Simple Machines          Lesson Plan #4

Content Area: ESL

Lesson Title: How to create a persuasive “pitch”          Timeframe: 5 days

Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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<tbody>
<tr>
<td>Global Awareness</td>
<td>X</td>
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<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
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<td>Civic Literacy</td>
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<td>Health Literacy</td>
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<th>21st Century Skills</th>
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<td>Creativity and Innovation</td>
<td>X</td>
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<td>Critical Thinking and Problem Solving</td>
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<td>Communication</td>
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<td>Collaboration</td>
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Interdisciplinary Connections: Language Arts, Science

Integration of Technology: Power Point presentations; interactive websites

Equipment needed: Computer/projection setup/Smartboard, student computers, Internet

Goals/Objectives

Students will:

Speaking & Writing
- Orally and in writing convince “Sharks” to invest in their simple machine.

Listening
- Evaluate their peer’s presentations using a rubric.

Learning Activities/Instructional Strategies

Key Vocabulary: All previously learned unit vocabulary

Key Language Structures: Persuasive language structures and techniques.

Warm-up:
Teacher: Shows clips of TV show, Shark Tank.
Students: Discuss how participants presented their products.
Teacher: Identify persuasive techniques, key phrases and vocabulary.

Lesson Sequence:
1. Teacher: Develop word bank and sentence frames.
2. Students: Use a persuasive map to create their argument using the claim technique (website).
3. Students: Using their invented machine,

Assessment Tasks

Formative
- Persuasive map
- Individual writing conferences
- Anecdotal records
- Informal observations

Summative
- Speaking rubric
- Writing rubric
write a first draft to convince the “sharks” to invest in their product.
4. Students: In pairs, use a rubric to check for persuasive elements.
5. Students: Practice with teacher guidance, then in pairs and finally, individually, following the guidelines of the Writer’s Workshop Model.
6: Students: Practice oral presentation

**Closure:**
Students will rehearse their writings and presentations in small groups.

**Differentiation:**
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.
- Lower proficiency students can write with bullets in words and phrases and/or using sentence frames and word banks.
- Lower proficiency students could present with a partner.

**Suggested Resources:**
- [www.abc.go.com/shows/shark-tank](http://www.abc.go.com/shows/shark-tank)
- [www.readwritethink.org/files/resources/interactives/persuasion_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/)
- **Paper and Pencils**
- **Writer’s Notebooks**