

Critical Components of Lesson Design

*Early Childhood Example (#3 out of 3)

Planning

Name: Suzy Student	Subject Area: Language Arts	Lesson Date: May 5, 2015
Unit Title (if applicable): Writers' Workshop Focus: Persuasive Writing	Lesson Plan Title: Do Animals Definitely Not Wear Clothing?	Grade Level: Kindergarten
Time Required: 45-60 minutes	Materials and Media: <i>Animals Should Definitely NOT Wear Clothing</i> by Judi Barrett Teacher example (chart paper with drawing and written response) Appropriately lined paper for students, pencils, crayons	
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 write about their opinion, earning a minimum of 3 out of 4 on the Persuasive Writing Rubric.		
<p>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 opinions to be written down for them. They can also let their picture represent their opinion and provide a narrative to go along with the picture.</p> <p>Differentiation: Extensions 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. Should animals be allowed to shop at the mall...etc.</p>		

Assessment

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

Post Assessment:

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

Teacher Facilitated Instruction

Anticipatory Set with Purpose:

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.*

Instructional Sequence:

- 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.*

10) 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. (IP)

Closure:

"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."