## Critical Components of Lesson Design Template

**Directions:** Download the document to your computer. Save it as `YourName_Lesson X` (replace X for the number of the lesson, i.e., 1, 2, or 3). Fill in each section. Each textbox will expand to allow you to enter as much text as needed. SAVE the document and upload it to your instructor using the assignment link within the lesson.

<table>
<thead>
<tr>
<th>Planning</th>
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<tbody>
<tr>
<td><strong>Author</strong></td>
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<tr>
<td>Wordie Smith</td>
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<tr>
<td><strong>Subject(s)</strong></td>
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<tr>
<td><strong>Topic or Unit of Study</strong></td>
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<tr>
<td>Persuasive Writing: Fact or opinion? (lesson 2 of 3)</td>
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<tr>
<td><strong>Grade/Level</strong></td>
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<tr>
<td><strong>Materials and Media</strong></td>
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<tr>
<td>- Smartboard visual showcasing facts and opinions about Dolphins</td>
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<tr>
<td>- Pencils, crayons or colored pencils</td>
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</tbody>
</table>
- A picture of my dog, Ginger

| Standards | K.W.1 With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

K.W.2: With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |

| Measurable Objectives | Measurable objectives identify what the student will know and be able to do by the end of the lesson. Objectives include references to expected performance/behavior and specific criteria for mastery. The measurable objectives should be aligned to the standards selected. All students will be able to correctly list a minimum of two facts and two opinions about an animal of their choice. |

| Summary | Provide a brief overview of your activity. Students will explore and examine the difference between fact and opinion and generate their own facts and opinions about an animal of their choice. |

| Differentiation | How will you meet the needs of all your students (variables could include readiness, rate of learning, interest, learning styles, flexible groups, products demonstrating mastery). Once I check for understanding, and I have identified students who are struggling, I can work with them individually or as a small group. They may need help thinking of ideas to write about and/or sounding out words. All students have an “open invitation” to sit at the back table for a little bit of extra teacher help. Students who complete the activity quickly, may want to engage in an extension activity. |
**Remediation**

Re-teaching of the content using a multi-sensory approach or different method. Adapting and modifying instructional practices to deliver appropriate, responsive instruction for students.

All students have an “open invitation” to sit at the back table for a little bit of extra teacher help. I have sandpaper alphabet letters they can trace and our daily phonics sound cards to help them remember the sound/symbol they need to write their thoughts on paper. Since my primary focus is on differentiating between a “fact” and “opinion” some students may need to dictate their ideas to me so that I can write them down as well as check for understanding.

**Extensions**

Enhancement of the content (Bloom’s Taxonomy/Webb’s Depth of Knowledge) that will go above and beyond the measurable goals.

Students can be encouraged to include a colored picture to go with their two facts and two opinion assignment, create a “Fact and Opinion” quick book to showcase in the classroom library to share with their classmates or they may engage in our typical Writers’ Workshop model.

**Assessment**

**Pre Assessment Data (if applicable)**

*This includes the data collected prior to this lesson that drives instruction. This could include teacher-made tests, DIBELS, progress monitoring, state/district assessments, etc. Include a summary of the data collected to inform your instruction.*

Monthly writing samples indicate that the majority of the students possess the beginning spelling and fine motor skills to complete this activity.

**Post-Assessment**

*Post-Assessment: Data collected which demonstrates student proficiency and student mastery of measurable lesson objective(s). Summative assessment may include; skill based checklist, rubric, developmental scale, answer key for test, essay, worksheet, or quiz. Formative assessment may include; a question and answer session, performance observation, individual contributions to collaborative group projects in order to guide future lesson planning.*

Correctly identify two facts and two opinions (approximate spelling is acceptable, the focus here is on content).

The students will correctly list two facts and two opinions on the independent worksheet activity.

**Assessment/Rubrics**

*You can paste your rubric here, or (if too long) write the title here and upload it to your instructor when you submit this lesson.*
### Fact and Opinion Assessment Checklist:

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### Teacher Facilitated Instruction

#### Anticipatory Set with Purpose

*(Written in narrative form)* The anticipatory set is to grab the students’ attention. The teacher actively engages and motivates the students about the lesson topic through conversation, visuals, read alouds, computer clip, critical thinking questions, etc. The anticipatory set should be relevant to the lesson and link students’ prior learning to the current lesson focus. It is important for the teacher to directly state the new concept/skills and/or strategies the students will be learning and how it will apply to their own lives (age appropriate).

*Boys and Girls, we are going to talk about the difference between facts and opinions. Have you heard of the saying, “That’s a fact”? Today our school lunch menu includes a choice of pizza or a chicken sandwich. This is a fact, because it is true. I think pizza is the best choice. This would be an opinion.*

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#### Instructional Sequence

This portion of the plan should include: direct instruction, modeling, guided practice, active engagement, checking for understanding, and an independent activity. In order to demonstrate your thorough knowledge of each critical component, you will insert an abbreviated indicator at the end of each content item.  

**Direct Instruction:** *(DI)*  
**Modeling:** *(M)*  
**Guided Practice:** *(GP)*  
**Active Engagement:** *(AE)*  
**Checking for Understanding:** *(CU)*  
**Independent Activity:** *(IA)*  
*Utilize the attachment tab at the top of the screen to attach your independent activity.*

1. Introduce the difference between “fact” and “opinion” using a picture of Ginger. *(DI)*
2. A fact is something true, something that everyone would agree with and doesn’t change. An opinion includes our thoughts and feelings about something. People “own” their opinions and they should be respected. *(DI)*
3. For example, I could say that my dog, Ginger (share a picture) has black fur. This is a fact. I could also say that Portuguese Water Dogs are the smartest dogs on the planet. This is an opinion. *(DI)*
4. Introduce a half-completed fact/opinion Smartboard visual about Dolphins. Go over the statements recorded so far. **Facts:** Dolphins are mammals. Dolphins live in the ocean. **Opinions:** Dolphins are the cutest of all ocean animals. Dolphins are friendlier than manatees. *(DI, M)*
5. Have the students turn to a partner to discuss additional facts and opinions that can be added to the dolphin poster. *(AE)*
6. Have the students help complete the Smartboard activity while discussing the choices along the way. *(GP, AE)*
<table>
<thead>
<tr>
<th>Independent Activity</th>
<th>This is commonly called homework or seatwork. Unlike the guided practice, the teacher is not present to correct mistakes. The purpose of this practice is to help in the retention of the material that is covered. Students will be given appropriately lined paper with a picture box to create their own fact/opinion &quot;mini&quot; posters. (IP)</th>
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| Closure | (Written in narrative form) Revisiting or reflecting on the measurable goals here will help organize the information into a meaningful context in the students’ minds. Keep in mind that the closure portion of the lesson is not the end point of the skill or subject but a final "check for understanding" used at the end of the class period or before changing subjects. The information gathered during this portion of the lesson will help the teacher plan future instruction. 

Narrative: Today we talked about the difference between a fact and an opinion. Turn to a partner and share at least one fact and one opinion from your ‘mini’ fact/opinion poster. Be sure to share it with your parents tonight and explain to them what you know about facts and opinions. |