

Kindergarten Opinion Writing Workshop Lesson Plan

Grace Streeter

<p>Grade: Kindergarten</p> <p>Materials:</p> <ul style="list-style-type: none"> • Writing and coloring tools • Opinion Writing Handout (See Appendix A) • Think, Decide, Explain poster (Optional) (See Appendix B) • ABC Folders (Once for each student) • <i>What is the Best Pet</i> by Tony Stead 	<p>Subject: Writers Workshop – Opinion Writing</p> <p>Technology Needed:</p> <ul style="list-style-type: none"> • (Optional) Projector for poster 				
<p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input checked="" 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 checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input checked="" 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 checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input checked="" 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 checked="" type="checkbox"/> Large group activity <input checked="" 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 checked="" type="checkbox"/> Large group activity <input checked="" 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
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<p>Standard(s)</p> <p>W.1 Write opinion pieces using a combination of drawing and writing.</p> <p>b. State an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<p>Differentiation</p> <p>Overall, all students will be encouraged to write.</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> • Students below proficiency will be allowed to draw their reasons for their opinion rather than writing them out. • These students will also be allowed the option of drawing or writing their reasons for their opinion on sticky notes rather than on the provided lines. • Students can be encouraged to label their pictures of their opinion rather than write out all the reasons for their opinion. • These students will also have one-on-one help from the teacher. The teacher can help the student write/draw their opinion and reasons and verbally walk through the process with them. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • Students above proficiency will be asked to provide more reasons for their opinions. (3-4 reasons). • These students may also be asked to write out their opinion rather than drawing it. <p>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</p> <ul style="list-style-type: none"> • Auditory: Students will hear guiding questions as well as be verbally walked through the process of opinion writing at the beginning of the lesson. • Visual: The resources in the appendixes will help the student be able to visualize their thought process for deciding and writing out their opinion. • Tactile: Students will be using drawing materials to show their opinions. • Kinesthetic: Students may have the option to plot out their opinions on sticky notes so that they can be moved around. 				
<p>Objective(s)</p> <ul style="list-style-type: none"> • By the end of this lesson, students will be able to express their opinion on a given topic by drawing or writing their opinion on a handout. • By the end of this lesson, students will be able to provide at least two reasons for their opinion through writing and drawing. <p>Bloom’s Taxonomy Cognitive Level: Remember, Understand, Apply</p>					
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Small Groups: Students will work together with their thinking partners for group practice of forming opinions at the beginning of the lesson and for review at the end of the lesson.</p> <p>Large Groups: Students will be in a large group for the learning of definitions at the beginning of the lesson as well as for learning procedures. Students will sit at their own spots on the rug as usual.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students will sit in their groups, stay in their spots, and have their eyes on the teacher for directions. • Students will take turns speaking and listen to the person who is talking at all times. 				

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	<ul style="list-style-type: none"> While having discussion or work time with their thinking partners, students will listen to their partners and will share out the information/complete their work as instructed.
Minutes	Procedures
5 min	Set-up/Prep: <ul style="list-style-type: none"> Hang the “Think, Decide, Explain” Poster in a place where it can be seen by the whole class. (You may use the document projector if need be). Have enough copies of the “Opinion Writing” Handout printed out and ready to use. Have ABC folders at the students’ table spots – one for each student (they have their own folders)
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Gather students together to explain opinion writing and the activity. <ul style="list-style-type: none"> – “Alright everyone! Come to the rug so that we can learn about opinion writing for our writers’ workshop!”
8-10 min	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Explain what an opinion is <ul style="list-style-type: none"> – “An opinion is how you think or feel about something. This could be a favorite food, favorite music, etc...” – “When you give an opinion, you usually have reasons to back up your opinion.” – “For example... I like dogs better than cats <i>because</i> they like to snuggle, and they like to play.” <ul style="list-style-type: none"> > “I like ice cream better than brownies <i>because</i> it is cold and creamy.” “Now I would like to read a book that gives us some examples of what an opinion is!” <ul style="list-style-type: none"> – Read <i>What Is the Best Pet</i> <ul style="list-style-type: none"> > “Did you notice the two different opinions in the book? Once learner liked cats best and one liked fish the best. > “They both had reasons for why they like this type of pet best.” – When you are deciding on what your own opinion is, it is a good idea to follow these steps: Think, Decide, Explain. (For a Think, Decide, Explain poster, see Appendix B) <ul style="list-style-type: none"> > You Think about what your opinion is, Decide on it, and then give reasons to Explain what that opinion is. Give more examples and have the students verbally engage in it too. Model for the students using the projector the process of filling out the “Opinion Writing Handout.” Walk through one or two of the following ideas on the marker board: <ul style="list-style-type: none"> – favorite ice cream – favorite hobby – favorite subject in school – Would you rather ride a bike or swim – etc. With all the above prompts, make sure to explain why you have this opinion. Prompt them to help provide at least two reasons for their opinion.
10-15 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> At this part of the lesson, students will practice opinion writing by drawing their opinion for the given prompt and write (to the best of their ability) at least 2 reasons for why this is their opinion. Explain to the students that they will now practice opinion writing on their own. <ul style="list-style-type: none"> – “Now that you know what an opinion is and that we have had some practice thinking about our opinions, we can practice writing our opinions on a particular topic.” – “For this activity, I would like you to write your opinion for what you think is the best pet and why, just like the learners in the book.” – “To show your opinion, draw a picture of your opinion. Then write the best you can at least two reasons why this is your opinion.” <ul style="list-style-type: none"> > “You can also label parts of your pictures of your opinion too!” Once you have explained the instructions, send the children out to their table spots to complete the handout. <ul style="list-style-type: none"> > “Now, when I say go, get up, get your coloring tools, and go to your table spots. Then I will give you each an “Opinion Writing Handout.”
5-10 min	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> As the students are completing their handouts, walk around the classroom and ask engaging questions to each of the children. <ul style="list-style-type: none"> – Ask them about what their opinion is and what their reasons are for it. <ul style="list-style-type: none"> > “What is your opinion for ____” > “ Why do you like ____ best?”

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- Gather the students back together and have them share out some of their opinions and reasons with their thinking partners. Have the students bring their opinions as well.
 - “Alright everyone! Come back to the rug and set your opinions on the step!”
- Have the students discuss with their thinking partners what their different opinions were and their reasons for them.
 - Listen in on their conversations to check for understanding.

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- Listen to the students’ responses to the prompts in the *Explain* section of this lesson plan. Check to see if they:
 - Express their opinion
 - Provide at least 2 reasons for their opinion

Consideration for Back-up Plan: If the projector does not work, then draw the resources on the board the best you can.

Summative Assessment (linked back to objectives)

End of lesson:

- Look over the handouts you provided for the students. Check for their opinion and at least 2 reasons for their opinion.
- Listen to the students as they share out their opinion. Check for the same previously listed criteria.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Opinion Writing Handout

What's Your Opinion?



What are your reasons?



Thing, Decide, Explain Poster

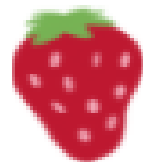
What is my
opinion?



1. Think



2. Decide



3. Explain

