Grade Level	K	**Content Area**	English Language Arts – Writing
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will be able to draw a picture and write letters forming them into words. The students will have a basic understanding of what an opinion is. Students will be able to sit and listen to a story for ten to fifteen minutes. Finally, the students will be able to form word into sentences independently or with the aid of a teacher.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The program of instruction at The Caepe School is designed to meet the needs of students in its target population and prepare them to compete academically with students from any school in the country when they graduate. During Writing, a variety of shared, guided, and independent writings are used to meet the needs of all children. Differentiation occurs for students who need extra help or more of a challenge.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**K.W.1** 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…)		
Materials/Resources Needed	White board and markers, several copies of book, *Little Red Riding Hood*, by Trina Schart Hyman, and several copies *Lon Po Po*, (CCSS exemplar text), by Ed Young		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies The teacher will:	Student Activities The student will:
1	**Whole Group Instruction:** Begin a discussion with the students about facts. The discussion will begin by discovering what a fact is. The teacher will ask students what they know about facts. After students have a chance to express their thoughts, the teacher will explain that a fact is something that is true and can be proven. Give the two examples of "I like trees" and Trees have leaves." Ask students to help decide which example is a fact. Explain that facts never have the word I in it as well as they are able to be proven. Now ask students to give their own facts about recess. Remind them that facts do not have the work I in it and can be proven. **Whole Group Instruction**: Introduce to the students that we will be beginning something new. Ask students what it means to have an opinion. Ask students if they know the difference between fact and opinion. Write thoughts on the white board. Explain that a fact is something we know to be true, and it doesn't matter how we feel about it. It is just true. An opinion reflects a person's feeling about the subject. Reflect on whether or not the thoughts on the board are accurate. **Shared Writing**: Ask students to share their opinions about recess. Remind them this is how they feel and so each sentence should begin with the words I think or I feel. Instruct them to write opinions on the white board. Assist students who need help. **Whole Group Instruction**: Review student opinions and ask what each sentence has in common. Words like "I like," "I don't like," or "I feel" are in every sentence. These are opinion words. Facts do not use these words. Opinions are our feelings.	**Interaction**: Respond to questions. **Guided Reading:** Give the teacher some examples of facts that have to do with recess. **Shared Writing**: Write opinions about recess on the white board. Examples may include the following: "I like recess because it is fun," "I feel recess is the best because of the sandbox," and "I do not like recess because it gets too hot outside." **Independent Writing**: Think of one sentence stating an opinion on eating vegetables. Students who struggle with writing can draw a picture but will need to show facial expressions to explain their feeling. When they have finished their sentence place their hand on their head to show they are done. For students that are done quickly, they will be asked to write another sentence explaining why they have this feeling.

2	**Whole group instruction**: Review fact versus opinion. Remember opinion has I in it and states a feeling. Then show students several sentences on the board that are either facts or opinions. **Guided Writing:** Now ask for four sentence examples, two facts and two opinions that are not on the board. **Whole Group Instruction**: Recall earlier when we read the story Little Red Riding Hood. Discuss with students how we can have opinions about a book. We can have opinions about the characters, the writing, the pictures, the setting, etc. We can have favorite parts of the book and parts we did not like all in the same book. **Whole Group Instruction:** Explain that today we are going to write an opinion sentence(s) about the book.	**Shared Writing**: Write the word fact or opinion next to each sentence designating which type of sentence it is. The teacher will confirm with the rest of the class whether the choice is correct. **Guided Writing:** Dictate to the teacher a fact sentence and then an opinion sentence. The students will give a total of four sentences, two with facts and two with opinions. **Guided Writing:** Give examples of whether or not they liked the four different aspects of the book and explain why they did or did not like it. **Independent/Guided Writing**: Write one opinion sentence on what they liked and one sentence on what they did not like about the book. Sentences should begin I liked… and I did not like… For students that need more of a challenge, they will write why they liked and did not like that part of the book. For those that struggle with writing as them to write I liked and then draw a picture of the part that they liked and the same with what part they did not like.
3	**Whole group instruction**: Briefly review facts and opinions. Ask a few students to share their opinions from yesterdays writing on Little Red Riding Hood.	**Shared Writing**: Look at a tree outside. Ask them to help you write some facts and opinions on the board. Have students dictate the facts and opinions and write them on the white board. When finished ask students for help writing whether the sentences are facts or opinions. Call students up that would like to help and have them write fact next to a sentence that is a fact and opinion next to a sentence that is an opinion.

	Whole Group Instruction: Ask students to recall the story of Lon Po Po from early today. Remind students that we can have opinions about the characters, the writing, the pictures, the setting, etc in a story. We can have favorite parts of the book and parts we did not like all in the same book. **Whole Group Instruction:** Explain that today we are going to write an opinion sentence(s) about the book. **Whole Group Instruction:** Talk about how different it was from the story yesterday. Ask students to help to look at the different parts of the story (writing, pictures, characters, setting, etc) to find the differences in the story.	**Guided Writing:** Give examples of whether or not they liked the four different aspects of the book and explain why they did or did not like it. **Independent Writing**: Write a sentence stating one thing they liked from the story and one thing they did not like from the story. For those that need more have them write why they liked it and why they did not like it. For those that need extra help, have them write I liked then draw a picture and I did not like then draw a picture. **Guided Writing:** Dictate some examples of differences in the characters, setting, pictures, writing, etc.

Summative Assessment: Explain that over the past two days we have two different stories about the same thing. Talk about how as listeners we have opinions about what we like better. Ask students to write their opinion about which book they liked better. Students should begin, "I like…" and then write the name of the book. Ask them to write a sentence on why they liked that book better. Since recalling how to spell the names of the books is not being assessed at this time, the names of the books are written on the board.

Answer Key: To show mastery students will begin sentence with "I like…" and put the name of one of the books. Sentence two can have a variety of reasons as long as they pertain to the book. Students may write one sentence as long as it follows good grammar. No points taken off for spelling. Students will be given two points for beginning sentence with "I like," two points for the reason, and one point for each fact or opinion sentence. No partial credit given. A score of 6/8 points demonstrates mastery.

Name_____
Date_____

Fact vs. Opinion

_____

_____

_____

_____

_____The girl has a purple dress.

_____I like all the trees.

_____My mom likes me best.

_____He ran to school.