

Lesson Plan Template(AB)

Date: _____

Grade: 2		Subject: Writing	
Materials: Writing paper, pencils		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 2.W.1 Write opinion pieces. a. Introduce the topic or book they are writing about. b. State an opinion. c. Supply reasons that support the opinion. d. Use linking words (e.g., because, and, also) to connect opinion and reasons. e. Provide a concluding statement or section.		Differentiation Below Proficiency: Students will be given guidance for reasons why they think a season is the best. Peer and teacher support as needed. Above Proficiency: Students will be asked to provide as much detail as possible. Can share their ideas with others as needed. Approaching/Emerging Proficiency: Students should be able to come up with three reasons why they think their favorite season is the best with some guidance. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: • Auditory: • Kinesthetic: Opportunity to walk around the room • Tactile: 	
Objective(s) By the end of the unit, students will be able to choose linking words in order to connect opinions and reasons in their opinion pieces, as well as be able to provide a concluding section by writing an opinion piece and turning it into the teacher.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students should understand that they need to be at a level zero voice level when working independently and at a voice level one when reviewing each other's writing.	
Bloom's Taxonomy Cognitive Level: Understanding and applying			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will gather on the front rug for the beginning of the lesson then find a spot to write their opinion piece. We will then regroup on the front rug.		Minutes Procedures	
1-2	Set-up/Prep: I am using the whiteboard for this lesson. Materials are the whiteboard and markers. Students will have pencil and paper ready for writing.		
2-4	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “Can you remind me of the four seasons?” students should raise hands “Yesterday Mr. B showed us how we can use linking words to connect reasons for our opinions.” Ask for some of the linking words we used. (because, also, and) “We used these linking words to explain why we like our favorite outdoor activities, so today we are going to use what we learned yesterday to write an opinion piece with three reasons why we like our favorite season as well as include an introduction to our writing.		
3-5	Explain: (concepts, procedures, vocabulary, etc.) “I am going to write my opinion on why I think fall is the best season. First, I need to use an introduction to get our reader’s attention ‘What do you think is the best season?’ Next I will state my opinion.” Write ‘In my opinion, fall is the best season.’ “Next I am going to give reasons to why I think fall is the best season.” Write ‘Fall is the best season because Halloween is in the fall. Fall is also the best season because the weather is nice, and I can wear my favorite sweaters.’ Have students help identify my reasons to my opinion and review by rewriting the opinion piece at the bottom of the board.		
10-15	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have students use paper and pencil to write an opinion piece about why they think their favorite season is the best. They should have a level zero voice level. Students will share their opinion piece with a peer for review at a level one.		
2-3	Review (wrap up and transition to next activity): When students are finished, they will put their opinion pieces in a pile for me to collect. We will then gather at the rug for the next activity		

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<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>When students are reviewing each other's writing and while we are discussing the reasons I gave for my opinion. Identify areas of improvement through observing students as they work.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The opinion piece that the student wrote. Opinion pieces should show evidence of linking words within their writing, an introduction, and reasons for their opinion.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went well, and students grasped the process of writing an opinion piece. They have written opinion pieces before, however I wanted to dive deeper into adding linking words and supporting details. Before the lesson, we had to wait for some students to return, so we played "Would You Rather?" I would want this to be a part of the lesson in the future as students were engaged with the game and ready for the lesson.</p>	