

Detailed Lesson Plan in English for Grade 10 Students  
Identifying the Parts and Features of an Argumentative Essay  
Time Frame: 1 hour  
Prepared by: Madeleine B. Marcial

**Objectives**

At the end of the lesson, the students must be able to:

1. Identify the parts and features of an argumentative essay;
2. Learn the uses of an argumentative essay in real life situations; and
3. Write their own argumentative essay in response to an editorial article;

**Contents**

Topic	Reference	Materials
Identifying the Parts and Features of an Argumentative Essay	Milagros G. Lapid, J. B. (n.d.). English communication arts and skills through world literature: the new grade 10 (7 <sup>th</sup> ed.). Phoenix Publishing House.	Digital module and presentation

**Procedure**

A. Learning Activities

Teacher's Activity	Students Activity
Good morning, class	Good morning, ma'am!
Let us pray first	(One student will lead the prayer)
(Checking of attendance)	(Student will tell who's absent for the day)
So how is your day? Is it good so far?	It is great, ma'am!
That's good to know. So, are you ready to for our lesson today?	Yes, ma'am!
Okay that's good! Let us begin with a little game called "Would You Rather"! Are you ready?	Yes, ma'am!

**Motivation**

# Lesson Plan On Argumentative Essay

**Fawcett**



## **Lesson Plan On Argumentative Essay:**

**Common Core Literacy Lesson Plans** Lauren Davis, 2014-05-22 Schools nationwide are transitioning to the Common Core our advice to you Be prepared but don't go it alone Our new book Common Core Literacy Lesson Plans Ready to Use Resources 9-12 shows you that teaching the Common Core State Standards in high school doesn't have to be intimidating This easy to use guide meets the particular needs of high school teachers It provides model lesson plans for teaching the standards in reading writing speaking listening and language Get engaging lesson plans that are grade appropriate for teens easy to implement and include ready to use reproducible handouts assessments resources and ideas to help you modify the lesson for both struggling and advanced learners Our Common Core Literacy Lesson Plans are equally effective for both English and content area teachers the plans are designed to fit seamlessly into your high school curriculum You get practical tips for revamping your existing lessons to meet the standards High school students learn how to answer text based questions read informational texts conduct research write arguments and improve their speaking and listening skills We take the guesswork out of Common Core lesson plans with this practical easy to use guide All lesson plans are grade appropriate but every lesson plan includes Common Core State Standards covered in the lesson Overview of objectives and focus of the lesson Background knowledge required and time required A detailed step by step agenda for the lesson plus a materials list Differentiation ideas to adapt the lesson for different kinds of learners Assessment ideas including rubrics and scoring guides A place for your notes what worked what can improve Bonus We show you how to extend the lessons into longer units to suit your particular grade's curriculum and even help you create more of your own lessons **The i5 Approach: Lesson**

**Planning That Teaches Thinking and Fosters Innovation** Jane E. Pollock, Susan Hensley, 2017-11-27 If the three r's define education's past there are five i's information images interaction inquiry and innovation that forecast its future one in which students think for themselves actively self assess and enthusiastically use technology to further their learning and contribute to the world What students need but too often do not get is deliberate instruction in the critical and creative thinking skills that make this vision possible The i5 approach provides a way to develop these skills in the context of content focused and technology powered lessons that give students the opportunity to Seek and acquire new information Use visual images and nonlinguistic representations to add meaning Interact with others to obtain and provide feedback and enhance understanding Engage in inquiry use and develop a thinking skill that will expand and extend knowledge Generate innovative insights and products related to the lesson goals Jane E Pollock and Susan Hensley explain the i5 approach's foundations in brain research and its links to proven instructional principles and planning models They provide step by step procedures for teaching 12 key thinking skills and share lesson examples from teachers who have successfully i5 ed their instruction With practical guidance on how to revamp existing lessons The i5 Approach is an indispensable resource for any teacher who wants to help students gain deeper and broader content understanding and become stronger and more innovative thinkers

*Argumentative Writing in a Second Language* Alan R. Hirvela, Diane Belcher, 2021-12-13 *Argumentative Writing in a Second Language* is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors' own teaching and research experiences. The value of learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context. Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings. While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape within an instructional lens. Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught. The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars researchers.

**Lesson Plans**, 1987 **Frontiers of Language and Teaching: Proceedings of the 2010 International Online Language Conference (IOLC 2010)** Azadeh Shafaei, 2010-12-27 This collection is comprised of papers submitted to the 3rd International Online Language Conference IOLC held in September 2010. IOLC 2010 was a two day conference which aimed to provide a forum for academics practitioners experts and students to debate current international issues and challenges in the broad area of language learning and teaching. This annual world renowned conference takes place over the internet allowing participants to save accommodation and flight expenses and at the same time helping to save our planet by reducing CO2 emissions. All submitted papers went through a double blind review process before a decision was made. This was to ensure the quality level of the conference is kept high.

*Insights into AI and Language Teaching and Learning* Yijun Wang, Antonie Alm, Gilbert Dizon, 2025-04-16 Overview Language educators often have varied levels of comfort and expertise with emerging technologies like Artificial Intelligence (AI). This creates a pedagogical gap that must be filled to ensure that educators can make informed choices about the technologies they integrate into their classrooms. The primary aim of *Insights into AI and Language Teaching* is to function as a comprehensive training guide for language educators interested in incorporating AI technologies into their teaching practice for foreign second language education across a variety of language contexts not just English as a Foreign Language (EFL) but also for the teaching of other foreign languages. This book aims to act as a bridge guiding teachers from a basic understanding of AI to a level where they can confidently employ it as part of their teaching toolbox. As teachers have a long lasting impact on how students view learning adopt new technologies and even how they perceive themselves this book will therefore focus not only on technology but also on how teachers can be empowered to use AI in a way that enhances their influence and the positive impact they can have on their students.

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Part 1 Overview of the Issues  
2 Historical Foundations of AI  
Mathias Schulze  
3 Challenges of AI in Language Education  
Benjamin Luke Moorhouse  
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4 AI

Literacy Antonie Alm 5 AI and Assessment Peter Crosthwaite Qing Ma 6 Ethical Considerations of AI Gilbert Dizon 7 Research Methods and AI Yijen Wang Part 2 Establishing the Foundations of Good Practice 8 Motivational Issues in AI Integration Chun Lai Zhan Shi 9 AI and Teaching Communities Louise Ohashi 10 Teacher and AI Collaboration Jaeho Jeon Seongyong Lee 11 Teacher s Practical Pedagogical Knowledge for AI Zoe Handley 12 Professional Development and Learner Training for AI Glenn Stockwell Part 3 AI in Practice 13 Machine Translation Sangmin Michelle Lee Nayeon Kang 14 Generative AI and Chatbots Lucas Kohnke Curtis Green Eneix 15 AI integrated Language Learning Applications Eneyire Godwin Omuya Xin Zhao Minna Rollins 16 Feedback and Automated Writing Evaluation AWE Volker Hegelheimer Inyoung Na Mahdi Duris Index

**A Practical Approach to Supporting Science and Engineering Students with Self-Regulated Learning** Erin E. Peters-Burton,2023-11-16 Science and engineering practices tend to be more difficult to teach and monitor for student progress than content knowledge because practices are skill based This book presents tangible ways for teacher educators and teachers to design learning environments that involve student goal setting monitoring and reflection on their performance of science and engineering practices It models ways teachers can support effective learning behaviors and monitor student progress in science and engineering practices It also presents practical ways to set up preservice teacher instruction and inservice teacher professional development that address both self regulated learning and science and engineering practices Educational research designs are presented from qualitative quantitative and mixed methods traditions that investigate student and teacher engagement with science and engineering practices through self regulated learning

Teacher Clarity John Almarode,Douglas Fisher,Nancy Frey,Kierstan Barbee,2025-02-18 How to Activate and Accelerate Student Learning Have you ever given instructions to your students only to receive blank stares or confusion Clarity is an essential part of teaching and learning and every interaction we have with students is the foundation for moving learning forward we must make every interaction count Backed by the latest education research on what really works Teacher Clarity spotlights the newest and best teaching strategies and explains the importance of clear learning intentions success criteria lesson design progress monitoring and more Inside you ll discover how teacher clarity Helps educators make informed decisions around teaching and learning Demands that educators keep the big picture in mind Allows educators to integrate optimal teaching and learning experiences at the right time Tells us what evidence we must generate around teaching and learning and what steps to take next Organized around the four critical components of teacher clarity organization explanations examples and assessments and filled with samples for all content and grade levels Teacher Clarity is your essential guidebook for unlocking your learners potential

**Evergreen: a Guide to Writing with Readings** Fawcett,2004

*Lesson Plans Eol 2000 G 12* Holt Rinehart & Winston,1999-07-05

*Scott Foresman Literature and Integrated Studies* ,1997

**Yes, No, Maybe So** Jenna Kaye Lindsey,2008

Journal of Teaching Writing ,2001

Teaching ESL Writing Joy M. Reid,1993 Written specifically for graduate students studying to become teachers of

composition this text provides well documented specific information about planning curricula developing syllabi for each level of language proficiency in an ASL writing program and day to day lesson plans for all levels of ASL writing classes

**The Writer** William Henry Hills,Robert Luce,1922      *Practical English, a Scholastic Magazine* ,1963

**Undergraduate and Graduate Courses and Programs** Iowa State University,2001      Teaching Elementary Social Studies James A. DuPlass,2008 Written for the elementary social studies methods course this interactive program combines features of a textbook and a workbook with thorough integration between the print text and a dynamic web site Increasingly majors in elementary education if not the population at large are more attuned to reading interactive material with relatively brief narrative bulleted items text boxes and targeted messages like web pages rather than traditional denser text To accommodate these preferences the layout of the print text features a larger than usual font an 8 x 11 trim size and spiral binding and the content includes an abundance of bulleted lists shaded text boxes and contemporary graphics The program s interactive approach and flexibility allow the professor to model the kinds of teaching principles and practices that students will want to use in their own elementary school classrooms These principles and practices are integrated throughout the text and include a focus on active learning strategies application of constructivist principles focus on Big Ideas and thinking skills use of the Internet and modeling of Best Practices and Performance based assessments based on INTASC and NCATE standard Thus the book will serve as a springboard for classroom activities web site explorations and or instructor led activities      *Modular Preparation for Teaching Reading* Harry Wendell Sartain,Paul E. Stanton,1974      Proceedings ,1906

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