**Teacher Candidate**: Stephanie Shapiro

**Class/Grade Level of Students**: 2nd grade, General Education class

**Unit of Study within which this is situated:** Writing

**Content Area Objective:**

[CCSS.ELA-LITERACY.W.2.1](http://www.corestandards.org/ELA-Literacy/W/2/1/)
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*,*and*,*also*) to connect opinion and reasons, and provide a concluding statement or section.

**Language Objective:**

 [CCSS.ELA-LITERACY.L.2.1](http://www.corestandards.org/ELA-Literacy/L/2/1/)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Learning Strategies:**

The students placed a worksheet in their writers’ notebook on persuasive opinion writing the previous day. The teacher will also keep chart paper on the wall about what needs to be included when writing a persuasive opinion letter.

**Scaffolds:**

Begin the unit on persuasive opinion writing yesterday when we discussed the difference between a fact and an opinion. Also, I had the children choose a writing topic at the end of the lesson yesterday. Today the students will fill out a graphic organizer about this writing topic, which will help them when they have to write the persuasive essay. I will be pulling my weaker writing students to the small back table for assistance.

**Materials:**

* Writers notebooks
* Persuasive Essay chart paper
* Pencils
* Graphic Organizer worksheets
* Smart Board

**Seating Configuration/Use of Physical Space:**

Students will begin the lesson on the carpet. Students will navigate back to their seats to work on their writing graphic organizers and to end the lesson will come back to the carpet. The teacher will pull small groups to the table in the back of the classroom to assist with writing.

**Connection to Previous Lesson/Prior Knowledge:**

“Yesterday we went over the difference between a fact and an opinion. Who can remind me of the difference between the two. Remember when we think of our own opinions we need to persuade someone to understand why we feel a certain way.

“Yesterday we each picked out our own writing topic that we want to debate. Today we are going to discuss how we feel about this topic and then provide reasons as to why one thing or one way is better than the other.”

**Anticipatory Set/Motivation:**

**Building Background Knowledge:**

Introduce persuading someone that chocolate ice cream is better than vanilla ice cream since my topic was ice cream. The teacher will provide ideas as to why she believes chocolate ice cream is better than vanilla ice cream using the graphic organize the students will be working with.

**Aim/Statement of Lesson Objectives Worded for Students (SWBAT):**

I can persuade my reader on why I believe in something by providing reasoning.

I can state and justify my opinion on why I feel a certain way about my topic.

**Teacher Modeling/Lesson Development**

Students will begin the lesson on the carpet. The teacher will start by saying, “yesterday we talked about the difference between a fact and an opinion. Who can remind me what a fact is? What is an opinion? Remember yesterday how we picked a writing topic, well today we are going to work on that writing topic. Let’s read our objectives for the day. I will read them first then we will read them together and then we will turn and talk to a partner about what we will be doing today.” “I can persuade my reader on why I believe in something by providing reasoning.

I can state and justify my opinion on why I feel a certain way about my topic.”

The teacher will model the vocabulary word, persuade, by discussing an example on how to persuade someone that chocolate ice cream is better than vanilla ice cream since the teacher chose the topic ice cream. Then using the graphic organizer, the students will be filling out, the teacher will provide ideas as to why she believes chocolate ice cream is better than vanilla.

After the teacher models what the students will be doing she will have them go back to their desks and complete the graphic organizer on their topic. She will leave her example up on the board so they can use it as a reference.

To close the lesson the teacher will bring the students back together to the carpet and allow some students to read their reasoning behind having a strong feeling about the topic they have chosen to the whole class. Then the teacher will explain to the students that we will be using these graphic organizers to help us write our persuasive opinion writing pieces tomorrow. We will then read the objectives/ goals for the day to check to make sure we accomplished them.

**Academic Vocabulary**

1. **Content Vocabulary:**

Persuade

1. **General Academic Vocabulary:**

Opinion, fact, debate

1. **Word Parts:**

**Guided Practice/Active Involvement/ Independent Practice:**

**Guided Practice**- The teacher will guide the students through an activity that they will be completing on their own with their topic. The teacher will be doing it on ice cream since that is her topic. Some students will be asked to come up and write the answers on the Smart Board.

**Independent Practice**- The students will be completing a graphic organizer worksheet independently. This will lead into tomorrows lesson where they will start to put the graphic organizer together to complete a persuasive opinion writing letter.

**Activities for Students at New Language Proficiencies in NYS**

**Entering:**

Students will work with the teacher on their graphic organizer. The teacher will provide the students with sentence frames. If need be, teacher will allow the student to write in their native language

**Emerging:**

Students will work with the teacher on their graphic organizer. The teacher will provide the students with sentence frames.

**Transitioning:**

The teacher will provide the students with sentence starters. Teacher will provide assistance as needed.

**Expanding:**

The teacher will provide the students with sentence starters.

**Commanding:**

The students will complete the graphic organizer in full just like the English native speakers.

**Higher (Gifted and English Proficient):**

The students will complete the graphic organizer in full just like the English native speakers.

If the students complete the graphic organizer, I will have them go around and help students that need assistance.

**Final Summary/Closure:**

To close this lesson, I will have some students read their reasoning behind having a strong feeling about the topic they have chosen to the whole class. I will explain to the students that we will be using these graphic organizers to help us write our persuasive opinion letters tomorrow. We will then read the objectives/ goals for the day to check to make sure we accomplished them.

**Assessment of Objectives:**

This lesson will be informally assessed through teacher’s observation. This will lead into a formal assessment where the teacher will grade their final writing piece. The teacher will create a rubric. The students will need to have clearly stated their opinion and provide three different reasons as to why they feel strongly about their opinion on the topic.

**Homework/Extension:**

If the students are unable to finish completing their graphic organizer, it will be assigned for homework. This way when we do writing tomorrow we can start on our rough draft copies of our essays.

If some of the students complete their graphic organizers earlier than others I will have them go around and help students that need assistance.

**Lesson Self- Evaluation:**

Was I able to meet all the student’s needs? Were the students able to complete the graphic organizer whether it was with assistance or not?