

Name(s): [REDACTED]		
Grade Level: 2nd	Subject: Writing	Lesson Length: 30 minutes

I. Standards	
Utah State Core Curriculum Strand(s) and Standard(s):	Standard 2.W.2: Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.
Summative Assessment:	Not in this lesson
Goal Statement/Rationale:	Students will discuss what facts and opinions are, then demonstrate their understanding of them. This is important because they need to know what is fact and what is opinion, and how they are different. . This will build on their knowledge of narrative text where they wrote about their opinions. This will prepare them to write about facts.

II. Intended Learning Outcomes	
Learning Objective/Goal:	Know: Students will know what a fact and opinion is. Do: Students will underline and highlight facts and opinions in a text.

III. Assessment of Student Progress	
Pre-assessment:	Week 1 Day 1 writing page
Informal assessment(s):	“We do” and class discussion
Formal assessment:	Week 1 Day 2 writing page

IV. Preparation	
Students’ prior knowledge, skills and assets:	Prior Knowledge: Fact and opinion definitions Prior Skills: Writing full sentences, reading age appropriate text fluently, working with a partner. Personal Assets: Excited to learn

	Cultural Assets: High expectations to learn, importance placed on school. Community Assets: Many tutoring resources
Student preparation:	Writing page
Teacher preparation:	Writing slides
Technology integration:	iPad

V. Instructional Procedures

Slide 1: “I will distinguish a fact from an opinion.”

Slide 2: Talk about what a fact is, and what an opinion is. Then, have students stand and participate in the statement activity. I will read a statement, if it is a fact, the kids will put their hands on their head. If it is an opinion, they will put their hands on their knees.

Slide 3: “Watch me”. I will read each sentence one at a time. After I read the sentence I will think aloud about if the sentence was a fact or an opinion.

Slide 4: “Our turn”. Students will help me choose if each sentence is a fact or an opinion.

Slide 5: “Your turn”. Students will pull out their writing page and begin working on the hedgehog page. They will underline the facts, and highlight the opinions with crayons.

VI. Academic Language

Language Function:	Describe, define, search
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Language Supports

	Vocabulary:	Fact, opinion
	Syntax:	“Define the word fact.” “Describe what the word ‘opinion’ means.” “Search for facts and opinions in this text.”
	Discourse:	Discussing facts and opinions with a neighbor and the whole class.

VII. Addressing Learners’ Needs - Use what you have learned in these courses to respond to these items.

Differentiation/ Individualization:	ES, AS, LL, EL, MC, SH, CH and HP will need additional reminders to stay on task. MC may need to have a reset at the back table or while I am walking around the room. If EL does not have her glasses she can grab a clipboard and sit on the floor in front of the desks.
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Support for ELLs: Fluency Stage Specific Support: <ol style="list-style-type: none"> 1. Entering 2. Emerging 3. Developing 4. Expanding 5. Bridging 6. Reaching 	NA
Accommodations/ Modifications for IEPs/504s:	Independent work instructions written or displayed on board.