(Miss Slick/ 2nd grade Language Arts/??)

1. **TOPIC:** Introduce how people all have opinions, and that it is important to have support for an opinion.
2. **OBJECTIVES/STANDARDS**:
   1. After the discussion, TSWBAT form an opinion about which season is the best season out of them all and write four-six sentences about it with at least 2 reasons supporting their claim with 80 percent accuracy. (Standard - CC.1.4.2.G Write opinion pieces on familiar topics or texts. Standard - CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.)
3. **LANGUAGE OBJECTIVES:** For Levels 1,2, and 4
   1. *Entering, Level 1:* Form an opinion with 2 reasons in support of their favorite season using pictures and the teacher’s example.
   2. *Emerging, Level 2:* Form an opinion with 2 reasons in support of their favorite season using the Morning Work handout and the class brainstorm list.
   3. *Expanding, Level 4:* Form an opinion with 2 reasons in support of their favorite season using the Opinion Planner worksheet, and orally provide justification for their reasoning.
4. **KEY VOCABULARY:**
   1. Opinion: a view or belief about something.
5. **HIGHER ORDER QUESTIONS:**
6. Where can we find examples of opinions in the books we read?
7. How does having reasons to back up our opinions make our argument stronger?
8. **TEACHING PROCEDURES: (Activities)**

Pre-lesson (Building Background) (15 minutes)

1. The morning work assignment on the day of this lesson will be “Pick your favorite season (spring, summer, fall, or winter). Make a list of things you enjoy doing during that season or why you like it best in your morning work journal.” The objectives and language objectives will be written on the board and will be discussed before the Anticipatory Set. **Students in the Entering Stage will be given the seasons and general seasonal activities in pictures with a label underneath it. They will pick three total (1 season and 2 activities) and sketch them in their Morning Work Journals. Students in the Emerging Stage will be provided a hand-out with fill in the blank statements and a word bank. Students in the Expanding Stage will write down their favorite season and brainstorm a list of activities and orally justify their choice of season.**

Anticipatory Set (Building Background) (5 minutes)

1. I will describe my favorite season and why it is my favorite to the class. I will emphasize that this is my *opinion.* (\*\*The description of my favorite season and why will be projected on the Smart board and given as a hand-out for all students\*\*)

Development 1 (15 minutes)

1. As a class, we will brainstorm a master list of reasons for each season being the best season on a flip chart. This will be **color coded** for each season. I will also **draw quick sketches next to each option** for Entering students. For example, Summer (written in the color red): warm weather, you can go swimming, you can eat ice cream, you do not have to wear a jacket, it does not snow, etc.
2. After brainstorming the list, we will define the word opinion: *a view or belief about something.* I will then give them some examples of opinions, such as: The color blue is the best color, Cake is the best dessert, I think soccer is more fun than basketball, etc.
3. Then I will emphasize that although we can have opinions, opinions are more believable when we have reasons to support them or back them up. I will provide students with some examples of support, such as: Cake is the best dessert because it is not cold like ice cream. Also it comes in a lot of different flavors so people can never get bored eating it.

Independent Practice 1 (5 minutes)

1. The students will **work with a partner** to share their favorite season. They will help each other to pick 2 reasons each to support their opinion and circle them on their paper in their morning work notebook or worksheet. I will emphasize that it is ok to have different seasons as their answer.

Guided Practice 1 (5 minutes)

1. We will then discuss some of our answers as a class. As students share their reasoning and opinions, the rest of the class will give a thumbs up or a thumbs down if they think what their classmate shared is first an opinion, and then secondly if their support for their opinion is strong or not.

Development 2 (15 minutes)

1. Then using my favorite season example handout, I will demonstrate how students will use their morning work assignment to write four sentences on the Opinion Planner worksheet that all the students will receive.
2. I will model how to write my opinion as a sentence, 2 sentences that state my 2 reasons for having that opinion, and a sentence the restates my opinion in different words. It will look like this: 1. The best season of them all is *summer*. 2. This is because *the weather is really warm all the time.* 3. Also, *I get to go to the beach during the summer*. 4. That is why *summer* is the best season out of them all. I will write each sentence in its designated box on the Opinion Planner worksheet, which will **be outlined in a different color** so Entering and Emerging students know which sentences go in each box. (Only their worksheets will have this).

Guided Practice 2 (5 minutes)

1. To check for student understanding, I will ask students which box each sentence should go in, using other examples than my own. They will hold up one 1 finger if it goes in box 1 and two fingers if it goes in box 2, etc.

Independent Practice 2 (20 minutes)

1. Working *with a partner* (who both have the same season), students will work on filling out their Opinion Planner worksheet. I will emphasize that although they are working in partners, they should have different reasons written on their paper. If they need more ideas they can look at their morning work paper. **Entering and Emerging students can use my example as a scaffold for their own Opinion Planner.**

Closure (5 minutes)

1. I will ask for a volunteer to share our class definition of an *opinion*. Then, I will ask someone else to explain how we can make our opinions more believable? I will remind the class that the next day we will be using our Opinion Planner worksheet to write our opinions in our writing journals.
2. **MATERIALS**

Opinion Paper worksheet, my opinion handout for morning work, Smart Board, markers, highlighters, a flip chart, a pencil, and my teacher notes.

The students will need a pencil, their morning work journal or the morning work handout, my opinion handout for morning work.

*Entering:* picture cards with labels, morning work journal, pre-highlighted Opinion Planner worksheet.

*Emerging:* Morning Work handout and pre-highlighted Opinion Planner worksheet.

*Expanding:* No additional materials.

1. **ADAPTATIONS/MODIFICATIONS**
2. Provide interpreter with teacher notes ahead of time, proximity for all students, and provide assistance for students who are not showing signs of comprehension.

Objective 1

1. *Entering Stage:* Students will be given season and seasonal activities **picture cards with labels.**
2. *Emerging Stage:* Students will be provided **a hand-out with fill in the blank statements and a word bank.**
3. *Expanding Stage:* Students will be able to write down their favorite season and brainstorm a list of activities **without support** and will **orally** explain why they picked that season.

Objective 2

1. *Entering Stage:* Students’ Opinion Planner worksheets will be **highlighted in different colors** so students will know which box to put each sentence in. They will also be able to use **the brainstorm list of ideas** and **the teacher’s example Opinion Planner worksheet** as scaffolds for writing their own.
2. *Emerging Stage:* Students in this stage should be able to complete their Opinion Planner worksheet with **the help of a partner** or by **copying ideas written on the class’ brainstormed list of ideas.**
3. *Expanding Stage:* Students should be able to complete their Opinion Planner **without any supports, aside from their partner.**
4. **EVALUATION**

Formative- see Guided Practice 1 and 2.

Summative- Students will summit their best opinion paragraph at the end of the unit to be graded for comprehension and accuracy.

1. **REFLECTION**
   1. Were my objectives clearly met?
   2. Did the brainstorm class list help struggling students?
   3. Were the students engaged in the lesson?
   4. Did I provide accurate support and scaffolds for struggling students?
   5. Were students on task during formative assessment?
   6. Was the work completed with the help of a partner helpful for students or more of a distraction?

Emerging Students Worksheet

Morning Work: 2/29/15

My favorite season is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Because I like to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Also it is my favorite because it is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ outside.

Word Bank

Summer Spring play outside build a snowman go swimming

Winter Fall jump in the leaves go sledding ride my bike

Warm cold hot warm and cold

Emerging Students Worksheet KEY

My favorite season is **summer/winter/fall/spring**. Because I like to **play outside/build a snowman/go swimming/jump in the leaves/go sledding/ ride my bike.** Also it is my favorite because it is **warm/cold/hot/warm and cold** outside.

Student Handout of My Opinion of Morning Work

Morning Work: 2/29/15

The best season of them all is summer. This is because the weather is really warm all the time. Also, I get to go to the beach during the summer. That is why summer is the best season out of them all.

