### 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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<td><strong>Topic or Unit of Study</strong></td>
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<tr>
<td>Persuasive Writing: Do Animals Definitely Not Wear Clothing? (lesson 3 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>• Read aloud title: <em>Animals Should Definitely NOT Wear Clothing</em> by Judi Barrett</td>
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<tr>
<td>• Teacher example (chart paper with drawing and written response)</td>
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| **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 write about their opinion, earning a minimum of 3 out of 4 on the Persuasive Writing Rubric. |
| **Summary** | Provide a brief overview of your activity.

After listening to a story, students will express their own opinion about whether or not animals should wear clothing. They will write about their opinion. |
| **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. Students may dictate their opinions to be written down for them. The can also let their picture represent their opinion and provide an oral narrative to go along with the picture.

**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 write multiple reasons to support their opinion. They can also come up with “opinion” types of questions to ask their peers.

Example: Should animals be allowed to shop at the mall?

Or, students can engage in our Writers’ Workshop model by retrieving their writing folder and working on a story they had already started, or begin a new one.

**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 instructions.*

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.*

The students will earn at least a 3 out of 4 on the Persuasive Writing Rubric.

**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.*

**Persuasive Writing Rubric**

**Lesson Title: Do Animals Definitely NOT Wear Clothing?**
### 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 and write about our opinions today. Our opinion describes our thoughts and feelings about something. *(Ask class)* What is an opinion? *(class responds)* Our thoughts and feelings about something. In my opinion, I think The Voice is a better show than American Idol. Who agrees with me? In Mr. Stratton’s opinion, American Idol is a better show than The Voice, and that’s okay, because when it comes to opinions, no one is right and no one is wrong. We need to be able to express our opinion about things that are important to us.

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<table>
<thead>
<tr>
<th>Project Components</th>
<th>Zero Points (No attempt) (0)</th>
<th>One Point (Basic attempt) (1)</th>
<th>Two Points (Developing) (2)</th>
<th>Three Points (Proficient) (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustration/Writing</td>
<td>Student makes no effort to draw an illustration of their animal or write about their opinion.</td>
<td>Student makes a basic attempt to draw a picture and/or write about their opinion. The picture and/or the writing may not be distinguishable.</td>
<td>Student draws a picture and includes writing which incorporates approximate spelling.</td>
<td>Student draws an easily identifiable picture with corresponding written opinion that is easy to decipher.</td>
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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 book titled, *Animals Should Definitely NOT Wear Clothing*, by Judi Barrett. (DI)
2. Discuss that, in the author’s opinion, animals shouldn’t wear clothing and she gives many reasons why. Discuss the various reasons as you work through (read) the story. (DI)
3. Once the story has been read aloud, have the students think for a moment about their own opinions, should Animals wear clothing? (AE)
4. Then have them turn towards their “peanut butter and jelly partner” to share their own opinions. (AE)
5. Visit the pairs of students, listen to their opinions, and offer praise. Recap some of the highlights from the partner conversations with the whole group. (CU, GP, AE)
6. Model (aloud) the thinking behind my own opinion about whether or not animals should wear clothing (which will differ from the showcased story) and offer WHY I think that way (reasons to support opinion). (M)
7. Reveal my own writing piece which shows a bear wearing a little school t-shirt and a written response stating that animals should wear clothing because they like to stay warm and they want to celebrate holidays and show school spirit. (M)
8. Throughout the lesson check for understanding:

   - What is an opinion? Can opinions be right or wrong? In your opinion, should animals wear clothing? Why or why not? (CU)

9. Together, using the document camera so everyone can see, write a short opinion piece as if we were Judi Barrett, the author of the text we read together. Solicit suggestions from the students, praise their contributions. A possible option might include... (GP) In my opinion, *porcupines should definitely not wear clothing. They would poke holes in their clothes! They wouldn’t feel very comfortable.*

### Independent Activity

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 write about their own opinion as to whether or not animals should or shouldn’t wear clothing.

### 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 our opinions, which are our thoughts and feelings about something. In particular, we talked about whether or not animals should wear clothing. Turn to your partner and explain whether you think animals should wear clothing and share your work. Looking ahead, when we do Writers' Workshop, feel free to write about facts and opinions, this is a new kind of writing genre for us and I look forward to reading your work.