

Critical Components of Lesson Design

*Early Childhood Example (#2 out of 3)

Planning

Name: Suzy Student	Subject Area: Language Arts	Lesson Date: May 1, 2015
Unit Title (if applicable): Writers' Workshop Focus: Persuasive Writing	Lesson Plan Title: Fact or Opinion?	Grade Level: Kindergarten
Time Required: 45-60 minutes	Materials and Media: <i>Smartboard visual showcasing facts and opinions about Dolphins.</i>	
Aligned State Standards: Writing Standards_ Text Types and Purposes: 1 and 2 Speaking and Listening Standards_ Comprehension and Collaboration: 1 and 2 Speaking and Listening Standards_ Presentation of Knowledge and Ideas: 4, 5 and 6 K.W.1, K.W.2 K.SL.1, K.SL.2, K.SL.4, K.SL.5, K.SL.6		
Measurable Goals and Criteria for Mastery (quantitative and references the assessment): All students will be able to correctly list a minimum of two facts and two opinions about an animal of their choice.		
Differentiation: Remediation Students who struggle with the independent practice can sit with the teacher in a small group, or one on one, and dictate their facts and opinions to be written down for them. They can also choose to use the informational texts used during yesterday's anticipatory sets as a springboard for their animal facts.		
Differentiation: Extensions Students can be encouraged to create a "Fact and Opinion" quick book to showcase in the classroom library to share with their classmates.		

Assessment

Pre-Assessment Data (if applicable): Monthly writing samples indicate that the majority of the students possess the beginning spelling and fine motor skills to complete this activity.

Post Assessment: Independent activity: 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.

Teacher Facilitated Instruction

Anticipatory Set with Purpose:

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.

Instructional Sequence:

- 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 and 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)
- 7) As an entire class, generate a list of animals that could be the focus of their own fact/opinion poster. Give the students time to quietly reflect on an animal that they can create a "mini" fact/opinion poster by (similar to the Smartboard activity) themselves. (GP, M)
- 8) Have the students turn to a partner to share their animal choice and discuss some facts and opinions with each other. (GP, AE)
- 9) Students will be given appropriately lined paper with a picture box to create their own fact/opinion "mini" posters. (IP)

Closure:

"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. "

