

Lesson Plan Template

Date: 4/7/21

Carol Cunningham

Grade: 1	Subject: Writing
Materials: Powerpoint with various things that students may like or dislike	Technology Needed: Projector
Instructional Strategies: <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)	Guided Practices and Concrete Application: <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:
Standard(s) W.1.1: Write opinion pieces. a. Introduce the topic or name the book they are writing about. b. State an opinion. c. Supply a reason for the opinion. d. Provide some sense of closure. W.5.1: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. SL.3.1: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.6.1: Speak in complete sentences when appropriate to task and situation.	Differentiation Below Proficiency: Students below proficiency are expected to participate in the activity by moving from one side of the classroom to the other based on their own personal opinion. They will be able to articulate one reason for their opinion when prompted. Above Proficiency: Students above proficiency are expected to participate in the activity and ask their peers respectful questions about their opinions. They will be able to articulate two or more reasons for their opinion in response to their peers. Approaching/Emerging Proficiency: Most students are expected to participate in the activity based on their own personal opinion without responding negatively to peer's opinions. They will be able to articulate 1-2 reasons for their opinion in response to their peers. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Powerpoint will provide pictures of the items as well as a reminder for which side of the classroom means "like" and which side means "dislike" • Auditory: Teacher will verbally instruct before and during the activity, saying things like: "if you like x go to that side of the room" • Kinesthetic: Students will be moving from one side of the room to the other to represent their opinion • Tactile: Students will respond to whether they agree or disagree with the teacher by raising their hand during the explanation portion
Objective(s) By the end of this lesson students will provide reasons for their opinions and ask respectful questions about peer's opinions by participating in an activity in which students move from one side of the classroom to their other based on their opinion. By the end of the opinion writing unit, students will be able to articulate their opinion on a topic and multiple reasons for their opinion by writing an opinion piece. Bloom's Taxonomy Cognitive Level: Understand and Apply	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to remain focused during the explanation and activity. Students are expected to walk to either side of the classroom. Students are expected to ask questions by raising their hand and waiting to be called on when they are curious or surprised by a peer's opinion, instead of shouting their reactions across the classroom. Keep the focus on asking respectful questions, since opinions can be different for everyone.
Classroom Management- (grouping(s), movement/transitions, etc.) Students will sit in their designated sit spots during instruction. Students can stand up and move to either side of the room during the activity. Students will move back to their sit spots when the activity is finished. The transitions will be directed verbally.	
Minutes	Procedures
1	Set-up/Prep: Set up the powerpoint to be projected onto the white board.
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Start by sharing your opinion on something saying, "Guess what? I love ice cream and I think it is the best desert." Call on specific students saying "x what do you think about ice cream? Do you think it is the best desert? What do you think is the best desert?" Ask 2-3 more students the same thing. "Did you notice that some of us liked the same things, but some of us liked different things? This is called an opinion. My opinion is that ice cream is the best desert, x's opinion is that y is the best desert, (etc.)."
8	Explain: (concepts, procedures, vocabulary, etc.) "An opinion is something that is not a fact, but it is something that you personally think, feel, or believe. I would not say, 'in my opinion, oranges and apples are fruit' because we know that that is the truth. But I could say 'in my opinion, green apples are better than red apples' because that is what I think. Raise your hand if you also think green apples are better than red apples. We have the same opinion on that. Sometimes you might agree with an opinion, but like the rest of you that did not raise your hand, you can

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	<p>also disagree with someone’s opinion. (pick a student who did not raise their hand and say) What do you all think of this reaction: ‘x how could you not think that green apples are better than red apples?? You must just be crazy! I don’t think I can ever even talk to you again, you are just so wrong about that.’ Was that a good response? (students should recognize that this would be pretty mean to do) No, that wasn’t a respectful response. Should I try again and fix my reaction? How about ‘x I noticed that you disagreed with my opinion, I’m curious why you like red apples better than green apples? Could you explain why you think that?’ What do you think, was that more respectful? I agree. When someone disagrees with your opinion you don’t have to freak out. An opinion is something that is personal so it can be different for everyone, and everyone can have different reasons for why they think their opinion. When someone asks a question about your opinion, try to think of a couple reasons for why you think that opinion. Don’t just say ‘I don’t know, I just like it.’ For example, If you asked me why I think green apples are better than red apples I would say, ‘I like that they are sour and I think they’re nicer to look at because green is my favorite color’. See how I gave 2 reasons? Some reasons might seem like silly reasons like that I just prefer the color, but that is ok because they are personal reasons for a personal opinion. (pick a student who raised their hand and ask them why they like green apples better than red apples). Sometimes reasons can be the same, but a lot of the time people have different reasons, even if it is the same opinion.”</p>	
<p style="text-align: center;">15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) “Everyone stand up! Now we’re going to think about some of our own opinions. I’m going to put a picture up on the board and if you like the thing in the picture I want you to go to this side of the classroom (point to the right). If you don’t like the thing in the picture, you are going to go to the other side of the room (point to the left). After everyone has moved to a side, you can think about if you are curious about anyone’s opinion. If you want to ask someone their reason for their opinion, raise your hand and I’ll call on you. We’re going to stay respectful of each other and only ask polite questions, right? And just to stay safe we aren’t going to run to the other side. I expect you to be able to keep your body under control and only use walking feet.” Put the first item on the board, remind students to walk to either side, clarifying which side is which. After everyone has moved ask “Is anyone curious about someone else’s opinion?” and call on 1 or 2 students to ask a question per slide. Repeat until a couple minutes before transition.</p>	
<p style="text-align: center;">2</p>	<p>Review (wrap up and transition to next activity): “Alright meet me back at your sit spots! Criss-cross, hands in your lap. You all finished writing your personal narratives last week, so now during your next writers workshop you are going to start on a new type of writing using your own personal opinion about something. Everyone is going to have a different opinion that they are going to write about, and that is ok, right? If you are curious or confused about someone’s opinion that they are writing about, what should you do? (If they need more prompting: will you ask questions or freak out and call them crazy?)”</p>	
<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?) <p>Students are engaged and participate when asked to raise their hand or answer a question. Students are going to one side of the room or the other to reflect their opinion on the item on the board. Students ask questions of their peers when they are curious about their opinions.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students are able to come up with at least one reason for their opinion in response to peer’s questions.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson was exciting for the students. I included on the slides things that I knew some of them were interested in, and a couple of the pictures definitely got excited reactions. It was engaging, even though it was a bit hectic with moving around the room so much. I think that the students learned that people will always have different opinions and that that is ok. As the lesson went on, I could tell that the students were more willing to wait and ask a question rather than make a quick judgement or reaction. One thing I would change is to make my directions and expectations clearer. By the second or third picture, the students were no longer on either side of the room, but rather they were facing about 2 feet away from each other. They continued to move to either side but I wish that I had reminded them to quietly move to the walls and think for a couple seconds before asking the other side questions.</p>		