

Lesson Plan Template

NAME: Karen Wilform

DATE and TIME: February 25, 2020

Lesson Name: Lesson 1 – Opinion Writing

Grade Level (s): 4th

Common Core State Standards:

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.*
- 2. Provide reasons that are supported by facts and details.*
- 3. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).*
- 4. Provide a concluding statement or section related to the opinion presented.*

Learning Objectives: In Lesson 1, the students will learn how to write an opinion statement, while looking at the elements of an opinion piece.

Content Objective- The students will learn the beginning stages of how to write an opinion piece. They will learn how to follow a prompt by introducing the topic, stating an opinion, and organizing reasons and examples. They will also have a concluding statement.

Language Objectives- Students will achieve the content objectives by listening to the teacher's instructions and lesson on how an opinion piece is written. They will need to read the content provided on overhead projector. They will need their writing skills for assessing at the end. They will also be speaking when called on and listening while the teacher is teaching the lesson.

English Language Development (ELD) Standards and Proficiency Levels-

Emerging: *Sections 4.11 a. Supporting opinions: Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.*

Expanding: *Section 4.11 a. Supporting opinions: Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.*

Bridging: *Section 4.11 a. Supporting opinions: Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.*

Academic Language Requirements: *Throughout the lesson, we will come across opportunities for students to present their opinions.*

Language Frames/Supports (and linking words)	In my opinion _____ . I strongly believe _____ . I think this because _____ .
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Formal and Informal Assessments: I will informally assess the students by listening to the responses they give when questions are asked. I will formally assess the students by giving a quick write at the beginning of the lesson. The opening writing exercise is called, “7 lines in 7 minutes.” This exercise gives the students an opportunity to write down their thoughts on one of the prompts given at the beginning of the lesson.

Procedure-Instructional Strategies and Learning Tasks to Support Student Learning:

The students will either be sitting at their spots on the floor or in desks around the front area during the lesson. I will monitor their learning experience by seeing who answering questions in between. I will also be using the overhead projector to display various parts of the lesson.

ANTICIPATORY SET: I will start the lesson with a cold opinion write. The students will choose from one of the three prompts given:

1. In your opinion, should our school have more sports or extracurricular activities?
2. In your opinion, is social media a good thing or bad thing?
3. In your opinion, should classes be able to have a class pet?

Their goal is to choose a prompt and write down at least seven lines of their thoughts within the seven-minute time frame given. They will then share what they wrote down.

WE ALL DO:

Before the lesson continues, we read our behavior expectations together.

Rules for Collaborative Discussions

1. Be respectful
2. Listen when someone is speaking
3. Speak only when called on
4. Stay on topic
5. Use words like, “I agree” or “I respectfully disagree”

We will then go over our learning intentions. The class will choral read the following:

Today I am learning...how to identify the elements of opinion writing.

So I can...organize my ideas precisely and plan my opinion writing.

I am successful when...I can follow a prompt, plan my writing and include all elements of an opinion writing piece.

They may not cover all the parts today but will eventually by Lesson 3. After this, we will look at the “Elements of Opinion Writing.”

Elements of OPINION Writing

1. Introduce your topic (hook your reader or ask a question)
2. Opinion statement
3. Reason (support your opinion)
4. Example (detail, statement, or fact that supports your reason)
5. Reason
6. Example
7. Restate your opinion

After talking the elements of opinion writing we will read over a Scholastic article titled, “Are Video Games Good for You?” We will focus on the two opposing views and see how each student supported their articles with reasons and examples.

I DO:

I will show them different ways to organize their opinion piece. One graphic organizer represents the Oreo cookie. I will modify it by starting with an Introduction or hook. Another graphic organizer follows the same outline but provides lines.

YOU DO TOGETHER:

The students will create an Opinion Writing Resource. It will contain a copy of each organizer mentioned in the previous section, along with a copy of Opinion words and phrases. They will glue this on a folded sheet of construction paper and write the words, “Opinion Writing” on the cover.

CLOSURE: We will end the lesson by writing an intro/hook and opinion statement as a class. The students will prepare for the next lesson by thinking about what they wrote during their 7 lines in 7 minutes exercise.

Resources and Materials: *Clearly list each of the items needed to teach this lesson. Identify the quantity needed for each item (e.g., book realia, graphic organizers, video clips, chart paper, markers, 24 student papers).*

Markers, chart for sentence frames, overhead projector, marker, student papers, graphic organizers

Scholastic article

“Debate: Are Video Games Good for You?” *Scholastic News Edition 4*,
sn4.scholastic.com/issues/2017-18/022618/are-video-games-good-for-you.html.

Lesson Plan Template

NAME: Karen Wilform

DATE and TIME: February 27, 2020

Lesson Name: Lesson 2 - Opinion Writing

Grade Level (s): 4th

Common Core State Standards:

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 5. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.*
- 6. Provide reasons that are supported by facts and details.*
- 7. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).*
- 8. Provide a concluding statement or section related to the opinion presented.*

Learning Objectives: In Lesson 2, the students will continue to learn about opinion writing, and how to follow a prompt using the elements of an opinion piece. They will practice how to make an opinion statement. The students will also learn that each reason given must be supported by an example.

Content Objective- The students will continue their learning on how to write an opinion piece. They will need to think about which prompt they will choose to write about. They will also practice how to make opinion statements. They will pair up and start an opinion piece which includes a hook, opinion statement, and one reason.

Language Objectives- Students will achieve the content objectives by listening to the teacher's instructions and lesson on how an opinion piece is written. They will need to read the content provided on overhead projector. They will need their writing skills for assessing at the end. They will also be speaking when called on and listening while the teacher is teaching the lesson.

English Language Development (ELD) Standards and Proficiency Levels-

Emerging: *Sections 4.11 a. Supporting opinions: Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.*

Expanding: *Section 4.11 a. Supporting opinions: Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.*

Bridging: *Section 4.11 a. Supporting opinions: Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.*

Academic Language Requirements: *Throughout the lesson, we will come across opportunities for students to present their opinions.*

Language Frames/Supports (and linking words)

One way I can start an opinion statement is _____ .

It's important to have examples in your writing because _____ .

In my opinion, the worst vegetable is _____ .

I strongly believe the best movie is _____ .

Formal and Informal Assessments: I will informally assess the students by listening to the responses they give when questions are asked. I will formally assess the students at the end of the lesson by having them pair up with a peer. They will be given two different prompts to choose from.

The prompts are:

1. Do cats or dogs make better pets?
2. What is the best way to celebrate a birthday?

Their task is to start an opinion piece. They will be given a piece of paper. As pairs, the students need to include a hook, opinion statement, and one reason.

Procedure-Instructional Strategies and Learning Tasks to Support Student Learning:

The students will either be sitting at their spots on the floor or in desks around the front area during the lesson. I will monitor their learning experience by seeing who is answering questions in between. I will also be using the overhead projector to display various parts of the lesson.

ANTICIPATORY SET:

Ask the students, "What is an opinion?" Have them turn and talk to a neighbor, before sharing out. Using hand motions, teach them that an opinion is (place both hands above head and make the letter "O") how we think (point to head) and how we feel (place hands over heart). Repeat at least 2x.

WE ALL DO:

Before the lesson, we will go over our **Behavior Expectations**. The class will choral read the following:

Rules for Collaborative Discussions



1. Be respectful
2. Listen when someone is speaking
3. Speak only when called on
4. Stay on topic
5. Use words like, “I agree” or “I respectfully disagree”

The students will then choral read the **Learning Intentions** for this lesson:

- * **Today I am learning**...how to identify the elements of opinion writing.
- * **So I can**...organize my ideas precisely and plan my opinion writing.
- * **I am successful when**...I can follow a prompt, plan my writing and include all elements of an opinion writing piece.

We may not cover all the parts from our Learning Intentions today but will eventually by Lesson 3. After this, we will look at the “Elements of Opinion Writing.”

Elements of OPINION Writing

1. Introduce your topic (hook your reader or ask a question)
2. Opinion statement
3. Reason (support your opinion)
4. Example (detail, statement, or fact that supports your reason)
5. Reason
6. Example
7. Restate your opinion

I DO:

I will talk about opinion statements and the various ways they can be worded. I will ask, “How do we start an opinion statement?” They will have a turn and talk to your neighbor opportunity. Have them share out different introductory statements. They can also refer to the Opinion Writing resource we made during the previous lesson to share out different introductory opinion statements.

We will continue to talk about the elements of opinion writing. But this time we will see how it can be organized into paragraphs.

We will review the article we read the previous lesson, “Are Video Games Good for You?” I will show them how each student gave a reason for their opinion but also supported the reason with an example.

YOU DO TOGETHER:

As we look over the article that contains reasons and examples, I will ask the students, “Why do you think it’s important to have examples in your writing?” They will turn and talk to their neighbor before sharing out. Talk about the importance of having examples for support.

I will use the paper in front of the class to create a poster organizing the elements of opinion writing into paragraph form. The students will tell me what each paragraph contains, as I write their answers on the poster paper.

Paragraph 1 – hook, opinion statement, and list 3 reasons

Paragraph 2 – 3 reasons, 3 examples

Paragraph 3 – restate opinion, list 3 reasons

THEY DO:

They will practice making opinion statements with a partner. The first topic is: What is the worst vegetable? They will turn and talk before sharing out. The second topic is: What is the best movie? Again, the students will turn and talk before sharing out with the class. I will encourage them to use other introductory opinion statements, other than, “In my opinion...”

CLOSURE: For their exit ticket, the students will be asked to choose one of the two prompts given:

1. Do cats or dogs make better pets?
2. What is the best way to celebrate a birthday?

Their task is to start an opinion piece. They will be given a piece of paper. As pairs, the students need to include a hook, opinion statement, and one reason.

Resources and Materials: *Clearly list each of the items needed to teach this lesson. Identify the quantity needed for each item (e.g., book realia, graphic organizers, video clips, chart paper, markers, 24 student papers).*

Markers, chart for sentence frames, overhead projector, marker, student papers, graphic organizers, poster paper.

Scholastic article

“Debate: Are Video Games Good for You?” *Scholastic News Edition 4*,
sn4.scholastic.com/issues/2017-18/022618/are-video-games-good-for-you.html.

Lesson Plan Template

NAME: Karen Wilform

DATE and TIME: March 3, 2020

Lesson Name: Lesson 3 – Opinion Writing

Grade Level (s): 4th

Common Core State Standards:

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 9. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.*
- 10. Provide reasons that are supported by facts and details.*
- 11. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).*
- 12. Provide a concluding statement or section related to the opinion presented.*

Learning Objectives: In Lesson 3, the students will continue to learn about opinion writing, how to follow a prompt using the elements of an opinion piece and how to organize them into paragraphs.

Content Objective- The students will continue their learning on how to write an opinion piece. From the overhead projector, they will look at different exit tickets from Lesson 2. They will see if the students completed the given task which involved choosing one of the two prompts given and writing a hook, opinion statement, and one reason. If the task was not complete, we will see what piece is missing. We will be kind and considerate as we learn from each other's work.

Language Objectives- Students will achieve the content objectives by listening to the teacher's instructions and lesson on how an opinion piece is written. They will need to read the content provided on overhead projector. They will use their writing skills to continue the work started in writing their opinion piece. They will also be speaking when called on and listening while the teacher is teaching the lesson.

English Language Development (ELD) Standards and Proficiency Levels-

Emerging: Sections 4.11 a. Supporting opinions: Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.

Expanding: Section 4.11 a. Supporting opinions: Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g.,

paraphrasing facts) or relevant background knowledge about content, with moderate support.

Bridging: *Section 4.11 a. Supporting opinions: Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.*

Academic Language Requirements: *Throughout the lesson, we will come across opportunities for students to present their opinions.*

Language Frames/Supports (and linking words)
These frames will be used with the small group, towards the end of the lesson.

In my opinion, _____ .
I think this because _____ .
For example, _____ .

Formal and Informal Assessments: I will informally assess the students by listening to the responses they give when questions are asked. The students will have time to work on their opinion piece in class and on other days. Their completed opinion piece will be used as the formal assessment.

Procedure-Instructional Strategies and Learning Tasks to Support Student Learning:

The students will either be sitting at their spots on the floor or in desks around the front area during the lesson. I will monitor their learning experience by seeing who is answering questions in between. I will also be using the overhead projector to display various parts of the lesson.

ANTICIPATORY SET: In order to review what we are learning about, I will ask the students, “What is an opinion?” Have them turn and talk to a neighbor, before sharing out. Using hand motions, teach them that an opinion is (place both hands above head and make the letter “O”) how we think (point to head) and how we feel (place hands over heart). Repeat at least 2x.

WE ALL DO: Before the lesson begins, we will go over our **Behavior Expectations**. The class will choral read the following:

Rules for Collaborative Discussions



1. Be respectful
2. Listen when someone is speaking
3. Speak only when called on
4. Stay on topic
5. Use words like, “I agree” or “I respectfully disagree”

After reviewing what an opinion is with the class (as seen in the anticipatory set), the students will then choral read the **Learning Intentions** for this lesson:

- * **Today I am learning**...how to identify the elements of opinion writing.
- * **So I can**...organize my ideas precisely and plan my opinion writing.
- * **I am successful when**...I can follow a prompt, plan my writing and include all elements of an opinion writing piece.

We will look at the “Elements of Opinion Writing” and how they can be sectioned off into paragraphs. The previous day, the guide teacher made a modification to the original poster. Since each student writes at various levels, the final opinion piece may have 3-4 paragraphs. Some students have lengthier hooks containing 3-4 sentences, as opposed to a using one question for a hook. Depending on the student writer, he/she may only need two reasons and two examples if they are substantive.

The modified poster would have the following:

- Paragraph 1 > hook, opinion statement, and list 3 reasons
- Paragraphs 2–3 > 3 reasons, 3 examples
- Paragraph 4 > restate opinion, list 3 reasons

The elements of writing an opinion piece remain the same, so students can use either poster provided.

I DO: As a reminder, I will be showing them the two prompts that we looked at from Lesson 2 for our exit tickets.

3. Do cats or dogs make better pets?
4. What is the best way to celebrate a birthday?

Remind them about the task from the previous lesson:

Their task is to start an opinion piece. They will be given a piece of paper. As pairs, the students need to include a hook, opinion statement, and one reason.

I will read the students’ work aloud and ask if this pair completed the task. We will look at various examples, in order to strengthen their knowledge on what the first paragraph of an opinion piece looks like.

After this, I will show them what a completed opinion piece looks like. I will display an opinion piece I wrote titled, “Kid Musicians.” We will look and see if my opinion piece contains all the elements.

YOU DO TOGETHER: We will be analyzing the students’ work together and checking to see if all parts of the task were completed.

CLOSURE: I will give the students a worksheet I created to help aid in their opinion writing. The assessment given is for the students to start writing an opinion piece. To analyze class/student data, I will only be evaluating the start or rough draft of their first paragraph.

The students will be dismissed to work on their opinion writing at their seats, while I call on a small group to check on the work they've started.

SMALL GROUP: For the small group lesson, I will review what an opinion statement is and ask for examples. We will look at how each student progressed at the beginning stages of their opinion writing piece. They will read aloud their hook and opinion statement they have written on their paper. We will provide feedback to each other as a small group. I will close the small group's meeting by asking them to evaluate their understanding of opinion writing. They will rate themselves from 1 (novice) - 4 (expert).