

Lesson Plan Template

Date: 4/3/2019

Autumn Alt

<p>Grade: 5th</p> <p>Materials:</p> <ol style="list-style-type: none"> 1. Step Up to Writing Guide 2. Pencils 3. Notecards 4. Laptops 	<p>Subject: Language Arts Writing</p> <p>Technology Needed:</p> <ol style="list-style-type: none"> 1. Laptops 2. Projector 				
<p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling				
<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic				
<p>Standard(s)</p> <p>5.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using transitional words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> • The activity for this lesson is something we have done before as a class. An above proficiency student can help re-explain or help guide the below proficiency student. • If the student is struggling with the time portion of the assignment, we will discuss options for them to take into consideration to help minimize any confusion or anxiety. • There is a student with dyslexia and requires a scribe. During the exit slip, this student will be asked to verbally tell me 3 key things that need to be included within an opinion writing piece. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • When working on the assignment, the student will focus on using different aspects of figurative language and other descriptors to make their writing stronger and appealing. • During the exit slip, this student will be asked to give me five details that are key when writing an opinion/persuasive essay. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • During the lesson, these students will be challenged to incorporate more descriptors and figurative language to make their writing stronger. • During the exit slip, students will be asked to write down five details that are key when writing such an essay. <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: We will be doing an activity on the board together so they are able to see what is being asked of them before they start writing their essays. • Auditory: I will be explaining different things verbally to the students to help better their understanding and talking them through different concepts. • Interpersonal Intelligence: Students will have the opportunity to discuss with other students if they do not understand something. This will be beneficial for their understanding. • Intrapersonal Intelligence: The exit slip will be helpful for this type of learner. 				
<p>Objective(s)</p> <p>By the end of the lesson, students will be able to define and recognize what an opinion writing piece is by preparing their own opinion writing piece.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Application • Comprehension 					
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Direct Instruction <ul style="list-style-type: none"> ○ Listen to the teacher ○ Voice level at a 0 <ul style="list-style-type: none"> ▪ Can talk when asked or asking a question 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Direct Instruction <ul style="list-style-type: none"> ○ Students are expected to be good listeners ○ Students are expected to no talk out of turn 				

Lesson Plan Template

Date: 4/3/2019

Autumn Alt

<ul style="list-style-type: none"> ○ Body is still ● Guided Practice <ul style="list-style-type: none"> ○ Don't talk out of turn ○ Be on task ○ Voices no higher than a 1 when discussing ● Moving Around the Classroom <ul style="list-style-type: none"> ○ Walk ○ Voice level at a 0 ○ No pushing or shoving other students ● Working on Assignment <ul style="list-style-type: none"> ○ Be on task ○ No talking ○ Write neatly ● Handing in Assignment <ul style="list-style-type: none"> ○ Write name on it ○ Hand into the correct bin 	<ul style="list-style-type: none"> ○ Students are expected to participate when asked questions ○ Students are expected to be respectful to themselves, the speakers, and other classmates ● Guided Practice <ul style="list-style-type: none"> ○ Students are expected to answer questions when asked ○ Students are expected to stay on task ○ Students are expected to interact ● Working on Assignment <ul style="list-style-type: none"> ○ Students are expected to work independently ○ Students are expected to be on task ● Moving Around the Room <ul style="list-style-type: none"> ○ Students are expected to walk ○ Students are expected not to push or hurt other students ○ Students are expected to have their voices at a 0 ○ Students are expected to be respectful of other students ● Watching the Video <ul style="list-style-type: none"> ○ Students are expected to pay attention to the content being explained ○ Students are expected to have their voices at a 0 ○ Students are expected to be respectful of their peers around them <ul style="list-style-type: none"> ▪ If student is unable to do the following, they will be asked to find time outside of class to work on the assignment individually
---	---

Minutes	Procedures
2	Set-up/Prep: <ol style="list-style-type: none"> 1. Make sure technology for video is working properly 2. Have video ready to present 3. Have Step Up to Writing guides ready to hand out to the students 4. Make sure exit passes are readily available for the students at the end of the lesson
3-4	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ol style="list-style-type: none"> 1. “Good morning fifth graders! I know we have had a busy morning so far, but we are going to get busy learning about another type of writing technique. You all do so well with your writing, and we want to keep improving those skills because writing is a very important skill to have. Is there anyone who can remind me of what the two different types of writing that we have covered so far?” <ol style="list-style-type: none"> a. Allow students time to respond 2. “Correct! We have written narrative writing pieces and expository writing. What is the difference between these two types of writing?” <ol style="list-style-type: none"> a. Allow students time to respond 3. “Awesome job you guys! Expository writing focuses more on facts, and narrative writing is telling a story whether it be fiction or nonfiction. Today we are going to be talking about opinionated writing pieces, and I have a little video that I want to show you that explains what this is. After the video is done we will talk about this a little more in detail. When you are watching the video though, really pay attention to the differences that you notice between the three papers that we have now talked about. Look for things that an opinion writing needs to have and remember those because we will be needing and using those.” <ol style="list-style-type: none"> a. Show the video to the students: https://www.youtube.com/watch?v=KEK2oGBSsHk
15	Explain: (concepts, procedures, vocabulary, etc.) <ol style="list-style-type: none"> 1. “This was a brief video introduction to what opinion writing is all about. In the video, the speaker called these persuasive essays. As the video stated, an opinion writing piece is all about how you think or how you feel about a certain topic. It is important that we state not only how we feel about something, but why we feel the way we do about that particular topic. I would like you to turn to a neighbor and discuss why that might be.” <ol style="list-style-type: none"> a. Allow students to discuss with one another 2. “I heard some great ideas about this. Would anyone like to share why it is important for us to talk about why we feel a certain way?” <ol style="list-style-type: none"> a. Allow students time to respond

Lesson Plan Template

Date: 4/3/2019

Autumn Alt

3. "Thank you for sharing your thoughts and ideas with the calls. It is important that we elaborate on why we feel a certain way to get our point across to our audience. Our audience isn't just the members of your class, but the readers of your work as well."
4. "In past discussions from our narrative and expository writings, we have talked about how structure is very important when we are writing a paper. Does this change as we move onto opinion writing pieces? Is it important that we have structure when we are writing these papers?"
 - a. Allow students time to respond
5. "Exactly, because when our writings are structured, our thoughts are supporting one specific detail rather than having them all over the place. Today, we are going to take the time to do a brainstorm on the board as an example as a class. We are going to look at an example of an opinion writing sample and then create a brainstorm on the board together of what this looked like before it was typed out. Before we do that though, I have a little guide that I want to fill out together as a class. This guide is very similar to the ones you have on narrative and expository writing. Make sure you put this guide with those so you can refer back to them when you need to."
 - a. Hand out the guide to the students
6. "What we are going to put in this first box on the top here is Opinion Writing because that is what we are focusing on today. Does anyone have any idea for what we are going to put on these three lines?"
 - a. Allow students time to respond
7. "Perfect. We have our Introduction, body, and conclusion just like our other two types of writing. What is different about this one is that on the right hand side across from the body, I have the word reasons there. I have that there because that is what supports this type of writing. We have to give reasons that back up our opinion. On the very bottom, I want you to put that this is supported by reasons. So we have narrative as telling a story, expository as backed up by facts, and opinion based on reasons or facts of why we feel or think a certain way. Is this setup a whole lot different than the other types of writing?"
 - a. Allow students time to respond
8. "No, it's not. What is different is the material or the meat you are putting within it. What questions do you have about that? Thumbs up if you're with me, thumbs down if you're confused or need clarification."
 - a. Answer any questions if needed
9. "Alright, now we are going to look at an example of an opinion writing piece."
 - a. Hand each student out a 'Homework Should Be Banned' paper to read
10. "Who would like to read this for the class?"
 - a. Have student read the paper out loud and have the class follow along
11. "Thank you for reading that for us. Now class, what kind of writing did we say this is?"
 - a. Allow students time to respond
12. "Opinion, correct. What is different about this example of an opinion writing piece than anything else we have looked at?"
 - a. Allow students time to respond
13. "The author of this paper is telling us why they feel homework should be banned. The author of this piece isn't talking about how homework can be good and bad. It's talking about how it should simply be banned. We can gather that from the title of this paper. What are some things that you notice in this paper that are similar to the other types of writing we have been working on?"
 - a. Allow students time to respond
14. "It is still structured just like our other writing pieces. I cannot stress enough to you how important it is to structure your writing. What we are going to do now is pick this apart and create a brainstorm. In other words, we are going to work backwards and look at how this brainstorm might have looked before the author put all of the information together. So in the center of our brainstorm I would have what?"
 - a. Allow students time to respond
15. "Homework Should Be Banned, right. What could we have the first detail branching from this thought be?"
 - a. Allow students time to respond
16. "Exactly! Using the information that has been provided, we could use the thought that kids are not as fit. Now, when you read through this paragraph, there aren't many details supporting this thought. When we write an opinion writing piece, we want to support our reason with details. So let's come up with some more just for practice."
 - a. Brainstorm as a class to come up with supporting details for the topic
 - b. Some to consider using would be sitting around is unhealthy, kids need to have more movement in a day, and movement gets our endorphins pumping which makes us happier.
17. "Great job everyone! Now let's move onto the second paragraph. What detail can we have branching as our second paragraph?"
 - a. Allow students time to respond
18. "We could talk about stress. Let's brainstorm some reasons we can include under this details to make sure we are supporting our reasons."
 - a. Brainstorm as a class to come up with supporting details for the topic
 - b. Some to consider using would be homework causes kids to worry, when we worry it causes stress and frustrations, it makes parents frustrated, and students need time to relax
19. "Now time for our last paragraph. What might we include as our third and final detail for our brainstorm?"
 - a. Allow students time to respond

Lesson Plan Template

Date: 4/3/2019

Autumn Alt

	<p>20. "We could simply put how it is difficult. Again, let's look as some supporting details to support this reason."</p> <ol style="list-style-type: none">Brainstorm as a class to come up with supporting details for the topicSome to consider are students need help from the teacher, many resources are needed, and some resources students don't have access to at home. <p>21. "Great job fifth graders! We now have the body of our brainstorm complete. Did anyone notice how I didn't do the topic sentence right away?"</p> <ol style="list-style-type: none">Allow students time to respond <p>22. "Why would I do something like that? Why would I not create my topic sentence write away?"</p> <ol style="list-style-type: none">Allow students time to respond <p>23. "Exactly. Sometimes we get stuck on creating a topic sentence and we sit there forever trying to figure out what to write. Sometimes creating what you want to include within the body of your paper first will help spark a topic sentence because you then know what you are going to be writing about. I want you to know that it is okay not to make your brainstorm in order. That is why it is called a brainstorm. You are just thinking of ideas to include within your paper. There are a couple other things I want to bring to your attention as well. Did you notice in this paper that they are using transitional words? Why would they use those?"</p> <ol style="list-style-type: none">Allow students time to respond <p>24. "Superb! Because it is leading us into the next thought. I want you to know that there are other words besides firstly, secondly, thirdly, and in conclusion. I have a sheet that I am going to pass out to you that includes some examples of transitional words so you know what other options there are when you are writing. Put this in your portfolios under your writing so you can refer back to this when you go to the academy."</p>
25	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none">"Your assignment for today is going to be based off of what we just did as a class. In class, we looked at an example and then worked backwards. We created an example of what that brainstorm might have looked like. Now that we know what an opinion writing piece is, your assignment today will be making a brainstorm and writing an opinion piece of your own that is of course appropriate.""I provided you with that guide of what you should include within your opinion writing pieces. Please use that as a reference if needed. It is there to help you. Before I let you start working on your brainstorm, I want to discuss quickly what is expected of you creating your brainstorm before you write your paper. Just like previous brainstorms you have created, there should be a general topic that you will be discussing, three supporting details that branch from that main topic, a topic sentence to introduce your paper, and a conclusion. For each supporting detail, you should have three details below that because each paragraph should have at least three sentences describing your opinion. For example, if my main topic is about basketball, my first bubble might focus on exercise. I include in this bubble that it keeps you in shape, you work on building muscle, and it helps your endurance. My second bubble might focus on teamwork. My details might include you have to cooperate with others, you have to listen to others, and builds leadership skills. Do you see how in each bubble I am stating that a new thought with three supporting details of why I feel the way I do? What questions do you have about that?"<ol style="list-style-type: none">Allow students time to respond"We talked about how important transitional words are too when we are moving from paragraph to paragraph. I have another hand out that I will give you that provides examples of what you could use as these transitional words. Are there any questions before I let you work?"<ol style="list-style-type: none">Allow students time to respond"If you have any questions, please let me know because I am sure if you are confused, someone else is too. If you finish your brainstorm, I would like to see it before you begin working on writing your paper. You may begin working if there are no questions.Allow the students to start working on their opinion writing pieces.<ol style="list-style-type: none">Set the timer for 20 minutes, but give the students a five minute warning so they can start finishing where they are at and putting everything away to move onto the next lesson.
4	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none">"How far did you guys get on your opinion writing pieces? Are you almost done with the outline, have a ways to go, or starting typing?"<ol style="list-style-type: none">Allow students time to respond so the teacher can gage the progress they are making"Okay, sounds like everyone has a pretty good start on their opinion writing pieces. I just want to review a couple of things with you before we move on. What is the purpose of an opinion writing piece?"<ol style="list-style-type: none">Allow students to respond"Perfect! The purpose is to write to inform the reader of why we feel or think a certain way about a certain topic. Details are very important when we are writing because we want to make sure that we get our point across to the reader. You all seem to understand this concept very well, so what I would like you to do is on the exit pass I am about to hand out, write five things that must be included within an opinion writing piece. When you have finished, please hand them into me so we can move onto the next lesson."<ol style="list-style-type: none">Allow the students time to write their answers on the exit slip. For those who are below proficiency, have them write three. For the one dyslexic student who requires a scribe, have him come up to the teacher to verbally state three things that must be included within an opinion writing piece.

Lesson Plan Template

Date: 4/3/2019

Autumn Alt

<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?)<ul style="list-style-type: none">• Throughout the lesson, I will be asking the students if they understand what is being taught by giving a thumbs up or a thumbs down in case we need to elaborate on something to clear any confusion.• There will also be an exit slip provided at the end of the lesson to see what the students learned and if there is anything I need to reexplain.	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">• The summative assessment will be the final paper that the students provide to the teacher.• The exit pass could also be considered a summative assessment because I am documenting what they learned from this lesson at the end.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson has been updated after reflecting on how the lesson went.</p> <p>Overall, I thought the lesson went very well. The students were engaged in the lesson and were excited about the task they would be completing. This group of students love to write, and it was heartwarming to see the excitement they had for learning about a new type of writing style. What went well with this lesson is that the students truly understood what opinion writing is all about. They understood how important it is to have detail within their writing because it helps the reader understand and see their points of view on a topic. You could say that you believe dogs are the best animal to have, but why is that? I was able to assess that they understood this writing piece by examining their brainstorm as well as looking at the exit slips. All students were able to tell me five facts of what they learned about opinion writing.</p> <p>Although I had aspects of this lesson that went well, there are some things that I would do differently if I were to teach this lesson again. A possible update would be the opinion writing piece that I chose to dissect with the class; Homework Should Be Banned. As soon as I read the title, the students immediately had an opinion on the matter. The reason I say it is something I would possibly update is because it resulted in some arguments; however, it was also a great way for the students to see how the opinions of their peers differed from their own. Taking this apart and breaking it down and understanding the process of it all really helped the students understand what they would be doing.</p> <p>Prior to updating this lesson, I had another reading for the students that talked about a restaurant. This writing was a narrative writing that we were going to turn into an opinion piece. Both my cooperating teacher and I thought this would be a great challenging experience for the students. They would be doing exactly what we just did as a class, but with a different writing that they would be turning into an opinion piece. However, after executing the lesson, it turned out to be too much for an introduction to opinion writing. Therefore, I have updated my lesson plan to have the students create their own brainstorm of an opinion they have (as long as it's school appropriate). By doing it this way, the students can incorporate their likes and interests into the assignment. Basing their assignment on something that they want to write about makes the whole writing process more enjoyable for each student. I also found a different video that works better as an introduction to narrative writing pieces. I have updated the link to this video as well to use in the future.</p> <p>After making changes and reflecting on how the original plan of the lesson went, I feel more comfortable with teaching the lesson again. I feel that the changes that have been made will make the lesson more engaging for the students because it incorporates their likes and interests into the assignment that they will be creating. Finding out what worked and what didn't work for this lesson will definitely help with the execution of teaching this lesson again. Overall, the lesson was successful and went well. Even though there were challenges, I do want to teach this lesson again with the newly implemented changes.</p>	

OPINION TRANSITIONS

To state your **opinion (Introduction):**

- In my opinion
- I feel
- I believe
- I am convinced
- The best
- I think

Transitions for your **reasons:**

- First
- One reason
- Another reason
- To start
- To begin with
- Second
- Next
- Finally
- Lastly
- Most importantly

Transitions for your **examples:**

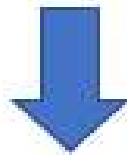
- For example
- Additionally
- For instance
- In other words
- In particular
- In fact
- Specifically
- An example

To state your **conclusion:**

- Finally
- In conclusion
- As I have said
- To sum it up
- As you can see
- To summarize

I





Topic Sentence/ Thesis

Statement

Reasons

Transitions

Elaboration

Restatement of Topic
