lesson are:***   * ***Mountain Dew Audio advert.*** [***https://www.youtube.com/watch?v=iIaxBiEIhDs***](https://www.youtube.com/watch?v=iIaxBiEIhDs) * ***Miranda Greenapple audio advert.***   [***https://www.youtube.com/watch?v=78rEdm7BQ2U***](https://www.youtube.com/watch?v=78rEdm7BQ2U)   * ***Beats by Dr. Dre audio advert***   [***https://www.youtube.com/watch?v=Mt1Sp9OPfko***](https://www.youtube.com/watch?v=Mt1Sp9OPfko)   * ***Xylem audio advert (GSCE Product Design)***   [***https://www.youtube.com/watch?v=gEaK4TgPvvQ***](https://www.youtube.com/watch?v=gEaK4TgPvvQ)   * ***A laptop to play the audio clips*** * ***A music system to project the sound*** * ***Worksheets containing titles of the audio clips and options to be selected in order to label them according to their type of persuasion.*** |

**Mini Lesson Plan 3**

**Section 1: Lesson Preparation**

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| **Teacher Candidate Name:** | **Sondra L Washington** |
| **Grade Level:** | **7th Grade** |
| **Date:** | **March 6, 2019** |
| **Unit/Subject:** | **Persuasive Writing/ Language Arts** |
| **Instructional Plan Title:** | **Critical Analysis and Persuasive Writing /Mini Lesson 3** |
| **Lesson Summary and Focus:** | ***This lesson will involve focusing on the previously learnt persuasive skills and applying them while working in groups. Students will be required to not only identify persuasion and persuasive techniques, they will also be required to apply these skills to demonstrate their understanding.*** |
| **Classroom and Student Factors/Grouping:** | ***The class will contain three groups. The first group will have students with special needs and students with low learning capabilities and includes Garcia, Hernandez, Walter, Rashid, James, Queen, Olivia and Liam. The second group will encompass average students who are include Logan, Mia, Maisha, Bella, Theodore, Wyatt, Atticus, Isla, Tess, Leon, Lilly and Aurora. The last group will contain early finishers and those with gifted abilities, namely Brodgon, Dirk, Lee, Daisy, Maverick, Jermaine and Makayla, Nina, Brian and Diana.***  **Group work**   * ***The group with special needs students and those with low learning capabilities will be given the persuasive “Changing the way students make the grade”.*** * ***Students grouped as average will read the article “Limit teens` time on texts, tweets, and online time”.*** * ***The group containing early finishers and those with gifted abilities will be given an academic essay “Making the grade without getting one”*** |
| **National/State Learning Standards:** | ***The standards useful in this lesson.***   * [***CCSS.ELA-Literacy.WHST.6-8.2.a***](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/a/) ***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings)*** * [***CCSS.ELA-Literacy.WHST.6-8.2.b***](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/b/) ***Develop a topic with relevant facts, definitions, solid details, other information and examples.*** |
| **Specific Learning Target(s)/Objectives:** | ***Learning objective***   * ***Critically analyzing persuasive articles*** * ***Identifying the position of an author, the purpose of his or her persuasive article and writing a persuasive piece critically analyzing content of the article.*** |
| **Academic Language** | **Vocabulary to be learned:**   * **Critical analysis** * **Author`s position** * **Supporting evidence**   **For the above vocabulary, I will ask students to contribute in defining the terms by show hands. Afterwards, I will give them the definitions. The students will then to demonstrate what they understand bout those terms on graphic organizers.** |
| **Resources, Materials, Equipment, and Technology:** | ***Materials and resources.***   * ***Graphic organizers*** * ***Copies of a persuasive academic article, “Making the grade without getting one”.*** <https://newsela.com/read/school-nogrades> * ***Copies of a persuasive article “Changing the way students make the grade”***   [***https://newsela.com/read/grades-homework/id/2289/***](https://newsela.com/read/grades-homework/id/2289/)   * ***Copies of a persuasive article “Limit teens` time on texts, tweets, and online time”.*** <https://newsela.com/read/curbing-cyberkids> |

References

O’Connor, E.A. & Simic, O. (2002). The effect of reading recovery on special education

referrals and placements. Psychology in the Schools, 39 (6), 635-646.