**Various Lesson Leads**

**Argument Unit, teaching claims/counterclaims and supporting with evidence:**

Lesson Lead: “Today we will be working in pairs; that is why our desks are arranged in this way. We’ve spent a little over a week focusing on persuasion. Last week we talked about different persuasive techniques and you created commercials for a project you invented in groups. Let’s review some of the persuasive techniques before we get started.” Lead students through the persuasive techniques and what they are. “Nice job.” Today we’re switching gears a little bit, and we are going to start discussing a type of persuasion called argument. Some of you may remember this word from last week when we read the article on wind energy and the one about the high-speed train system.”

**Argument Unit, Making inferences and supporting inferences with textual evidence:**

Lesson Lead: “Sometimes things happen right before our eyes, and if we’re not prepared we won’t even realize it happened. Just like the gorilla in the video, had we known he was going to be there, we probably would have seen it. Texts work in the same way. If we use our prior knowledge while we read, the text will make more sense. Making inferences is all about prior knowledge. We had ‘inference’ as a vocabulary word a few weeks ago. Does anyone remember what it means?” Define inference. Show inference anchor chart for those students who are more visual learners (<http://fabulous-fourth.blogspot.com/p/anchor-charts.html>).

**Discussion, Silent discussion where students practice marking up a text while collaborating with peers to make meaning:**

Lesson Lead: “How many of you like to participate in classroom discussions? How many of you prefer not to participate in discussions?” (I’m assuming there will be several hands for each question.) “Well today we will be trying out a new type of “discussion” that should appeal to all of you. It’s called a text-on-text annotation; you’ll be having a discussion but silently. It will be completed through writing on these big pieces of paper in small groups of three.” Show the blown-up text on butcher paper.

**Found Poetry Unit, Introduce students to Found Poetry and “flood” the classroom with poems for students to read**

Lesson Lead: “For the past few weeks we’ve been studying figurative language.” Briefly review figurative language terms. Add definition of metaphor to figurative language guide.“In order to wrap up our figurative language unit, we’re going to start a project called ‘Found Poetry.’” Explain Found Poetry and its ties to figurative language. Show sample PowerPoint of what student projects will resemble.“To get started with Found Poetry, we first have to read as many poems as possible. Today we’re going to do a poetry FLOOD.”

**Theme Unit, Study theme in-depth and discuss how theme relates to characters and plot**

Lesson Lead: Theme is such an important thing to learn in life because themes are *life lessons*. Each time you learn a theme, you learn something new about life and you grow a little bit more as a person. Who here has heard of the Boston Marathon bombings? When I heard about the bombings, I was very upset and worried about the state of our society. It seemed to me that bad people were always ruining good things. But then I got to thinking about all of the good people have done in response to the bad.” Discuss tweets, races, fundraisers, etc. I think there is still plenty of good in life; we just need to make sure the good always outweighs the bad. Learning life lessons, or themes, is one way to continue to spread the good throughout the world.