MAXLiteracy

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National

Grade 1

Unit 1

Week 1

Day 3

10

Write to Build Knowledge

Resources

2

G1 U1 Write to Know! Book

Week 1 Day 3 Slides

Target Outcomes

2

ELA

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Language Development

Produce oral responses to questions.

Introduction to Opinion Writing

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Set Purpose

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Set a Purpose

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Prepare for the lesson using Before This Lesson.

Today we are going to learn about how writers can write to share their opinion. An opinion is what someone thinks or feels about something. For example, in the story we read today, My Big Family, Alex’s mom asks him how he would like it if their family were bigger. When Alex says yes, it would be nice to have more family here, he shares his opinion.

Display and read aloud the Student Learning Goals.

Explore Opinions

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Class Discussion

10

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W.TTP.1.a.1.i With prompting and support, write an opinion about a topic or text.;; W.TTP.1.a.1.ii Write an opinion about a topic or text.;; W.TTP.1.b.1.iii Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.;; W.TTP.1.c.1.ii Provide a reason for the opinion.;; W.TTP.1.c.1.i Provide a reason for the opinion (with prompting and support).;; W.TTP.1.b.1.i Introduce a topic or text.

W.TTP.1.a.1.i With prompting and support, write an opinion about a topic or text.;; W.TTP.1.a.1.ii Write an opinion about a topic or text.;; W.TTP.1.b.1.iii Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.;; W.TTP.1.c.1.ii Provide a reason for the opinion.;; W.TTP.1.c.1.i Provide a reason for the opinion (with prompting and support).;; W.TTP.1.b.1.i Introduce a topic or text.

SL.CC.1.1.iii Engage effectively in teacher-led discussions with diverse partners on grade 1 topics.;; SL.CC.1.1.i Engage effectively in one-on-one discussions with diverse partners on grade 1 topics.;; SL.CC.5.1.i Work respectfully with others.;;SL.CC.1.1.ix Speak one at a time during discussions.;;SL.CC.2.1.i Follow agreed-upon rules for discussions.;;SL.CC.1.1.x Make appropriate contributions to the discussion.;;SL.CC.7.1.iv Actively participate in collaborative discussions to build background knowledge.;;SL.PKI.12.1.i Listen actively to others with care during discussions.;; SL.LU.2.1.i Use appropriate voice level.;;SL.LU.2.1.ii Adapt oral language to fit the situation.;;SL.LU.2.1.v During discussions, speak clearly at an appropriate pace.;;SL.LU.2.1.vi During discussions, use the conventions of language.;;L.VAU.4.b.1.i Use words and phrases acquired through conversations.

When we write to share our opinion, we include reasons for our opinion. A reason tells why you think or feel something.

Instruct students to chorally repeat the following definitions:

An opinion tells what you think or feel!

A reason tells why!

Tell students that you will say a sentence aloud that tells someone’s opinion about their favorite food. Say a sentence such as:

My favorite food is tacos because my mom makes them for my birthday.

What does this person think is the best food? (tacos)

Why do they think that? (because their mom makes tacos for their birthday)

Explain that “My favorite food is tacos” tells an opinion about a favorite food. “because my mom makes them for my birthday” tells a reason why.

Have students Turn-and-Talk to identify the opinion and reason in several of the following sentences:

My favorite food is pizza because it is cheesy.

The best game is soccer because it is fun to kick the ball.

Cheetahs are the coolest animal because they are fast.

Dogs are the best pets because they love to play.

Address misconceptions as needed.

Teach Corners Protocol

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Class Discussion

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SL.CC.1.1.x Make appropriate contributions to the discussion.;;SL.LU.1.1.i Initiate conversation with peers.;;SL.PKI.12.1.i Listen actively to others with care during discussions.;;L.VAU.4.b.1.i Use words and phrases acquired through conversations.;; SL.LU.2.1.ii Adapt oral language to fit the situation.;;SL.CC.1.1.xii Build on conversations by responding to the comments of others through multiple exchanges.;;L.G.13.a.1.i Use complete sentences. ;;L.G.13.a.1.ii Produce (form) complete sentences.;; W.TTP.1.a.1.i With prompting and support, write an opinion about a topic or text.;; W.TTP.1.a.1.ii Write an opinion about a topic or text.;; W.TTP.1.b.1.i Introduce a topic or text.;; W.TTP.1.b.1.iii Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.;; W.TTP.1.b.1.ii State an opinion or preference about the topic or text.

SL.CC.1.1.i Engage effectively in one-one-discussions with diverse partners on grade 1 topics.;; W.TTP.1.a.1.i With prompting and support, write an opinion about a topic or text.;; W.TTP.1.a.1.ii Write an opinion about a topic or text.;; W.TTP.1.b.1.i Introduce a topic or text.;; W.TTP.1.b.1.iii Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.;; W.TTP.1.b.1.ii State an opinion or preference about the topic or text. .;;L.G.13.a.1.i Use complete sentences. ;;L.G.13.a.1.ii Produce (form) complete sentences.;; SL.PKI.4.1.v Produce complete sentences orally when appropriate to task.;; SL.PKI.4.1.vi Produce complete sentences orally when appropriate to situation.;;SL.PKI.4.1.vii With prompting and support, speak in complete sentences when appropriate to task.

SL.CC.1.1.x Make appropriate contributions to the discussion.;;SL.LU.1.1.i Initiate conversation with peers.;; SL.PKI.12.1.i Listen actively to others with care during discussions.;;L.VAU.4.b.1.i Use words and phrases acquired through conversations.;;SL.LU.2.1.ii Adapt oral language to fit the situation.;;SL.CC.1.1.xii Build on conversations by responding to the comments of others through multiple exchanges.;;L.G.13.a.1.i Use complete sentences.

Display the Corners Protocol.

Corners Protocol

Component Link

[Insert Thumbnail of the Corners Protocol]

Introduce each step of the protocol by inviting students to watch you model the Corners Protocol and then practice together.

Explain to students that they will listen to opinions about the story My Big Family and move to the corner of the room of the opinion that they agree with.

Explain that each corner represents a different opinion.

First, I will stand up and listen to the statement.

Point to each corner of the classroom. Then, I will move quietly to the corner of the room of the opinion that I agree with.

Demonstrate quietly and safely moving to one side of the room.

Then, I will find a partner that’s in my corner and take turns stating our opinion of the story. (I liked when the mom showed Alex the photo album.)

Next, I will explain the reason why I liked that part of the story. (I liked that part because he was happy.)

Instruct students to stand and listen to the first two opinion statements.

Statement 1: I liked when the cousins played games.

Statement 2: I liked when everyone ate different foods.

Remind students how to safely and quietly move around the room.

Say “Go” when students should move.

Prompt students to find a partner that is in their corner and state their opinion and explain why they liked that part of the story.

Circulate and monitor to provide feedback as needed

Remind students to state why they liked that part of the story.

Repeat a similar process to guide students through discussing the next set of opinion statements.

Statement 1: I liked when the cousins played outside.

Statement 2: I liked when the new baby came home.

Wrap Up

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Wrap Up

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In the next lesson we will write about our favorite part of the next story we will be reading.

Formative Assessment: Review Student Work

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Formative Assessment

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L.G.13.a.1.i Use complete sentences. ;;L.G.13.a.1.ii Produce (form) complete sentences.;; SL.PKI.4.1.v Produce complete sentences orally when appropriate to task.;; SL.PKI.4.1.vi Produce complete sentences orally when appropriate to situation.;;SL.PKI.4.1.vii With prompting and support, speak in complete sentences when appropriate to task.

ASSESS Prior to the next writing lesson, review students’ work. Did students:

* Produce complete sentences to answer a question?
* Orally share information with a partner?
* Gather and use information to answer a question with support?

As needed, provide additional support during the next writing lesson.

Professional Learning

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Why? The Science Behind the Practice

“A classroom community of thinking, speaking, and writing… allows students to flourish where they may well not have flourished—or even really engaged.” Vermont Writing Collaborative, 2008)

Before This Lesson

1

Prepare statements or questions (see lesson).

Label each corner, as helpful.

Student Learning Goals

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