**Literacy Learning Segment Lesson Plans**

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| Candidate: Lyndsey Church | | Topic: Persuasive (Opinion) Writing |
| Date: Fall 2014 | Grade: 2 | Number of Students: 16 |

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| **Part One: Pre-Instructional Phase** | | |
| **Title** | Second Grade Literacy Lessons on Writing to Persuade-Day One | |
| **Standard** | **NY-CC-ELA-2011.ELA.2.W.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. | |
| **Central Focus (CF)** | The central focus of this learning segment is to teach students the key components of persuasive writing. Students will learn the importance of including opinions, reasons, and explanations when writing a persuasive piece. They will also gain an appreciation of why being able to persuade is an important skill. | |
| **Academic Language** | Language function: persuade  Vocabulary: persuade, opinion, reason, explanation, convince  Discourse: students will use written discourse in the form of a persuasive paragraph | |
| **Learning Target**  **(LT)/ Objective** | After completing the lesson, students will demonstrate ability to identify and describe the four components of persuasive writing by participating in the class discussion and completing an exit ticket with 100% accuracy. | Students will describe the four parts of persuasive writing by orally responding to teacher questioning and completing an exit ticket. | |
| **Instructional Aids** | Smart Board, Power Point presentation, Tumble Books website (<http://www.tumblebooks.com/library/>) | | |
| **Student Adaptations (with or without disabilities)** | * Additional modeling, guidance, support, and frequent checks for understanding * Adjusted lesson pace if students appear to be struggling * Preferential seating for struggling and distractible learners * Information presented in multiple different formats (orally, visually) * Directions read aloud and clarified | | |
| **Prior Knowledge** | Students know:   * What the word “opinion” means * How to generate and express their own opinion about a specific topic * How to write a paragraph with a clear beginning, middle, and end * How to write complete sentences | | |
| **Lesson Part** | **Activity description/Teacher does** | **Students do** | |
| **Formal/Informal**  **Assessment of Prior Learning or**  **Preassessment**  (*Sequence start*) | The week before learning segment begins, teacher will give a three question written pre-assessment to students to determine prior knowledge related to persuasion. (“What does the word persuade mean? What does the word opinion mean? What is your favorite food? Explain why.”) | Students will write down what they think “opinion” and “persuade” mean. They will write a statement listing their favorite food and explain why that food is their favorite. | |
| **Part Two: Instructional Phase** | | | |
| **Introduction** | *“Today, boys and girls, we will begin learning about a new, exciting form of writing that we will be practicing throughout the week. This new type of writing is called persuasive writing. Let’s look at our learning target.”*   * Teacher will display learning target for the learning segment using PowerPoint. After teacher reads it aloud, students will whisper read it aloud.   *“Before we start a new learning segment, I like to review the important vocabulary words that we will need to understand. Let’s look at those now.”*   * Teacher will display vocabulary words that students have already encountered that relate to the learning segment (opinion, reasons, explanation, convince) * Teacher will prompt students to provide definitions to the words * If students are struggling, teacher will display the definitions on the Smart Board | Students will listen to the teacher read aloud the learning target, then they will whisper read the target aloud themselves. | |
| **Instruction (e.g. inquiry, preview, review, etc.)** | Teacher will present the following using PowerPoint and prompt students to use Think/Pair/Share to discuss their thoughts with a seat mate:  “Think about a time when you wanted someone else to do something for you.   * What did you want? * What did you do to try to get it?”   Teacher will direct students to quietly read the prompt to themselves, and then choose a volunteer to read it aloud to the class. Then, students will reflect on their own previous experiences and share a related experience with the student sitting next to them. While students are sharing, teacher will walk around the room and listen to the discussions. If needed, teacher will provide additional prompting to help students recall a related experience. | Students will think of an answer to the prompt, and then briefly discuss their personal experience with a partner. In their responses, students should first state what they wanted, and then describe what they did to try to get what they wanted. Volunteers will be asked to share their responses with the whole class. | |
| **Informal Assessment** | Teacher will circulate and listen to student responses to see what prior experience students have with persuasion. |  | |
| **Practice Activity**  **or**  **Support** | Using PowerPoint, teacher will define the new vocabulary word (“persuade”). Teacher will prompt students to think of instances when it would be useful to persuade someone. Then, teacher will display OREO graphic and describe the four key elements of persuasive writing. “O” stands for opinion, “R” refers to reasons, “E” stands for examples/explanation, and “O” refers to restating opinion. | -Students will chorally read definition of persuade.  -Students will chorally read the four parts of persuasive writing as teacher points to them. | |
| **Teacher Questioning** | * What does the word “persuade” mean? * What is the best part of an OREO? How does this relate to the most important piece of persuasive writing? |  | |
| **Practice Activity** | Teacher will present an example persuasive writing paragraph to the class. The paragraph will be broken down and labeled by component (opinion, reasons, explanation, restate opinion). Teacher will read sentences aloud and prompt students to “shout out” the various components as teacher points to them. | Students will listen to the sample paragraph and notice the four components of persuasive writing. Students will consider the effectiveness of the explanations and reasons used. | |
| **Practice Activity**  **or**  **Support** | Teacher will display the following question on the SmartBoard: “Why are birthday parties fun?” and ask students to generate as many reasons as possible to practice thinking of reasons to explain opinions. As student share, teacher will compile list on the board. While doing this, teacher will emphasize how important it is to provide examples and explanations when trying to persuade. | Students will raise hand and each share one reason why birthday parties are fun. | |
| **Informal Assessment** | Teacher will take note of how many students are able to generate reasons and the ease in which they answer the question. |  | |
| **Practice Activity or Support** | Teacher will introduce the mentor text- *Can I Have a Stegosaurus, Mom? Can I? Please!?* by Lois Grambling. Teacher will explain that this text provides examples of how to effectively persuade someone. While reading, ask students to pay attention to instances when the speaker uses the components of persuasive writing (listing his opinion, providing reasons or examples). Direct students to give a “thumbs up” when they hear one of these elements during the read aloud of the story. Pause frequently when reading to discuss these components. When teacher notices a child put their thumb up, she will pause and prompt the student(s) to explain what they heard. | Students will listen to the read aloud of the story. When they notice the narrator using a persuasive strategy, they will use a “thumbs up”. Students will participate in class discussion about the text and the effectiveness of the persuasive strategies used. | |
| **Teacher Questioning** | * What is the speaker’s opinion? What does he want? * I see that many of you just gave a “thumbs up”. What did you notice the speaker say that was persuasive? * Do you think the speaker’s reasons are convincing? Why or why not? * How would it be different if the speaker had just said “I want a stegosaurus.” but didn’t explain why? Do you think he would have been able to persuade his mom? |  | |
| **Closure Assessment of Student Voice** | Exit ticket: What did you learn today about writing to persuade? What are the four components of persuasive writing? | Students will write about what they learned about persuasive writing during the lesson. | |
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| **Part One: Pre-Instructional Phase** | | |
| **Title** | Second Grade Literacy Lessons on Writing to Persuade-Day Two | |
| **Standard** | **NY-CC-ELA-2011.ELA.2.W.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. | |
| **Central Focus (CF)** | The central focus is to teach students the key components of persuasive writing. In this lesson, students will use a graphic organizer as a pre-writing tool as they begin to draft their own persuasive writing piece. | |
| **Academic Language** | Language function: persuade  Vocabulary: persuade, opinion, reason, explanation, convince  Discourse: students will use written discourse in the form of a persuasive paragraph | |
| **Instructional Aids** | Smart Board, Power Point presentation, Tumble Books website (<http://www.tumblebooks.com/library/>), OREO graphic organizer pre-writing worksheet | | |
| **Student Adaptations (with or without disabilities)** | * Additional modeling, guidance, support, and frequent checks for understanding * Adjusted lesson pace if students appear to be struggling * Preferential seating for struggling and distractible learners * Information presented in multiple different formats (orally, visually) * Directions read aloud and clarified | | |
| **Prior Knowledge** | Students know:   * What the word “opinion” means * How to generate and express their own opinion about a specific topic * How to write a paragraph with a clear beginning, middle, and end * How to write complete sentences | | |
| **Learning Target**  **(LT)/ Objective** | After completing the lesson, students will demonstrate ability to complete a persuasive writing graphic organizer in which they state an opinion and provide two reasons and explanations to support their opinion with 100% accuracy. | Students will complete the OREO graphic organizer by listing their opinion (what type of pet they should have) and supporting their opinion with reasons and examples. | |
| **Part Two: Instructional Phase** | | | |
| **Lesson Part** | **Activity Description/Teacher Does** | **Students Do** | |
| **Instruction (e.g. inquiry, preview, review, etc.)** | To begin, teacher will ask students to think/pair/share about the following: “What do you remember about persuasive writing from yesterday’s lesson?” | Students will think of an answer to the prompt, and then briefly discuss what they recall with a partner. Volunteers will share with the whole class. | |
| **Informal Assessment** | Teacher will circulate and listen to student responses to assess the degree to which students remember the information from the previous lesson. |  | |
| **Practice Activity**  **or**  **Support** | -Using PowerPoint, teacher will use review OREO format for persuasive writing. Display OREO graphic and describe the four components. | -Once teacher reviews OREO persuasive writing, students will turn to a partner and each whisper the four components to each other. | |
| **Teacher Questioning** | * What are the four parts or persuasive writing? * What should you include in the “reasons” section? What does the word “persuade” mean? * What does the word “opinion” mean? * Why is it important to include explanations when trying to persuade someone? |  | |
| **Practice Activity or Support** | To practice providing reasons to support opinions, teacher will display sentence frames on the SmartBoard and do a quick “Whip-Around-the-Room” to allow each student the opportunity to complete a sentence of their choice. (i.e: My favorite subject in school is \_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_.) | Each student will select a sentence frame and voice their response during the “Whip-Around-the-Room” activity. | |
| **Informal Assessment** | While students complete the “Whip Around the Room” activity, teacher will chart students’ ability to use a clear, fully developed explanation/reason to support their opinion. |  | |
| **Practice Activity**  **or**  **Support** | -Teacher will display the OREO graphic organizer on the SmartBoard and ask students to recall the mentor text that was read aloud the previous day. Ask students to think/pair/share with a partner and list one reason that narrator provided to explain why he thought he should have a stegosaurus.  - Discuss the examples students talked about with their partners together. Use the reasons and examples to model for students how to complete the OREO graphic organizer.  -If students have trouble recalling specific details, go back through pages of the text together. | -Students will talk with a partner about one thing the narrator said to try to persuade his mom.  -Students will share their responses to assist in completion of the graphic organizer. | |
| **Informal Assessment** | Teacher will walk around as students are sharing with a partner and chart students who are able to recall one example of persuasion from the text. |  | |
| **Practice Activity or Support** | -Teacher will describe the task students will work on for the rest of the lesson. Like the boy in the text, students will choose one animal that they will try to persuade their parents to allow them to have as a pet. Ask students to think silently of the animal they will ask for and nod their heads when they have an idea.  -Teacher will pass out OREO graphic organizer and direct students to brainstorm reasons and explanations as to why they should have their desired animal as a pet. Once students have their graphic organizer, they may begin working independently on completing all sections of the chart.  -Teacher will circulate and provide additional guidance, prompting and support to students who are struggling to complete the task. | -Students will think of an animal they want to write about and nod their head when they have an idea.  -Students will use the OREO graphic organizer to list their opinion, reasons, and examples/explanations regarding an animal they believe they should have as a pet. | |
| **Informal**  **Assessment** | -As students are working on their chart, teacher will walk around and chart students who are able to generate reasons and explanations to support their ideas. |  | |
| **Closure Assessment of Student Voice** | Students will write on a post-it an answer to the following question and place their response on the class “Before you go, What do you know?” chart: When might you need to persuade someone? | Students will write about a time when you might need to persuade someone and post it on the class anchor chart. | |

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| **Part One: Pre-Instructional Phase** | | |
| **Title** | Second Grade Literacy Lessons on Writing to Persuade-Day Three | |
| **Standard** | **NY-CC-ELA-2011.ELA.2.W.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. | |
| **Central Focus (CF)** | The central focus is to teach students the key components of writing to persuade. In this lesson, students will use the graphic organizer completed during the previous class and a writing checklist to write a persuasive paragraph that includes an opinion statement, at least two reasons and examples, and a concluding statement that restates the opinion. | |
| **Academic Language** | Language function: persuade  Vocabulary: persuade, opinion, reason, explanation, convince  Discourse: students will use written discourse in the form of a persuasive paragraph | |
| **Instructional Aids** | Smart Board, Power Point presentation, Tumble Books website (<http://www.tumblebooks.com/library/>), OREO graphic organizer pre-writing worksheet, Writer’s Checklist | | |
| **Student Adaptations (with or without disabilities)** | * Additional modeling, guidance, support, and frequent checks for understanding * Adjusted lesson pace if students appear to be struggling * Preferential seating for struggling and distractible learners * Information presented in multiple different formats (orally, visually) * Directions read aloud and clarified | | |
| **Prior Knowledge** | Students know:   * What the word “opinion” means * How to generate and express their own opinion about a specific topic * How to write a paragraph with a clear beginning, middle, and end * How to write complete sentences | | |
| **Part Two: Instructional Phase** | | | |
| **Lesson Part** | **Activity Description/Teacher Does** | **Students Do** | |
| **Learning Target**  **(LT)/ Objective** | Given a graphic organizer and writer’s checklist, LWDAT produce a one paragraph opinion piece in which they state a pet they believe they should have and provide at least two reasons to support their opinion with 100% accuracy. | Students will be using the persuasive writing format discussed during the two previous lessons to write a one paragraph persuasive piece. | |
| **Instruction (e.g. inquiry, preview, review, etc.)** | To begin, teacher will ask students to reflect on their success during the previous lesson. Ask: *“How did you feel about using the OREO method to think of ideas for your persuasive writing? What was helpful? Challenging? ”* | Students will think of an answer to the prompt, and then briefly discuss what they recall with a partner. Volunteers will share with the whole class. | |
| **Informal Assessment** | Teacher will circulate and listen to student responses to assess the degree to which students felt comfortable drafting ideas for their persuasive pieces. |  | |
| **Practice Activity**  **or**  **Support** | -Share learning target for the day with students using PowerPoint. Explain to students that they will be using the OREO graphic organizer to write a persuasive paragraph to their parents. Remind students they must state their opinion first, provide at least two reasons and explanations, and then conclude by restating their opinion.  -Ask students to turn to their partner and restate the expectations for the lesson. | -Once teacher displays learning target, students will choral read the LT as teacher points to the words.  -Students will turn to a partner and restate what must be included in their writing piece. | |
| **Informal Assessment** | Walk around while students discuss expectations to ensure every student understands the task. |  | |
| **Practice Activity**  **or**  **Support** | -Before students begin writing, teacher will use PowerPoint to teach mini-lesson on strengthening writing by adding transition words to connect ideas. Teacher will display example words on the SmartBoard and encourage students to identify some words they want to use in their writing. Teacher will display a sample persuasive paragraph on getting a German Shepard- illustrating how adding details and transition words makes writing more convincing and effective. | -Students will jot down one or two connecting words to include in their writing.  -Students will read two versions of the German Shepard paragraph and participate in discussion about what makes the second version stronger/more effective. | |
| **Teacher Questioning** | * Which of these words do you plan to include in your writing? * What do you notice that is different in the second version of the paragraph? * What makes the second paragraph more effective? |  | |
| **Practice Activity or Support** | -Teacher will tell students they will be spending the rest of the time writing their persuasive paragraphs. Before they begin, Teacher will pass back the graphic organizers from the day before. Teacher will also pass out a writer’s checklist, which students will use to ensure they include all the important components in their writing.  -Students will independently work on writing their persuasive pieces, while teacher circulates to provide guidance and support as needed. | -Students will use the OREO graphic organizer and the writer’s checklist to write a one paragraph persuasive piece to their parents. | |
| **Closure Assessment of Student Voice** | Students will have the opportunity to share their pieces with their classmates, if desired. | Students can take turns reading their writing aloud to their classmates. | |
| **Formal**  **Assessment or Postassessment**  (*Sequence end*) | Student ability to compose persuasive writing will be formally assessed based on their completion of the persuasive writing paragraph during this lesson. Students will be assessed based on their ability to clearly state their opinion, list at least two supporting reasons/explanations, use connecting words, and use a concluding sentence that restates their opinion. |  | |